

# Policies and practices to help immigrant students attain proficiency in the language of instruction



## INTRODUCTION

In order to contextualise the findings from Chapters 2 to 4 which focused on immigrant students' school performance and engagement, Chapter 1 provided background information on immigration policies and immigrant populations in the case countries. The present chapter complements this information by examining countries' approaches to integration. The integration process is a major concern for immigrant receiving countries worldwide. Schools and other educational institutions play a central role in this process. While much has been written about immigration policies and labour market integration in different countries (*e.g.* Castles, 1995; Freeman, 1995), international comparative analyses of integration policies related to schooling are rare. One exception is a publication by Pitkänen, Kalekin-Fishman and Verma (2002) that describes educational responses to immigration in five countries: Finland, France, Germany, Greece and Israel. It provides an account of general approaches to integration and is relatively broad.

The information network on education in Europe *Eurydice* (Eurydice, 2004) carried out a survey on support measures for immigrant students in pre-primary, primary and compulsory secondary education. This survey employs an open approach asking countries to describe their policies related to immigrant students in response to general questions. The resulting report covers a wide range of support measures implemented in participating countries (provision of interpreters, measures supporting students' cultural and religious backgrounds *e.g.* adaptations of food served in school cafeterias). Because the survey was carried out within the European Union, however, some of the OECD countries with high levels of immigration are not included in the publication.

Using the Eurydice project as a starting point, the authors of this report performed a supplementary survey within PISA on countries' approaches to supporting immigrant students' school success. The survey focuses on selected aspects of school-related integration policies using structured questions and response formats. This chapter starts with a brief overview of the survey, describing its content and the process of data collection. Subsequently, it provides a summary of the survey results. Based on this summary, the chapter concludes with a discussion of policy implications that emerge from the findings.

### **PISA 2003 SUPPLEMENTARY SURVEY ON NATIONAL POLICIES AND PRACTICES TO HELP IMMIGRANT STUDENTS ATTAIN PROFICIENCY IN THE LANGUAGE OF INSTRUCTION**

Starting with the assumption that proficiency in the receiving countries' official languages is a key prerequisite for the integration of immigrants, the PISA supplementary survey focuses on approaches to supporting immigrant students' acquisition of the language of instruction. The goal of the survey is to capture policies and practices addressing the needs of students with limited proficiency in the language of instruction whose parents or grandparents have immigrated to the respective country. Programmes for children from native families who are fluent in one of the country's official languages and set out to learn another official language are not considered. The members of the PISA Governing Board nominated experts on the education of immigrant students within their country to complete the survey.

The survey has six parts:<sup>1</sup>

- i. Policies and practices designed to help newly arrived immigrant adults attain proficiency in the country's official language(s)<sup>2</sup>
- ii. Policies and practices in pre-primary education (ISCED 0)
- iii. Policies and practices in primary education (ISCED 1)
- iv. Policies and practices in lower secondary education (ISCED 2)
- v. Additional school resources
- vi. Supplementary classes to improve proficiency in immigrant students' native languages

Within each of these sections, the survey asks about the kinds of measures implemented in the countries, the intensity of their implementation (*e.g.* hours per week) and the target group coverage (*e.g.* approximate proportion of immigrant students receiving the respective support measure). Several questions request country experts to indicate which type of language support measure students typically receive at different levels of the education system. These questions focus on six general approaches distinguished in the literature, as defined in Box 5.1 (*e.g.* Hakuta, 1999; Reich, Roth *et al.*, 2002). Throughout the chapter, the abbreviation “L1” is used for students' native (first) languages and “L2” for students' non-native (second) languages or the language of instruction.

The survey instructions ask respondents to focus on the three largest groups of second-language immigrants in their country and, if necessary, to differentiate their answers for these groups. In most countries with federal structures it was necessary to carry out the survey at the level of sub-national entities and to focus on a selection of regions. In these cases, countries chose regions with relatively high proportions of immigrant students and well established approaches to helping these students attain proficiency in the language of instruction. In addition, the survey instructions request respondents to focus on current policies and practices and to indicate whether a given measure has been introduced relatively recently (within the last ten years).

The survey process involved four steps. First, the country experts completed the questionnaire. Second, the authors of the thematic report summarised the survey data, indicating information gaps and open questions. This draft summary was sent back to the country experts with requests for clarification and additional information. Third, based on experts' feedback, the authors revised the summary and finalised it for inclusion in the thematic report. Finally, countries could request additional changes in the descriptions as they reviewed the complete report.

All countries participating in PISA were invited to take part in the supplementary survey, regardless of whether or not they could be included in the empirical chapters of this report. Of the 17 countries represented in the previous chapters, 13 completed the questionnaire: Australia, Austria, Belgium (French community), Canada, Denmark, Germany, Luxembourg, Netherlands, Norway, Sweden, Switzerland, Hong Kong-China and Macao-China. In addition, England, Finland and Spain participated in the survey. Four countries with federal structures provided information for two or three sub-national entities including Australia (New South Wales, Queensland and Victoria), Austria (Vienna and Vorarlberg), Canada (British Columbia and Ontario) and Switzerland (Berne, Geneva and Zurich).



**Box 5.1 ■ General approaches to educating immigrant students in the language of instruction<sup>1</sup>**

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**A. Submersion/Immersion:**

Students with limited proficiency in the language of instruction are taught in a regular classroom. Language skills in L2 develop as students participate in mainstream instruction. No systematic language support specifically targeted at immigrant students is provided.

**B. Immersion with systematic language support in L2:**

Students with limited proficiency in the language of instruction are taught in a regular classroom. In addition, they receive specified periods of instruction aimed at the development of language skills in L2, with primary focus on grammar, vocabulary, and communication rather than academic content areas. Academic content is addressed through mainstream instruction.

**C. Immersion with an L2 monolingual preparatory phase:**

Before transferring to regular classrooms, students with limited proficiency in the language of instruction participate in a preparatory programme designed to develop language skills in L2. The goal is to make the transition to mainstream instruction as rapidly as possible.

**D. Transitional bilingual education:**

Most students in the programme have limited proficiency in L2. They initially receive some instruction through their native language, but there is a gradual shift toward instruction in L2 only. The goal of the programme is to make the transition to mainstream classrooms as rapidly as possible.

**E. Maintenance bilingual education:**

Most students in the programme are from the same language background and have limited proficiency in L2. They receive significant amounts of instruction in their native language. These programmes aim to develop proficiency in both L2 and the native language (L1).

1. Based on Hakuta, 1999, p. 36.

The following sections of Chapter 5 summarise the results from the supplementary survey. In interpreting the findings, it is important to keep in mind that the authors did not design the survey to provide a comprehensive account of immigrant education in each of the countries. Instead, the instrument focuses on selected aspects in order to provide comparative information on general approaches to help immigrants attain proficiency in the case countries' official language(s). Accordingly, the information applies to the most prevalent language support measures that large proportions of immigrant students within a country receive.

## POLICIES AND PRACTICES DESIGNED TO HELP NEWLY ARRIVED IMMIGRANT ADULTS ATTAIN PROFICIENCY IN THE CASE COUNTRIES' OFFICIAL LANGUAGE(S)

The first part of the survey asks about the measures countries take to help newly arrived immigrant adults attain proficiency in the respective country's official language(s). The inclusion of questions on language programmes for adults relies on the assumption that parents' ability to communicate in the receiving country's official language is likely to affect their children's chances of succeeding in school. The questions relate to requirements of language proficiency tests and to the provision of compulsory and optional language classes. Tables 5.1a and 5.1b summarise the information the countries provided.

Table 5.1a  
Policies and practices designed to help newly arrived immigrant adults attain proficiency in the country's official language(s): obligatory language proficiency tests and mandatory classes

OECD countries	Country	Sub-national entity	Mandatory classes							
			Are recently immigrated adults who do not speak the receiving country's official language(s) required to take a language proficiency test?		Does the state offer mandatory language classes for recently immigrated adults who do not speak the receiving country's official language(s)?		Is there a minimal participation requirement for the mandatory language classes?		May participants leave the programme early?	What happens if a person fails to participate in the mandatory language programme? Please explain.
			Yes or No	Notes	Yes or No	Notes	Yes or No	Number of hours	Yes or No	
Australia		No	Only if they are eligible for and wish to access fee-free English language tuition under the Federal Government's <i>Adult Migrant English Program</i> .	No		a		a		a
Austria	Vienna and Voralberg	Yes	Since 2004	Yes	Since 2004	Yes	100	No		Residency/Status penalty: Individuals who fail to fulfill the requirements of the language programme within four years after entering the country run the risk of not having their residency permits renewed. Ultimately, they might be forced to leave the country.
Belgium	French Community	No		No		a		a		a
Canada	British Columbia	No	Only if they wish to enrol in <i>Language Instruction for Newcomers to Canada (LINC)</i> or <i>Cours de langue pour les immigrants au Canada (CLIC)</i> classes.	No		a		a		a
	Ontario	No	Only if they wish to enrol in <i>Language Instruction for Newcomers to Canada (LINC)</i> or <i>Cours de langue pour les immigrants au Canada (CLIC)</i> classes.	No		a		a		a
Denmark		No		Yes	Since 1999	No		Yes		Financial penalty: Failure to participate in the language programme may result in economical consequences, such as reductions in social benefits. Residency/status penalty: Consequences for the attainment of permanent residence status and Danish citizenship.
England		No		No		a		a		a
Finland		No		Yes		No		Yes	Pregnancy, illness and if the level of the course is inadequate.	Individuals will be referred to other programmes. Financial penalty: The individual may lose an integration subsidy.

Table 5.1a (continued)

**Policies and practices designed to help newly arrived immigrant adults attain proficiency in the country's official language(s): obligatory language proficiency tests and mandatory classes**

Country	Sub-national entity	Mandatory classes								
		Are recently immigrated adults who do not speak the receiving country's official language(s) required to take a language proficiency test?		Does the state offer mandatory language classes for recently immigrated adults who do not speak the receiving country's official language(s)?		Is there a minimal participation requirement for the mandatory language classes?		May participants leave the programme early?		What happens if a person fails to participate in the mandatory language programme? Please explain.
		Yes or No	Notes	Yes or No	Notes	Yes or No	Number of hours	Yes or No	Conditions	
OECD countries										
Germany		No	Only if they are required to participate in integration classes (since 2005).	Yes	Since 2005	Yes	Up to 630 (depending on the level of proficiency)	Yes	<i>e.g.</i> if "sufficient knowledge in German" is reached earlier	The process of naturalisation may be delayed. Financial penalty: Social security payments may be reduced by 10%. Residency/status penalty: A permit to take up residence is only issued if the applicant has attained a sufficient level of proficiency in German and basic knowledge of the legal and social order of Germany.
Luxembourg		No		No		a		a		a
Netherlands		Yes	Since 1998	Yes	Since 1998	Yes	600	No		Financial penalty: If a newcomer who is entitled to national assistance fails in any way to meet his or her obligations defined in the <i>Integration of Newcomer Act</i> , an executive fine is imposed. Municipalities are required to attune the measures or the amount of the fine to the degree of culpability, the seriousness of the offence and the personal circumstances of the newcomer.
Norway		Yes	Since 2005 municipalities may require new immigrants to take a language proficiency test.	Yes	Since 2005	Yes	225 (300 lessons of 45 minutes)	Yes	If participants have achieved sufficient language skills	Residency/status penalty: Individuals failing to participate in the programme will not obtain a permanent settlement permit or Norwegian citizenship unless they are able to prove that they have achieved language skills in other ways.
Spain		No		No		a		a		a
Sweden		No		No		a		a		a
Switzerland	Canton Berne	No		No		a		a		a
	Canton Geneva	No		No		a		a		a
	Canton Zurich	No		No		a		a		a
Partner countries										
Hong Kong China		No		No		a		a		a
Macao-China		No		No		a		a		a

Table 5.1b  
**Policies and practices designed to help newly arrived immigrant adults attain proficiency in the country's official language(s): Non-mandatory classes and participation rates**

Country	Sub-national entity	Non-mandatory classes				Participation rates		
		Does the state offer non-mandatory language classes for recently immigrated adults who do not speak the receiving country's official language(s)?		If non-mandatory language classes are offered: Are they free of charge?		If language classes are offered by the state: Approximately what proportion of newly arrived immigrants who do not speak the receiving country's official language(s) participated in these classes during the last five years?		
		Yes or No	Notes	Yes or No	Notes	Percentage in mandatory classes	Percentage in non-mandatory classes	
OECD countries	Australia	Yes	In addition to the Federal Government's <i>Adult Migrant English Program</i> , there is a variety of other English language training programmes, funded by both Federal and State/Territory governments.	Yes		a	m (33% of ALL new immigrants, including those not requiring English language tuition)	
	Austria	Vienna and Voralberg	No		a	a (programme was introduced in 2004)	a	
	Belgium	French Community	Yes		Yes and No	a	m	
	Canada	British Columbia	Yes	Language training for eligible individuals is up to 3 years for a total of 900 hours depending on their level of assessed proficiency.	Yes		a	Approx. 80% (over the last 3 years)
		Ontario	Yes		Yes	<i>Language Instruction for Newcomers to Canada (LINC)</i> and Ontario provincially funded language classes are free. Some of Ontario's provincially funded programmes may have a small materials fee.	a	m
	Denmark		Yes	Yes, but with some restriction in terms of target groups.	Yes		m	m
	England		Yes		Yes	Subject to availability of funds, e.g. from the EU for refugees or asylum seekers.	a	m
	Finland		Yes		Yes		30%	80%
	Germany		Yes		No	There is a small fee for most classes. A remission of charges is possible in individual cases.	a (programme was introduced in 2005)	m
	Luxembourg		Yes		No		a	m
Netherlands		Yes		No		90%	m	
Partner countries	Norway		Yes	Available to individuals who immigrated before the introduction of mandatory classes in 2005.	Yes	This does not apply to Nordic citizens or persons holding an EEA-/EFTA-permit (European Economic Area and European Free Trade Association). Similarly, migrant workers and their families who arrived in Norway after 1 January 2003 will not benefit from free training.	a (programme was introduced in 2005; a system to collect these data has been launched)	m
	Spain		Yes		Yes		a	m
	Sweden		Yes		Yes		a	33%
	Switzerland	Canton Berne	Yes		No		a	m
		Canton Geneva	Yes		No		a	m
		Canton Zurich	Yes	Offered by vocational schools, communes and private providers.	No	Usually not free but often subsidised by the <i>canton</i> (sub-national entity).	a	m
	Hong Kong-China		Yes		Yes		a	m
Macao-China		No		No		a	a	



## Assessment of language proficiency

As the first column in Table 5.1a shows, a few countries require recently immigrated adults who do not speak the official language(s) to take language proficiency tests. This requirement seems to be most comprehensive in Austria and the Netherlands. It has been in place in the Netherlands since 1998 when the *Integration of Newcomers Act (Wet inburgering nieuwkomers – WIN)* was introduced. In Austria, it is part of a recently established integration policy package (*Integrationsvereinbarung*) introduced in 2004. A similar development is under way in Germany where a 2005 immigration law (*Zuwanderungsgesetz*) requires new immigrants unable to communicate in German to attend integration classes that involve mandatory language proficiency tests. Norway also introduced a new law in 2005 whereby municipalities may require new immigrants to complete language assessments.

Australia and Canada require some new immigrants to take language proficiency tests as an obligation tied to their participation in certain language programmes. In both countries, the federal government offers language classes to eligible immigrants and humanitarian entrants with limited proficiency in the official language(s). In Australia they are part of the *Adult Migrant English Program*. In Canada they are known as *Language Instruction for Newcomers to Canada (LINC)* and *Cours de langue pour les immigrants au Canada (CLIC)*. Eligible adults who wish to attend these programmes have to participate in a language assessment. Yet in Canada, additional language programmes exist that do not involve a standard requirement of proficiency testing (e.g. Ontario's provincially funded language classes).

## Mandatory and non-mandatory language classes

All countries and sub-national entities except Macao-China indicate that they offer language classes to recently immigrated adults. There seems therefore to be a broad consensus on the importance of assisting immigrants to attain proficiency in the official language(s) of the receiving country. In four countries that generally require language assessments for some groups of immigrants – Austria, Germany, the Netherlands and Norway – participation in language courses is mandatory. Again, while this requirement has been in place in the Netherlands since 1998, Austria, Germany and Norway have introduced it very recently, within the past two years. Finland also provides mandatory language classes. Since 1999, Denmark requires newly arrived refugees and family-reunion immigrants with residency to attend language classes while other newcomers to the country are entitled but not obliged to take the classes.

With the exception of Denmark and Finland, the countries offering mandatory language courses specify a participation requirement of 100 hours in Austria, 630 hours in Germany, 600 hours in the Netherlands and 300 lessons of 45 minutes in Norway. In Norway, participants have to attend a minimum of 300 lessons to obtain a special permit for settlement and citizenship. Those who need additional support may apply to take up to 2700 lessons. Failure to comply with the stipulations for participation in mandatory language classes may result in sanctions in all six countries providing such programmes. These sanctions can apply to the individual's residence status or financial benefits.

Almost all countries indicate that they provide voluntary language classes for recently immigrated adults including those offering compulsory programmes. One exception is Austria where the state supplies compulsory courses only. Similarly, Norway no longer offers voluntary classes since the



introduction of the compulsory programme. Macao-China does not provide language classes for adults at all. In more than half of the countries with voluntary courses, they are free of charge.

The adult language courses available in the various countries vary widely in terms of content and scope. Given this report focuses on students in schools, the various approaches will not be described. However, Box 5.2 provides an example of structured language support for immigrant adults, by presenting a brief description of the Canadian LINC programme.

Although some of the countries that participated in the survey invest considerable resources in language classes for immigrant adults, very few of them know what proportion of their immigrant populations participate in these programmes. Only Australia, the Canadian province of British Columbia, Finland, the Netherlands and Sweden are able to provide figures for participation rates. According to these numbers, about 90% of new immigrants in the Netherlands participated in the mandatory language programme during the last five years. In Finland, the attendance rates are 30% and 80% for the voluntary and compulsory classes respectively. For the voluntary classes in the Canadian province of British Columbia, the participation rate has been approximately 80% over the last three years. In Australia and Sweden, about 33% of newly arrived immigrants attended the voluntary programmes. It should be noted, however, that the estimate for Australia covers

**Box 5.2 ■ An example of structured language support for immigrant adults - *Language Instruction for Newcomers to Canada (LINC)***

The objective of the LINC programme is to provide language training in one of Canada's official languages (English or French) to adult immigrants. In addition, the LINC curriculum includes information that helps to orient newcomers to the Canadian way of life. These measures aim at facilitating the social, cultural, economic and political integration of immigrants to Canada.

To be eligible for the LINC programme, a person must be

- an adult immigrant (older than legal school-leaving age) and
- either a permanent resident or a newcomer who has been allowed to remain in Canada, to whom Citizenship and Immigration Canada (CIC) intends to grant permanent resident status and who has not yet acquired Canadian citizenship.

Eligible individuals may participate in LINC training, whether they are destined for the labour market or not, for up to three years. While attending the LINC programme, participants may continue to receive benefits such as employment insurance, *Adjustment Assistance Program* benefits or social assistance. Before training starts, both part-time and full-time students must have written approval from a Human Resources Development Centre to continue receiving benefits while in training.

LINC may provide additional funding to assist in the supervision of dependent children. This assistance can only be provided to participants who show that it will make a difference as to

whether they can attend classes. Transportation costs may also be paid for participants who have no other way of attending training. In some circumstances (such as school holidays or when clients must attend weekend or evening classes), LINC funds may also cover transportation costs for children who must accompany parents to classes.

Before language training can be provided, participants' level of language proficiency must be rated with the *Canadian Language Benchmarks Assessment* (CLBA). It involves a set of task-based descriptors of English language ability, distinguishing four benchmark levels for speaking, listening, reading and writing. The CLBA provides an indication of the amount of training that may be required for participants to achieve the LINC programme outcome competency level. CLBA results are provided to both participants and language training providers. Only a person who is trained in the use of the CLBA may implement it.

LINC strives to achieve a uniform quality of language training across the country. All LINC providers are expected to be in a position to teach CLBA stage 1 of listening, speaking, reading and writing skills. Where enrolment numbers permit, all students in a LINC class will typically be working at the same level. The LINC curriculum is required to meet provincial standards.

A LINC graduate is a participant who has completed LINC training and has reached the LINC programme outcome competency level. The amount of training clients need varies according to their background, circumstances and abilities. The progress of each participant is charted and assessed against the CLBA.

A variety of institutions including businesses, non-governmental organisations, individuals, educational institutions or municipal governments may apply to become LINC service providers. They have to meet a number of requirements specified by the Federal Government (Citizenship and Immigration Canada) and are subject to quality control measures.

(Cited from the *LINC Handbook for Service Providers* by Citizenship and Immigration Canada: <http://www.cic.gc.ca/english/newcomer/linc-1e.html>)

For additional information on LINC see:

<http://www.cic.gc.ca/english/newcomer/welcome/wel-22e.html>

<http://www.cic.gc.ca/english/newcomer/linc-1e.html#overview>

[http://www.tbs-sct.gc.ca/rma/eppi-ibdrp/hrdb-rhbd/linc-clic/description\\_e.asp](http://www.tbs-sct.gc.ca/rma/eppi-ibdrp/hrdb-rhbd/linc-clic/description_e.asp)

all newcomers to the country, not only those eligible for or requiring English language tuition. Significant proportions of immigrants in Australia come from English-speaking countries or must demonstrate a functional level of English-language proficiency to meet visa requirements if they enter under the skilled worker category.

Table 5.2  
Assessment of language proficiency in pre-primary (ISCED 0) and primary (ISCED 1) education

OECD countries	Country	Sub-national entity	Is children's proficiency in the language of instruction <b>generally assessed</b> before and/or during pre-primary education (ISCED 0)? (Please note that this question refers to <b>all children</b> , not only students with immigrant backgrounds.)		Are <b>immigrant children</b> specifically required to participate in a language assessment before and/or during pre-primary education (ISCED 0)?		Is children's proficiency in the language of instruction <b>generally assessed</b> shortly before or immediately after they enter first grade? (Please note that this question refers to <b>all children</b> , not only students with immigrant backgrounds.)		Are <b>immigrant students</b> specifically required to participate in a language assessment shortly before/immediately after they enter first grade?		
			Yes or No	Notes	Yes or No	Notes	Yes or No	Notes	Yes or No	Notes	
			Australia	New South Wales	Yes	Teachers conduct a general language and literacy assessment of all students to plan programs which meet students' individual learning needs.	No		Yes		Yes
	Queensland	No		No		Yes		Yes		Yes	While not mandatory, on-going assessment of immigrant children is encouraged to determine progress made and level of support required. Immigrant students are specifically required to participate in the general assessment, but there is no special assessment component for this group.
	Victoria	Yes		No		Yes		No		No	
Austria	Vienna	Yes		No		Yes		Yes		Yes	
	Vorarlberg	Yes		No		Yes		No		No	
Belgium	French Community	Yes		No		No		No	An assessment is common but not mandatory. Most often, there is an assessment at the end of pre-primary school, just before first grade.	No	
Canada	British Columbia	Yes	The kindergarten teacher assesses all children for language delays, developmental delays and gifted abilities.	Yes	It is mandated by provincial policy that immigrant children participate in the assessment if their language proficiency is sufficient to do so.	Yes	Children's proficiency is assessed by the classroom teacher.	Yes		Yes	A standardised assessment is either done at the school or assessment centre depending on the date of arrival in British Columbia. Immigrant children have to participate in the assessment if their language proficiency is sufficient to do so.
	Ontario	No	School boards may choose to assess language proficiency, but it is not general policy or practice.	No	School boards may choose to assess language proficiency, but it is not general policy or practice.	No	School boards may choose to assess language proficiency, but it is not general policy or practice.	No		Recommended	There is no policy for assessing immigrant students' proficiency in English. Yet, a Grade 1-8 <i>English as a Second Language</i> (ESL/ELD) resource document is in place which makes recommendations for best practice that boards may choose to follow. The document recommends language assessment for immigrant students when they enter school.

Table 5.2 (continued)  
**Assessment of language proficiency in pre-primary (ISCED 0) and primary (ISCED 1) education**

Country	Sub-national entity	Is children's proficiency in the language of instruction <b>generally assessed</b> before and/or during pre-primary education (ISCED 0)? (Please note that this question refers to <b>all children</b> , not only students with immigrant backgrounds.)		Are <b>immigrant children</b> specifically required to participate in a language assessment before and/or during pre-primary education (ISCED 0)?		Is children's proficiency in the language of instruction <b>generally assessed</b> shortly before or immediately after they enter first grade? (Please note that this question refers to <b>all children</b> , not only students with immigrant backgrounds.)		Are <b>immigrant students</b> specifically required to participate in a language assessment shortly before/immediately after they enter first grade?	
		Yes or No	Notes	Yes or No	Notes	Yes or No	Notes	Yes or No	Notes
OECD countries									
Denmark		No		Yes	Every bilingual child is assessed at age three. Depending on the results, the child may have to participate in a language stimulation programme.	No		Yes	Every bilingual child is assessed upon admission to school. Depending on the results, the child may receive instruction in <i>Danish as a Second Language</i> .
England		Yes	By means of the <i>Foundation Stage Profile</i> .	No	Where possible, children are assessed in their home language.	Yes		No	
Finland		No		No		Yes		Yes	
Germany		No		Yes	Recently introduced in some of the <i>Länder</i> (sub-national entities).	No	No, but language assessments are being used increasingly in the <i>Länder</i> (sub-national entities).	No	No, but language assessments are being used increasingly in the <i>Länder</i> (sub-national entities).
Luxembourg		No		No		Yes		No	
Netherlands		No		No		No		No	
Norway		Yes		No		No		Yes	There is no national assessment system for language proficiency. Instead, assessments are conducted by the teachers and are based on their own professional considerations.
Spain		No		No		No		No	
Sweden		No		No		No		No	
Switzerland	Canton Berne	No		No		No		Yes	
	Canton Geneva	Yes		No		Yes		Yes	
	Canton Zurich	No		No		No		No	
Hong Kong-China		No		No		No		No	
Macao-China		No		No		No		Yes	
Partner countries									

### ASSESSMENT OF LANGUAGE PROFICIENCY IN PRE-PRIMARY (ISCED 0) AND PRIMARY (ISCED 1) EDUCATION

Four questions in the survey asked countries about language assessments in pre-primary (ISCED 0) and primary (ISCED 1) education. Table 5.2 summarises the results for these questions. The findings indicate that nine countries or sub-national entities have a general assessment in place before or during pre-primary education that involves all children. Of these, the Canadian province of British Columbia specifically requires immigrant children to participate in the assessment if their language proficiency is sufficient to do so. In addition, Denmark and some *Länder* of Germany have special testing requirements for immigrant students that are not embedded in a general assessment.

Ten countries or sub-national entities generally assess children's language proficiency shortly before or immediately after they enter first grade (ISCED 1). In six of these, a special assessment requirement for immigrant students is in place: Australia (New South Wales and Queensland), Austria (Vienna), Canada (British Columbia), Finland and Switzerland (Geneva). In Australia (New South Wales and Queensland), teachers of *English as a Second Language* (ESL) assess immigrant students entering first grade to determine the level of ESL support they require. Language proficiency tests shortly before or during primary education are also compulsory for immigrant students in four countries or sub-national entities that do not have a general assessment involving all children: Denmark, Norway, Switzerland (Berne) and Macao-China. Similarly, the Canadian province of Ontario encourages school boards to assess immigrant students' level of language proficiency when they enter school.

Taken together, most countries or sub-national entities collect information on immigrant students' language skills at some point during pre-primary (ISCED 0) or primary (ISCED 1) education. For the most part, this occurs as part of a general assessment, involving all children. Some of the countries or sub-national entities with general language assessments specifically require immigrant students to participate or employ a special assessment component for immigrant students. Strictly specific approaches that are particularly aimed at immigrant children and not embedded in general assessments are reported for Denmark (ISCED 0 and ISCED 1), Germany (ISCED 0), Norway (ISCED 1), the Swiss Canton of Berne and (ISCED 1) and Macao-China (ISCED 1). In addition, the Canadian province of Ontario advises school boards to follow a specific approach in primary schools (ISCED 1). In contrast, five countries or sub-national entities do not employ any general or specific language assessments during pre-primary or primary education: the Netherlands, Spain, Sweden, the Swiss Canton of Zurich and Hong Kong-China.

### **LANGUAGE SUPPORT FOR IMMIGRANT STUDENTS IN PRE-PRIMARY EDUCATION (ISCED 0)**

Table 5.3 summarises countries' responses to questions on language support measures for immigrant students in pre-primary education (ISCED 0). In five countries or sub-national entities, it is mandatory for all children to attend pre-primary education. In addition, Denmark, some German *Länder* and Norway specifically require children with limited proficiency in the language of instruction to participate in pre-primary programmes. Among the twelve countries or sub-national entities that could provide this information, the proportion of immigrant children attending pre-primary education ranges between less than 5% in Macao-China to more than 80% in Austria, England, Luxembourg, the Netherlands, Spain and the Swiss Cantons of Geneva and Zurich.

Very few countries offer language support based on an explicit national or regional curriculum to immigrant children in pre-primary education. Therefore, to the extent that countries expect pre-primary education programmes to improve immigrant children's language skills, they seem to rely mainly on implicit language learning. The only exceptions are the Canadian province of British Columbia and the Netherlands where explicit curricula are in place. These programmes involve five to eight hours of systematic language support per week in British Columbia and one-and-a-half hours in the Netherlands. Similarly, a handbook provided to kindergarten teachers in the Swiss Canton of Zurich earmarks one to two hours per week of language support for immigrant children with limited proficiency in the language of instruction.

Table 5.3

**General approaches to supporting immigrant students with limited proficiency in the language of instruction:  
Pre-primary education (ISCED 0)**

Country	Sub-national entity	Are <b>all children</b> regardless of their language proficiency and immigration background required to attend pre-primary education (ISCED 0)?		Are children with limited proficiency in the language of instruction <b>specifically required</b> to attend pre-primary education (ISCED 0) before entering primary education (ISCED 1)?		Approximately what proportion of <b>immigrant students</b> attends general pre-primary education (ISCED 0) programmes?	Do children with limited proficiency in the language of instruction generally receive language support in L2 <b>based on an explicit curriculum</b> as part of their pre-primary education (ISCED 0)?		If yes: With what intensity? (approximate number of hours per week)	
		Yes or No	Notes	Yes or No	Notes	Percentage	Yes or No	Notes		Hours per week
OECD countries	Australia	New South Wales	No		No		m	No	a	
		Queensland	No		No		m	No	a	
		Victoria	No		No		m	No	a	
	Austria	Vienna and Vorarlberg	No		No		>80	No	a	
	Belgium	French Community	Yes		No		m	No	a	
	Canada	British Columbia	No		No		50-64	Yes	It is part of the kindergarten curriculum.	5-8
		Ontario	No		No		m	No	a	
	Denmark		No		Yes		35-49	No	a	
	England		Yes	They are required from the term of their fifth birthday but may start to attend funded pre-school education from age three.	No	No, but they are encouraged to do so and given priority in some local education authorities and maintained settings.	>80	No	a	
	Finland		No		No		m	No	a	
	Germany		No		Yes	Recently introduced in some of the <i>Länder</i> (sub-national entities).	65-80	No	a	
	Luxembourg		Yes		No		>80	No	Support is available by individuals speaking Luxembourgish for 2-3 hours/week.	a
	Netherlands		Yes		No		>80	Yes	1.5	
	Norway		No		Yes		35-49	No	a	
	Spain		No		No		>80	No	a	
	Sweden		No		No		m	No	a	
	Switzerland	Canton Berne	No		No		m	No	a	
		Canton Geneva	No		No		>80	No	a	
		Canton Zurich	Yes		No		>80	No	A handbook for kindergarten teachers provides a basis for language support.	1-2
Partner countries	Hong Kong-China		No		No		m	No	Schools may choose to design a school-based language curriculum according to the needs of the students.	a
	Macao-China		No		No		<5	No	a	

## LANGUAGE SUPPORT FOR IMMIGRANT STUDENTS IN PRIMARY EDUCATION (ISCED 1) AND LOWER SECONDARY EDUCATION (ISCED 2)

In terms of general approaches to supporting immigrant students with limited proficiency in the language of instruction, a surprisingly homogeneous picture emerges (see Tables 5.4a and 5.4b). Although all types of programmes are likely to be found in one form or another in many of the countries, the most prominent approach is clearly immersion with systematic language support. This is particularly the case within primary education. In 14 countries or sub-national entities, more than 50% of primary students with limited proficiency in the language of instruction participate in such a programme; in two other countries or sub-national entities, the proportion lies between 35 and 49%. These students attend regular classes and receive additional periods of instruction aimed at developing second language skills. The primary focus of the lessons is on grammar, vocabulary and communication rather than on academic content, which is delivered in mainstream instruction.

A less common programme type in primary schools is submersion/immersion. In these programmes, students with limited proficiency in the language of instruction also attend regular classes, yet they

Table 5.4a  
General approaches to supporting immigrant students with limited proficiency in the language of instruction:  
Primary education (ISCED 1)

Country	Sub-national entity	Submersion / immersion	Immersion with systematic language support in the language of instruction		Immersion with a preparatory phase in the language of instruction		Transitional bilingual education	Maintenance bilingual education
		Percentage of students	Percentage of students	Approximate hours per week	Percentage of students	Approximate number of months	Percentage of students	Percentage of students
OECD countries	Australia	New South Wales	5-19	>80	1-4	n	n	n
		Queensland	5-19	>80	0.5-1	<5	m	<5
		Victoria	n	35-49	5-10	50-64	6-9	n
	Austria	Vienna	n	>80	6	n	n	<5
		Voralberg	m	m	0.18-0.5 per student	n	n	n
	Belgium	French Community	>80	n	n	<5	1 week - 12 months	n
	Canada	British Columbia	m	35-49	6	m	m	n
		Ontario	n	65-80 (rough estimate)	m	n	n	n
	Denmark		n	>80	1.5	<5	Up to 24	n
	England		n	>80	Depends on school resources and pupils' needs	n	n	n
Finland		n	50-64	2-4	20-34	6-9	n	
Germany		5-19	50-80	1-2	<5	6-18	<5	
Luxembourg		65-80	20-34	2	<5	n	<5	
Netherlands		n	>80	1.5	n	n	n	
Norway		<5	>80	2-4	<5	6	<5	
Spain		>80	n	n	n	n	n	
Sweden		n	50-64	m	35-49	6-12	n	
Switzerland	Canton Berne	m	m	2	<5	12		
	Canton Geneva	n	>80	3-20	n	n	n	
	Canton Zurich	20-34	20-34 (newly immigrated students in the first year after immigration: approximately 50 percent)	8	<5	10-12	n	
Partner countries	Hong Kong-China	n	>80	m	<5	6	n	
	Macao-China	n	>80	m	<5	9	n	

Table 5.4b  
**General approaches to supporting immigrant students with limited proficiency in the language of instruction:  
 Lower secondary education (ISCED 2)**

Country	Sub-national entity	Submersion / immersion	Immersion with systematic language support in the language of instruction		Immersion with a preparatory phase in the language of instruction		Transitional bilingual education	Maintenance bilingual education	Other	
		Percentage of students	Percentage of students	Approximate hours per week	Percentage of students	Approximate number of months	Percentage of students	Percentage of students	Percentage of students	
OECD countries	Australia	New South Wales <sup>1</sup>	n / 35-49	n / 50-64	1-4	>80 / n	9-12	n	n	n
		Queensland <sup>1</sup>	<5 / >80	65-80 / n	1-1.5	20-34 / n	m	n	n	n
		Victoria <sup>2</sup>	n	20-34	5-10	65-80	6-9	n	n	n
	Austria	Vienna <sup>1</sup>	m	5-19 / 5-19	6-12	n	n	n	n	n
		Voralberg <sup>1</sup>	m	5-19 / 5-19	0.18-0.5 per student	n	n	n	n	n
	Belgium	French Community <sup>2</sup>	>80	n	n	<5	1 week - 12 months	<5	n	n
	Canada	British Columbia <sup>2</sup>	m	m	m	50-64	36	n	n	n
		Ontario <sup>2</sup>	n	65-80 (rough estimation)	5-6	n	n	n	n	n
	Denmark <sup>1</sup>		n / m	>80 / m	1.5	<5 / m	Up to 24	n	n	n
	England <sup>2</sup>		n	>80	Depends on school resources and pupil's needs	n	n	n	n	n
Finland <sup>2</sup>		n	50-64	2-4	20-34	6-9	n	n	<5	
Germany <sup>2</sup>		>80	5-19	1-2	<5	6-18	n	n	n	
Luxembourg <sup>1</sup>		>80 / >80	5-19 / <5	4-9	5-19 / <5	10	n	n	n	
Netherlands <sup>2</sup>		<5	5-19	m	>80	24	<5	<5	<5	
Norway <sup>2</sup>		<5	>80	2-4	<5	6	<5	n	n	
Spain <sup>1</sup>		m	>80 / n	4	n	n	n	n	n	
Sweden <sup>2</sup>		n	35-49	m	35-49	6-12	n	n	n	
Partner countries	Switzerland	Canton Berne <sup>2</sup>	m	m	2	m	12	n	n	n
		Canton Geneva <sup>1</sup>	<5 / m	65-80 / m	m	<5 / m	8-15	n	n	n
		Canton Zurich <sup>1</sup>	n / 65-80	35-49 / 20-34	10-12	50-64 / n	10-12	n	n	n
	Hong Kong-China <sup>2</sup>		n	>80	m	<5	6	n	n	n
	Macao-China <sup>1</sup>		n	>80 / >80	m	<5	9	n	n	n

1. Two participation rate estimates are provided for lower secondary education: The first (before the /) refers to newly immigrated students and the second (after the /) to immigrant students who have completed primary school in the respective country but continue to lack proficiency in the language of instruction.

2. One participation rate estimate is provided for lower secondary education, and the reference group is not completely clear (e.g. newly immigrated students or all student who lack proficiency in the language of instruction).

do not receive systematic support specifically targeted at second language learning. This is the modal approach in the French community of Belgium, Luxembourg and Spain.

Immersion with a preparatory phase that aims at developing second language skills before immigrant students transfer to mainstream instruction plays a substantial role in primary education within the Australian state of Victoria, Finland and Sweden where 50 to 64%, 20 to 34% and 35 to 49% of eligible students participate in such a programme.

Bilingual approaches involving both students' native language and the language of instruction are not very common in primary schools of any of the countries or sub-national entities that responded to the survey. Although some school systems offer supplementary classes designed to sustain and improve students' proficiency in their native languages (see Table 5.6), programmes that provide



instruction in various school subjects using students' native languages are rare. Most countries therefore rely on monolingual approaches to supporting immigrant students with limited proficiency in the language of instruction.

For the most part, the pattern is quite similar for lower secondary education (ISCED 2), although the proportions of students receiving different types of support tend to shift slightly from immersion with systematic language support to either immersion with a preparatory phase or submersion/immersion (see Table 5.4b). However, one difficulty associated with participation rate estimates is that they are sometimes based on all immigrant students living in the country and sometimes only on newly arrived immigrant students. This is particularly the case for immersion with a preparatory phase. Therefore, the entries that do not distinguish between newly immigrated students and students who completed primary school in the receiving country but continue to lack proficiency in the language of instruction (see footnotes below Table 5.4b) should be interpreted with caution. Nevertheless, the figures indicate that, at least for newly immigrated students, immersion programmes with a preparatory phase present the modal approach in five countries or sub-national entities: Australia (New South Wales and Victoria), Canada (British Columbia), the Netherlands and Switzerland (Zurich). In addition, more than 20% of newly arrived immigrant students attend such programmes in Australia (Queensland), Finland and Sweden. In most other countries or sub-national entities, immigrant students with limited language proficiency attend immersion programmes with

Table 5.5  
Existence of an explicit curriculum for the most common language support programmes

Country	Sub-national entity	Primary education (ISCED 1)		Lower secondary education (ISCED 2)	
		Immersion with systematic language support in the language of instruction	Immersion with a preparatory phase in the language of instruction	Immersion with systematic language support in the language of instruction	Immersion with a preparatory phase in the language of instruction
OECD countries	Australia				
	New South Wales	Yes	a	Yes	Yes
	Queensland	No	No	No	No
	Victoria	Yes	Yes	Yes	Yes
Austria	Vienna	Depends on the school	a	Depends on the school	a
	Vorarlberg	Depends on the school	a	Depends on the school	a
Belgium	French Community	a	No	a	No
Canada	British Columbia	No	a	a	Yes
	Ontario	No	a	Yes	a
Denmark		Yes	Yes	Yes	Yes
England		No	a	No	a
Finland		No	No	No	No
Germany		Yes, in some <i>Länder</i> (sub-national entities)	No	No	No
Luxembourg		No	No	No	Yes
Netherlands		Yes	a	No	No
Norway		Yes	m	Yes	m
Spain		a	a	No	a
Sweden <sup>1</sup>		Yes	No	Yes	No
Switzerland	Canton Berne	No	No	No	No
	Canton Geneva	No	a	No	No
	Canton Zurich	No	No	No	No
Partner countries	Hong Kong-China	No (guidelines only)	No (guidelines only)	No (guidelines only)	No (guidelines only)
	Macao-China	Yes	m	Yes	m

1. A curriculum exists for the school subject *Swedish as a Second Language* which may be implemented in different types of programmes.



systematic language support. Yet the proportion of students in submersion/immersion programmes without special support is also quite high in several countries, most notably in Belgium (French Community), Germany and Luxembourg. Bilingual programmes continue to play a minor role in lower secondary education in all countries participating in the survey.

For the two most commonly implemented language support programmes – immersion with systematic language support and immersion with a preparatory phase – the survey asked countries to indicate whether an explicit curriculum exists. Less than half of the countries or sub-national entities using immersion with systematic language support have an explicit curriculum. The proportion is even lower for immersion with a preparatory phase (see Table 5.5). Moreover, the types of curricula implemented in the case countries differ in terms of content, level of detail and scope (see the country descriptions below).

Despite the striking similarities among countries in terms of their general approaches to supporting immigrant students with limited proficiency in the language of instruction, the specific programmes vary considerably, even if they can be listed under the same label. Although it is beyond the scope of this report to describe the various measures in detail, the next section presents brief summaries in order to provide a general idea of the types of support implemented in each country. Where feasible, the summaries use the exact wording from the survey responses. The country descriptions focus on the two most common approaches, namely immersion with systematic language support and immersion with a preparatory phase.

## **COUNTRY DESCRIPTIONS OF LANGUAGE SUPPORT MEASURES IN PRIMARY (ISCED 1) AND LOWER SECONDARY (ISCED 2) EDUCATION**

### **Australia – New South Wales (NSW): Focus on immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students in lower secondary education (ISCED 2).**

In primary schools of NSW, specialised *English as a Second Language* (ESL) teachers provide ESL programmes for newly arrived immigrant students as well as Australian-born ESL learners. In most schools, ESL students are integrated into mainstream classes and receive support from an ESL teacher working in a team with the class teacher. Some schools establish separate groups or classes for a short term in order to provide intensive ESL tuition to newly arrived students for all or part of the day.

In secondary education, newly arrived immigrant students in the Sydney metropolitan area enrol in an *Intensive English Centre* (IEC) or the *Intensive English High School* (IEHS). The IECs/IEHS provide full-time English language tuition, in the context of the secondary curriculum areas, in order to prepare students for study in a NSW high school. IECs and the IEHS also offer student orientation and welfare programmes with support from migrant counsellors and bilingual support staff. The class size and length of time students spend in an IEC/IEHS depends on their classification as ‘regular’ or ‘special needs’ students. Regular students have typically received continuous schooling prior to immigration. Special needs students often come from disadvantaged backgrounds and are behind in English because of learning problems, physical disabilities, previous refugee status or other educational disruptions. Regular students are placed in classes with a maximum size of 18 and may stay for up to 9 months. Special needs students are placed in classes with a maximum size of ten and stay for up to

one year. The English language programmes in IECs/IEHS use the *Intensive English Programs (IEP) Curriculum Framework*. It addresses both ESL and key learning area requirements of the NSW school curriculum. When students transfer from an IEC/IEHS to a high school, they receive support from specialised ESL teachers.

In rural and regional areas of NSW where there are no IECs/IEHS, secondary school aged immigrant students enrol directly in a mainstream high school and receive support from an ESL teacher. Primary and secondary schools without current ESL programmes receive funding to hire ESL teachers to tutor students three hours a week for up to nine months.

In both primary and secondary schools, the emphasis is on students acquiring English in the context of the mainstream curriculum, with ESL teachers working in co-operation with class teachers. This integrated approach is designed to support students in learning the subject-specific language as well as the grammatical structures and features of English. At the same time, ESL teachers help students develop an understanding of the cultural contexts of the school and the wider community in which they live and of the social conventions that govern the appropriate use of language. Three broad types of delivery for ESL teaching are distinguished: (1) *Direct ESL teaching modes* involve the provision of ESL instruction to groups of ESL students separately from their class for a limited part of the teaching day; (2) *Collaborative ESL teaching modes* or ‘team teaching’ involve ESL teachers and class teachers sharing responsibility for planning, programming, teaching, assessment and evaluation; (3) *Resource ESL teaching modes* involve using ESL teachers’ expertise as a professional development resource for individual teachers or the whole school staff.

Both primary and secondary schools use *ESL Scales* in assessing the English language proficiency of the students. This assessment tool examines the areas of *Oral Interaction, Reading and Responding* and *Writing*. *ESL Steps: ESL Curriculum Framework K-6* provides the framework for teaching ESL in primary schools while high schools use the *English 7-10* syllabus.

Schools are allocated ESL teachers, in addition to normal staffing entitlements, based on the number of ESL students and their level of English language proficiency. For staffing purposes, schools report students’ English language proficiency each year in terms of three broad phases of ESL learning – phases one, two or three. Formulae determine the weightings for each of the phases. As a general guide, ESL learners remain in phase one for up to nine months, in phase two from nine months to three years and in phase three from three to seven years.

ESL teachers typically have special training. Approximately 30% have completed a special teacher training programme/specialisation during their initial studies, 28% have completed their initial studies in other subject areas and received in-service training (with the duration of courses varying between 18 and 300 hours), 17% have completed a post-graduate degree specialising in *Teaching English to Speakers of Other Languages (TESOL)* or equivalent since beginning their teaching and another 14% have a range of other qualifications such as adult TESOL teacher training or qualifications gained in other countries.

For further information see:

<http://www.det.nsw.edu.au>



### **Australia – Queensland: Focus on immersion with systematic language support.**

Additional support for immigrant students is typically provided by an *Advisory Visiting Teacher* who works in a number of schools each week, offering specialist advice to the classroom teacher and the school community on the educational needs of *English as a Second Language* (ESL) students. The amount of time allocated to any one school depends on the number of eligible ESL students with allocation models developed and implemented locally. *ESL Teacher Aides* may provide further support under the guidance of an ESL teacher. Teacher Aide support is common in schools with low levels of ESL enrolments which have infrequent *Advisory Visiting Teacher* service. On average, students in primary schools receive half an hour to one hour of ESL support per week for three years after entering the first grade or from the date of their arrival in Australia. Students in lower secondary schools receive one to one-and-a-half hours of ESL support per week for five years. There is no explicit ESL curriculum. ESL teachers are typically experienced teachers who undertake further study to acquire *Teaching English to Speakers of Other Languages* (TESOL) qualifications and are employed specifically for the delivery of the ESL programme. *ESL Teacher Aides* typically receive targeted in-service training.

For further information see:

<http://education.qld.gov.au/curriculum/advocacy/access/equity/students/inclusion/cultural/index.html>

### **Australia – Victoria: Focus on immersion with a preparatory phase and on immersion with systematic language support.**

Two approaches are commonly employed to support immigrant students' proficiency in the language of instruction. Newly arrived immigrant students participate in intensive full-time English language programmes or targeted support delivered by special purpose English language schools and centres. The curriculum for these programmes is determined at the local level, but is based on centrally developed key curriculum documents. These documents are comprehensive and provide advice on programme development and delivery, assessment and reporting as well as expected student outcomes for key stages of English language development. Students in both primary and lower secondary school typically stay in the preparatory programme for approximately six to nine months.

Upon completion of the preparatory programme, second language learners receive *English as a Second Language* (ESL) support within their schools for up to five years after their arrival in Australia. This support varies according to the age and needs of students. They may be withdrawn from the mainstream classroom for certain times during the week to receive intensive ESL instruction, or they may receive assistance within the regular classroom. Again, the programmes are based on centrally developed key curriculum documents for ESL. On average, students receive five to ten hours of ESL support per week in both primary and lower secondary schools. A whole-school approach is encouraged to ensure that the varying needs of the range of ESL students are met.

Teachers in English language schools and centres are required to have specialist tertiary ESL qualifications. Of the teachers working in ESL programmes in regular schools, about 15% in primary schools and more than 80% in secondary schools have specialised ESL qualifications. Also, professional development activities are available to enhance teachers' expertise in working with second language learners.

For further information see:

<http://www.sofweb.vic.edu.au/lem/esl/index.htm>

### **Austria – Vienna: Focus on immersion with systematic language support.**

Language support measures for immigrant students aim at teaching the general curriculum, but they allow for the use of students' first languages, extra time for covering the curriculum and smaller learning groups. Teachers with special qualifications in students' native languages serve as adjunct (*i.e.* supplementary) teachers. They have completed additional training of 120 curriculum hours during their primary studies or as in-service training. The adjunct teachers provide their support within the regular classroom along with the classroom teacher ("integrated"), or they teach a subgroup of students separately either in a different classroom ("parallel") or at a different time ("additive"). In addition to teaching the general curriculum, the parallel and additive support may at times focus on basic German language skills. Students are generally entitled to six adjunct-teacher hours a week. In the lower track of secondary school (*Hauptschule*), newly arrived immigrant students with practically no German skills may receive 12 hours of adjunct-teacher instruction. The level of support depends on the resources of the individual school in a given year.

For further information see:

<http://www.bmbwk.gv.at/fremdsprachig/en/schools/schools1.htm4701.xml#1> (some information in English)

### **Austria – Vorarlberg: Focus on immersion with systematic language support.**

Two programmes are provided for students with limited proficiency in the language of instruction depending on their residence and language proficiency status. The first programme offers children with "extraordinary student status" intensive language support during the first and second years after entering school (second year only if necessary). The intensity of the support depends on the group size, with a factor of 0.5 hours per student per week (*e.g.* if five students are in the group, the lessons would involve  $5 \times 0.5 = 2.5$  hours per week). "Extraordinary student status" is a designation that applies to students who are likely to have severe difficulty understanding the teacher. It can be assigned to a student for a maximum of two years. Initially, principals make the determination, but they may revise their decision at the suggestion of classroom teachers. Under the second programme, children with "regular student status" may also receive support in *German as a Second Language* (GSL), with a factor of 0.18 hours per student per week. No explicit language curricula exist for these classes, as they are based on the general curriculum (see information for Vienna above). Recently, a course on teaching GSL has become mandatory in teacher training, and students may choose a specialisation in this domain.

For further information see:

<http://www.bmbwk.gv.at/fremdsprachig/en/schools/schools1.htm4701.xml#1> (some information in English)

### **Belgium – French Community: Focus on submersion/immersion and on immersion with a preparatory phase for some newly immigrated students.**

Most immigrant students with limited proficiency in the language of instruction attend regular classes without systematic support in the language of instruction. Schools may choose either to organise a course on learning French as a foreign language, or to organise separate classes as a part of the total amount of hours paid by the Ministry of Education. Some schools hire teachers who followed specific training to teach French as a foreign language as part of their initial training. However, such courses are a relatively recent component of teachers' initial training. In some cases, however, non-European pupils who have recently arrived in Belgium may participate in preparatory



classes for one week to a year. Schools need to apply to set up these classes. If permission is granted, additional teacher hours are allocated, usually amounting to 30 periods for a school year for this class. Schools are free to use these additional resources as they wish. There is no explicit curriculum for the preparatory classes, yet they are required to include a minimum number of hours of intensive French-language tuition (15 periods per week). Teachers who work in transitional classes receive in-service training, *e.g. soutenir l'apprentissage du français chez les primo-arrivants dans les classes passerelles*. The training is designed to help teachers: a) Understand current research on learning French as a second language; b) Identify specific difficulties in learning French as a second language; c) Implement specific learning tools for pupils who have recently arrived in Belgium.

For further information see:

<http://www.enseignement.be> (general information French Community Education System);

<http://www.ifc.cfwb.be> (in-service training); and <http://www.cdadoc.cfwb.be/cdadocrep/pdf/2001/20010614s25914.pdf> (legal basis for the organisation of preparatory classes).

### **Canada – British Columbia: Focus on immersion with systematic language support in primary education (ISCED 1) and on immersion with a preparatory phase in lower secondary education (ISCED 2).**

Immigrant students in primary school participate in the standard curriculum but may receive additional support that is not based on an explicit curriculum. The Ministry of Education provides the funds for additional language support if a series of criteria is met: a) A recent English language assessment must confirm that the student lacks proficiency and will not achieve the expected learning outcomes of the standard curriculum without additional support; b) The school must have a current annual instruction plan in place that meets the identified needs of the student; c) A teaching specialist must participate in the development of the instruction plan and in regular reviews of that plan; d) The school must provide additional services for the students including pull-out instruction and in-class language assistance, as well as specialised support for teachers to deal with the special language needs of their students. In grades one to three the specialised support focuses on language acquisition. In grades three to four it focuses on writing; e) The school must document the additional services, detailing the amount of direct support provided by an *English as a Second Language (ESL)*/specialist teacher; and f) The student's progress must be recorded. If parents decline additional language support for their children, they are usually asked to sign a form indicating their refusal and agreeing to abstain from holding the school liable for their child's progress or lack thereof. On average, students receive up to six hours per week of additional support.

Depending on the school board or school, teachers providing pull-out services may or may not have specialised qualifications. In general, teachers without specialised qualifications have participated in targeted in-service training or professional development. Data on the proportion of teachers with different types of training backgrounds are not available.

In lower secondary school, immigrant students with limited proficiency in English participate in a preparatory programme that involves three phases:

- (1) In the *reception* phase, students require extensive assistance. They may stay at this level for several years. The programme is organised in eight blocks, involving four to five blocks of specialised ESL courses (ESL reading, ESL writing, ESL conversation, ESL social studies, ESL science) and

three to four blocks of grade level content courses: mathematics, physical education, art, band, chorus and keyboarding. Students are not required to take additional foreign languages.

- (2) In the *transition* phase, the relative emphasis of the schedule shifts from ESL classes to standard grade level content courses. Students typically take six blocks of content classes (e.g. mathematics, science, social studies, physical education) and two blocks of language support classes (ESL English or language arts and/or ESL social studies or ESL science).
- (3) The *integration* phase, finally, involves seven blocks of content courses and one language support block. Students only receive course credit for content classes, not for ESL classes.

Students typically stay in the ESL system for up to 36 months. Ministries and Departments of Education provide curriculum guidelines for ESL instruction. The latter define the principles that schools and school boards are to follow in curriculum development. ESL teachers typically receive specialist training through various means, including additional qualification courses offered by the faculties of education, in-service training or professional development.

### **Canada – Ontario: Focus on immersion with systematic language support.**

A recommendation stipulates that immigrant students with limited proficiency in English should receive systematic language support either from a classroom teacher or an *English as a Second Language* (ESL) teacher. This recommendation is specified in a resource guide (*Ontario Curriculum 1-8, English as a Second Language and English Literacy Development*, 2001) that describes teaching strategies specifically designed to support English language learners. However, ESL support is not a policy requirement, and it is therefore not always provided. As there is no requirement or curriculum for ESL in primary schools, it is impossible to estimate the number of hours per week students typically receive additional language training. If provided by the regular classroom teacher, he or she will typically implement a range of language-support strategies throughout the day. For lower secondary schools, however, an explicit ESL curriculum is available. ESL courses typically involve 5-6 hours of instruction per week when implemented.

### **Denmark: Focus on immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students.**

Schools refer newly arrived immigrant students to reception classes if they are incapable of participating in mainstream instruction due to language barriers. Students in reception classes receive as many hours of instruction as students in mainstream classes at the same grade level. The classes provide basic instruction in *Danish as a Second Language* (DSL). The goal is for students to make the transition to mainstream instruction as quickly as possible; they may stay in the reception classes for a maximum of 24 months. However, data on the actual length of time students remain in the classes are not available.

Students who attend standard classes and have limited proficiency in Danish are entitled to receive special language support upon admission to school. They may receive this support either as an integrated part of the standard class instruction or in separate lessons during or after school hours. Results from an evaluation of DSL indicate that schools do not always implement the support measures as required. On average, students receive 1.5 hours of instruction in DSL per week in both primary and lower secondary school.

An explicit curriculum specifying the objectives for DSL sets target levels of proficiency for students in both the reception classes and in mainstream classes. The *Folkskole* act requires teachers providing support to have special training. Teacher training colleges offer DSL as a subject and as part of the curriculum for Danish. Additional courses are available for in-service training. Information on the proportions of teachers with special language qualifications is not available.

For further information see:

[http://www.retsinfo.dk/\\_GETDOCM\\_/ACCN/B19980006305-REGL](http://www.retsinfo.dk/_GETDOCM_/ACCN/B19980006305-REGL)

<http://www.faellesmaal.uvm.dk/fag/Dansksomandetsprog/formaal.html> (websites in Danish)

### **England: Focus on immersion with systematic language support.**

Support for pupils whose first language is not English depends on the background of students within a school and on the available resources. The language of instruction in all schools is English. Pupils generally attend mainstream classes and are not withdrawn for any significant period of time on the basis of language proficiency. There is no separate curriculum for language minority students.

Schools can use a range of approaches to help pupils access the curriculum and gain proficiency in English. This may include use of their first languages to help them grasp key vocabulary in English and concepts in the national curriculum. The extent to which first languages are used depends on the school's resources, the languages spoken by teachers and support staff and the profile of the student population. While use of first languages is encouraged as a means to improving attainment and English language proficiency, there is no statutory right to instruction in any language other than English.

Additional funding is allocated to local education authorities and schools to support activities that contribute to raising the achievement of ethnic minority pupils and pupils whose first language is not English. Authorities can retain up to 15% of the grant for centrally provided services. The grant can only be used for activities directly related to raising the achievement of ethnic minority pupils and pupils whose first language is not English.

For further information see:

<http://www.standards.dfes.gov.uk/ethnicminorities/>

### **Finland: Focus on immersion with systematic language support and on immersion with a preparatory phase, which may involve transitional bilingual components.**

Immigrant students may be taught *Finnish/Swedish as a Second Language* (F/SSL) in primary, lower secondary and general upper secondary education if their Finnish/Swedish language skills are poorer than those of native speakers in all areas of language proficiency. However, in the curriculum, F/SSL is not a separate school subject. Instead, Finnish/Swedish is taught as one of the subjects within the “mother tongue and literature” subject. If a school does not offer instruction in F/SSL, tuition in the regular Finnish/Swedish mother tongue and literature classes is modified to meet the needs of each individual student. Some schools may offer instruction in students' first languages. Teaching of Finnish/Swedish is not limited to language classes; all education offered at school is expected to support it.

In addition, bodies authorised to provide education may arrange preparatory instruction for pupils with an immigrant background who lack the Finnish/Swedish language skills that are necessary for studying in a mainstream classroom. Preparatory classes involve at least 450 hours of instruction



for children aged 6 to 10 and at least 500 hours for children older than 10. The objective of the preparatory programme is to promote pupils' balanced development and integration into Finnish society, and to foster the skills necessary for transferring to general education. Pupils receive instruction in F/SSL, and may well also receive instruction in their native languages in order to strengthen their multicultural identity and to create a foundation for functional bilingualism. In preparatory classrooms, students receive instruction in basic education subjects as specified more precisely in their individual study programmes. For all pupils, the preparatory instruction emphasises the study of F/SSL. In the course of the preparatory phase, pupils are integrated into mainstream education groups according to their individual study programmes.

**Germany: Focus on immersion with systematic language support in primary education (ISCED 1) and on submersion/immersion in lower secondary education (ISCED 2).**

Schools receive additional teacher hours for special support of immigrant children with limited proficiency in the language of instruction. However the type of support implemented varies considerably across schools, as schools decide for themselves how to use the additional teacher hours. Common approaches include splitting up classes into smaller groups during some lessons, providing additional lessons covering the curriculum and providing lessons in *German as a Second Language* (GSL). In some *Länder*, there is an explicit curriculum for GSL. On average, students will receive one to two hours per week of additional language support. Some teachers providing the language support have received special training during their initial studies or as in-service training, but estimates of the proportions are not available.

For new immigrants, some *Länder* also offer immersion programmes with a preparatory phase. In the preparatory classes, instruction starts with GSL and mathematics tuition. Students may stay in these classes for 6 to 18 months before transferring to mainstream instruction, although there is a tendency to limit the duration to one year. Since at present, few newly arrived immigrants enter the school system, the proportion of students attending preparatory classes is relatively low. Immigrant students in lower secondary school who have completed primary education in Germany but continue to have limited proficiency in German do not generally receive systematic language support, although this varies across *Länder*.

**Luxembourg: Focus on submersion/immersion and immersion with systematic language support in primary education (ISCED 1) and on submersion/immersion in lower secondary education (ISCED 2).**

Most immigrant students with limited proficiency in the language of instruction attend standard classes according to the submersion/immersion approach. Yet, in primary schools, up to about one third of the students receive special language support. This support involves an average of approximately two hours per week, and it is not based on an explicit curriculum. Some of the teachers in pre-primary education (ISCED 0) have special training, but estimates of the proportions are not available.

In lower secondary education, three types of approaches are commonly employed, including submersion/immersion, submersion with systematic language support and immersion with a preparatory phase. Submersion with systematic language support classes (*classes d'insertion*) are mainly attended by students who have lived in Luxembourg for at least one year. It is geared towards the needs of students with a solid schooling background from their countries of origin but with

limited knowledge of Luxembourg's languages of instruction. They receive intensive training in either French or German as well as instruction in other subjects.

Preparatory classes (*classes d'accueil* – welcome classes) are offered in one of the school types (technical secondary education) to students aged 12 to 15 who have recently immigrated. In the preparatory classes, students typically receive language instruction in Luxembourgish and in at least one other language of instruction (French and/or German). Only in exceptional cases will students stay in the preparatory class for more than a year. On average, they transfer to the mainstream class after ten months. An explicit curriculum exists for the transition classes, and almost all teachers in these classes have completed special teacher training.

The programme CASNA (*cellule d'accueil scolaire pour élèves nouveaux arrivants*) provides newly arrived immigrant students with information on Luxembourg's school system and helps assign them to an appropriate school. Special classes with language support are also available for students who are 16 years or older at the time of arrival in Luxembourg (*classes d'insertion pour jeunes adults* or *classes d'insertion préprofessionnelles*).

For further information see:

<http://www.men.lu/edu/fre/enseignement/etrangers/>

### **Netherlands: Focus on immersion with systematic language support in primary education (ISCED 1) and on immersion with a preparatory phase in lower secondary education (ISCED 2).**

In primary schools, the majority of immigrant students with limited proficiency in Dutch receive systematic language support, although not all schools offer such programmes. These language classes have an explicit curriculum. On average, primary school students receive one-and-a-half hours per week of additional language support. The majority of teachers providing this support have completed special training programmes, but this is not mandatory. The training programmes are offered by institutions of higher professional education and involve a total of 680 hours.

In lower secondary education, recently immigrated students typically attend a preparatory programme before transferring to a standard class. There is no explicit curriculum for the preparatory classes, these are rather adapted to individual students' needs. These classes involve 16 hours of instruction in *Dutch as a Second Language*, 3.2 hours in arithmetic, 2.1 hours in physical education and 1.4 hours in computer science per week. Students are often grouped according to their language proficiency and cognitive skills. Each group has its own teacher. After two years in the preparatory programme, students typically transfer to a mainstream class. Teachers in the transition classes do not have special training, other than a general teaching qualification. However, specific courses do exist for teachers who need to work with different methods.

### **Norway: Focus on immersion with systematic language support which may involve a preparatory phase as well as transitional bilingual components.**

Immigrant students with limited proficiency in the language of instruction typically receive systematic support based on an explicit curriculum. Parents must agree with the choice of this curriculum for their children. On average, the additional language support involves two to four hours of instruction per week. In some schools, it may entail a preparatory phase of approximately six months and some bilingual support. The municipalities decide on the curriculum for these

support measures. Some teachers providing instruction in *Norwegian as a Second Language* have special qualifications, but this is not compulsory. Precise estimates of the proportion of teachers with special training are not available, but the relevant data are currently being collected.

**Spain: Focus on submersion/immersion in primary education (ISCED 1) and on immersion with systematic language support in lower secondary education (ISCED 2).**

In primary education, the majority of immigrant students with limited proficiency in the language of instruction attend a standard class right away without systematic language support. In lower secondary education, special support measures are available for newly immigrated students. These measures involve teaching the mainstream curriculum while taking into account students' level of language proficiency. Most secondary schools with immigrant students offer special support.

**Sweden: Focus on immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students.**

Students whose first language is not Swedish may study *Swedish as a Second Language* (SSL) as a subject. The goal of SSL is to help students develop daily communication skills and to ensure that they will attain the proficiency required to study other school subjects in Swedish. An explicit curriculum for SSL is in place. Achievement levels and proficiency requirements for SSL students are similar to those for native students studying Swedish. SSL, however, aims at developing the prerequisites for students to express complicated thoughts in speech and writing, without placing high demands on formal language correctness. The right and opportunity to study SSL applies to both compulsory and upper secondary school. As a subject, SSL is equivalent to Swedish (as a first language) with respect to eligibility for admission to university or other post-secondary study. The guaranteed number of instruction hours for SSL is the same as for Swedish (as a first language). Teachers of SSL are supposed to have completed a special teacher training programme/specialisation, but there is a shortage of teachers with this specialisation.

Students who have recently immigrated to Sweden may attend a preparatory programme as an introduction to the Swedish school system before transferring to a mainstream class. There is no national steering document that regulates the organisation or content of this preparatory phase. The programmes vary across municipalities and schools, and the time spent in the preparatory phase depends on students' individual progress. Typically, they stay in the programme for six months to a year.

**Switzerland – Berne: Focus on submersion/immersion, immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students.**

The type of support immigrant students with limited proficiency in the language of instruction receive depends on the communities and schools. In small villages, the most common approach is submersion/immersion without targeted language support. In larger villages and towns children may receive additional instruction in small groups. As a rule, the lessons are provided for two years, although the period of time may be extended under special circumstances. The additional support involves two hours per week on average. An explicit curriculum does not exist. Whether or not systematic support measures are offered depends on the size of the school and the number of students with limited proficiency in the language of instruction. Reliable estimates for the proportion of immigrant students receiving additional support are not available.



Students who have recently immigrated may attend a preparatory programme before transferring to a standard class. These programmes are available in towns and larger villages to children in second grade (seven-year-olds) and higher. The focus of the preparatory programme, which is not based on an explicit curriculum, is on language learning. As a rule, students do not stay in the programme for more than a year.

Teachers providing special language support to immigrant students within the standard classes or the preparatory programme have typically received in-service training to prepare them for their task.

For further information, see:

<http://www.erz.be.ch/site/biev-schulung-fremdsprachiger-grundsaeetze.pdf> (website in German)

**Switzerland – Geneva: Focus on immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students in lower secondary education (ISCED 2).**

In primary schools, the majority of immigrant students with limited proficiency in French receive systematic support in the language of instruction. On average, the additional support involves 3 to 20 hours of instruction per week.

In lower secondary education, recently immigrated students typically attend a preparatory programme before transferring to a regular classroom. The programme consists of about 32 lessons per week and covers the subjects French, German, English, Sports and Social Studies. After 8 to 15 months in the preparatory programme, students typically transfer to a standard class.

The language support measures in elementary and lower secondary schools are provided by fully trained school teachers who have completed special in-service modules (elementary school teachers: thirty-six two-hour modules; secondary school teachers: twenty four-hour modules). The modules include *French as a Foreign Language*, problems of foreign language teaching and intercultural aspects. An explicit curriculum for the programmes does not exist.

**Switzerland – Zurich: Focus on submersion/immersion, immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students in lower secondary education (ISCED 2).**

Immigrant students with limited proficiency in the language of instruction often receive special language support. An explicit curriculum does not exist for the support measures, although a textbook for *German as a Second Language* (GSL) is available. Language instruction takes place in small groups. On average, it involves approximately 8 lessons per week in primary school and 10 to 12 hours per week in lower secondary school. The teachers providing the additional language support are qualified as primary or lower secondary school teachers. At present, in-service training for teaching GSL is only recommended, but such training will probably be made compulsory in the future.

Students who have recently immigrated may attend a preparatory programme before transferring to a standard class. Apart from additional lessons in German, the programme follows the general curriculum at its own pace. The transfer process is often gradual and is generally completed within a year.

### **Hong Kong-China: Focus on immersion with systematic language support and on immersion with a preparatory phase for newly immigrated students.**

The *School-Based Support Scheme Grant* for schools with immigrant children regulates support measures for students with limited proficiency in the language of instruction. The regulation has been in effect since 1997 for newly arrived students from mainland China and was extended to non-Chinese speaking immigrant children in 2000. Public sector schools may receive a grant upon application. Schools are required to keep a separate account recording all the income and expenditure chargeable to the grant, but the grants offer a great degree of flexibility to schools in terms of how they provide support for newly arrived immigrants. Services may include supplementary lessons in Chinese or English as well as other subjects, the implementation of a school-based curriculum or a remedial programme designed to address the needs of immigrant children, teaching aids and resource materials, orientation or guidance programmes and extra-curricular activities. All schools approved for the grant are required to offer a language support programme. The programme is not based on an explicit curriculum, but guidelines exist for curriculum development in schools. The number of hours of instruction per week that students receive special language support varies. Teachers providing the support are not required to complete a special teacher training programme. Information on the number of teachers who have received in-service training related to second-language support is not available.

Since 2000, newly arrived students from mainland China may choose to attend a preparatory programme before transferring to mainstream schools. In 2002, the service was extended to include non-Chinese speaking immigrant children. Schools receive a grant to operate the programme and may use the funds to design the curriculum and support measures. The programme includes academic and non-academic elements designed to integrate students in the local education system and community. Again, the programme is not based on an explicit curriculum, but there are curriculum guidelines for schools. Students stay in the preparatory programme for six months.

### **Macao-China: Focus on immersion with systematic language support.**

Special classes in the main languages of instruction, Cantonese and English, are offered after school to newly-immigrated children from mainland China. Students attend the classes during the school year as well as during the summer holidays. There is an explicit curriculum for the classes. In addition, for a small fee, immigrant children and adults may take a number of other language courses in their spare time.

## **SUPPLEMENTARY CLASSES TO IMPROVE PROFICIENCY IN IMMIGRANT STUDENTS' NATIVE LANGUAGES**

The relationship between the first language that immigrant students learn and use at home and the receiving country's language of instruction in schools has been a matter of considerable controversy among researchers as well as policy makers. For a long time, the interdependence hypothesis proposed by Cummins (1979a; 1979b; 1981) dominated the discussion suggesting that students will only be able to become proficient in a second language if they already have a good command of their first language. Although few people today agree with the strict version of this hypothesis, the assumption that proficiency in the first language presents a crucial prerequisite for second language acquisition is still widespread. The empirical support for this assumption, however, is weak, and it

Table 5.6  
**Supplementary classes to improve proficiency in immigrant students' native languages**

Country	Sub-national entity	Do <b>primary schools</b> (ISCED 1) attended by immigrant students typically offer native language classes for the most common minority languages?		Do <b>lower secondary schools</b> (ISCED 2) attended by immigrant students typically offer native language classes for the most common minority languages?		General comments
		Yes or No	Proportion of immigrant students taking the classes	Yes or No	Proportion of immigrant students taking the classes	
OECD countries Australia	New South Wales	Depends on the school (in 2003, approximately 10% of schools offered heritage language classes).	13% of total primary enrolment (31% of students taking the classes were native speakers of the language)	Depends on the school	6% of native speakers	Schools offer supplementary classes in approximately 23 heritage languages as a curriculum option. In addition, the NSW government provides funding to assist immigrant community organisations to run heritage language classes for school-aged children on weekends and evenings.
	Queensland	No	a	No	a	
	Victoria	Depends on the school	m	Depends on the school	m	
Austria	Vienna	Depends on the school	39%	Depends on the school	30% across compulsory schooling (including primary schools)	
	Voralberg	Depends on the school	33%	Depends on the school	30% across compulsory schooling (including primary schools)	
Belgium	French Community	Depends on the school	m	Depends on the school	m	The Charter about language and culture of origin concerns immigrant children from Italy, Greece, Portugal, Turkey and Morocco. In addition to the mandatory curriculum, courses in the native languages with at least two periods of 50 minutes are provided.
Canada	British Columbia	No	a	No	a	Immigrant families often send their children to <i>Saturday school</i> where they learn and maintain their first language. It is not under the control of the school board or ministry of education.
	Ontario	No	a	No	a	Some schools in the province may choose to offer heritage language classes to students, but this is not general practice.
Denmark		Depends on the municipality	m	Depends on the municipality	m	Since 2002, municipalities are no longer obliged to offer native language teaching to all bilingual children, only to citizens from the European Union, Norway, Liechtenstein, Iceland, Greenland and the Faroe Islands. Municipalities now choose to offer native language teaching for immigrants of their own accord. The Danish Ministry of Education does not have information on the extent to which municipalities and schools offer such courses.
England		Depends on the school	m	Depends on the school	m	
Finland		Depends on the municipality	m	Depends on the municipality	m	Approximately 75% of immigrant students receive mother tongue instruction, but the proportion of in-school programmes is not known.
Germany		No	a	No	a	Heritage language classes are offered by embassies, consulates and immigrant organisations.
Luxembourg		No	a	No	a	
Netherlands		No	a	No	a	
Norway		Depends on the school	m	Depends on the school	m	

Table 5.6 (continued)  
**Supplementary classes to improve proficiency in immigrant students' native languages**

	Country	Sub-national entity	Do <b>primary schools</b> (ISCED 1) attended by immigrant students typically offer native language classes for the most common minority languages?		Do <b>lower secondary schools</b> (ISCED 2) attended by immigrant students typically offer native language classes for the most common minority languages?		General comments
			Yes or No	Proportion of immigrant students taking the classes	Yes or No	Proportion of immigrant students taking the classes	
OECD countries	Spain		No	a	No	a	
	Sweden		Yes	50-59%	Yes	50-59%	Most schools offer native language classes independent of the proportion of immigrant students (if there are five or more students with the same native language in the municipality).
	Switzerland	Canton Berne	No	a	No	a	
		Canton Geneva	Yes	20-30%	Yes	m	
Partner countries		Canton Zurich	Depends on the school	40-49%	Depends on the school	40-49%	Heritage language classes are offered by embassies, consulates and parent organisations (presently 15 languages, 2-4 lessons per week). The co-operation between providers of such courses and schools is regulated. There is a general curriculum for matters of second language acquisition, multiculturalism, integration etc.
	Hong Kong-China		No	a	No	a	Hindi and Urdu are offered only in 1-2 government primary schools admitting a larger number of non-Chinese speaking students.
	Macao-China		Depends on the school	m	Depends on the school	m	

is unclear whether bilingual approaches are more effective than monolingual approaches in helping immigrant children attain proficiency in the language of instruction (*e.g.* Greene, 1997; Limbird and Stanat, 2006; Rossell and Baker, 1996; Slavin and Cheung, 2003; Willig, 1985). Accordingly, few countries seem to have programmes in place that systematically involve language support in students' first languages as a means of promoting learning a second language (see above).

Although the value of first language instruction for the acquisition of second language skills is unclear, helping immigrant students maintain and develop their bilingualism may be viewed as worthwhile in its own right (*e.g.* Portes and Hao, 1998). Being able to communicate proficiently in more than one language may present a resource that could potentially have valuable returns. Multilingualism could conceivably open up additional opportunities for students' educational and professional development and could improve their chances on the job market, although the evidence supporting this assumption is unclear (Pendakur and Pendakur, 2002). Keeping up their native language may also increase students' social capital by helping to preserve and intensify their social ties with members of the immigrant community and with residents in the sending country (*e.g.* Bankston and Zhou, 1995). Therefore, the survey also asked about the provision of classes that aim at improving immigrant students' proficiency in their native languages.

As Table 5.6 indicates, very few countries consistently offer native language classes in their schools. One exception is Sweden where primary and lower secondary schools generally provide such classes if at least five students with the same native language live in the municipality. In fact, immigrant

Table 5.7a

## Additional school resources: Primary schools (ISCED 1)

Country	Sub-national entity	Do <b>primary schools</b> (ISCED 1) with high proportions of immigrant students receive the following special resources?				
		Additional teachers without special training in second language acquisition	Additional teachers with special training in second language acquisition	Additional financial resources	Smaller classes	Other (please specify)
Australia	New South Wales	No	Yes	Yes (funds are provided to educational regions which allocate <i>English as a Second Language</i> teachers, teacher aides etc. to schools)	No	Schools with a minimum of 10 refugee students receive small grants to assist in buying uniforms, textbooks, school excursions, etc. Bilingual teachers aides are provided in schools with significant enrolments of refugee students. Schools are supported by regional Multicultural/ <i>English as a Second Language</i> consultants who provide teaching resources and professional development for teachers and Community Information Officers who support communication between schools and parents/ community members. Schools receive funding to conduct cultural transition courses to assist immigrants in adjusting to life in Australia.
	Queensland	No	Yes	No (funds are provided to educational regions which allocate <i>English as a Second Language</i> teachers, teacher aides, etc. to schools)	No	
	Victoria	No	Yes	Yes	<i>English as a Second Language</i> classes are usually smaller depending on the needs of the students. Average class size for intensive new arrivals programme is 13.	Multicultural education aides are provided in many schools to assist <i>English as a Second Language</i> students in the classroom and with communication between parents, guardians and schools. Schools also have access to support and advice including materials specifically developed for ESL learners.
Austria	Vienna	No	Yes	No	No	Teaching materials and school books in their native language for students with non-German native languages and teachers with non-German mother tongue.
	Voralberg	No	No	Yes	Yes	
Belgium	French Community	m	m	m	m	
Canada	British Columbia	Depends on the school	Depends on the school	Yes	Depends on the school	
	Ontario	No	No	Yes	Depends on the school	
Denmark		Depends on the school	Depends on the school	Yes, for <i>Danish as a Second Language</i> instruction	No	
England		Yes	Yes	Yes	No	Additional support varies across schools and depends on the needs, resources and priorities of the schools and local education authorities. Schools receiving additional funding have the autonomy to decide how to use it.
Finland		Yes	Yes	Yes	No	Additional teachers only in bigger cities.
Germany		Yes (predominantly)	Yes (less often)	No	No	There is a variety of possible support, such as homework support, courses in the language of instruction for mothers, social workers, and first language teachers. In some areas there are local support centres providing teacher training, language courses, teaching material, translation services and advice.



Table 5.7a (continued)  
**Additional school resources: Primary schools (ISCED 1)**

Country	Sub-national entity	Do <b>primary schools</b> (ISCED 1) with high proportions of immigrant students receive the following special resources?					
		Additional teachers without special training in second language acquisition	Additional teachers with special training in second language acquisition	Additional financial resources	Smaller classes	Other (please specify)	
OECD countries	Luxembourg	Yes	Yes	No	No	Intercultural mediators speaking Serbo-Croatian, Albanian, Russian, Portuguese, Cape Verdean or Chinese come to schools on request of teachers, parents, or the school authority to assist immigrant children or young asylum seekers or refugees.	
	Netherlands	No	Yes	Yes	Yes		
	Norway	Depends on the municipality	Depends on the municipality	Yes	Depends on the school	Each municipality applies for extra resources on the basis of the amount of pupils evaluated in proficiency in the language of instruction, and the number of different languages concerned.	
	Spain	No	Yes	No	Yes		
	Sweden		Depends on the school	Depends on the school	Depends on the school	Depends on the school	Approaches vary - decisions are made at the local level. Normally, the schools receive additional financial resources and additional teachers who should have special training
	Switzerland	Canton Berne	Depends on the school	No	Yes	Yes	
Partner countries		Canton Geneva	No	Yes	No	No	
		Canton Zurich	No	Yes	Yes	Yes	
	Hong Kong-China		No	No	Yes	Yes	
	Macao-China		No	No	Yes, for extra language courses	No	Schools can apply for special funding from the Education and Youth Affairs Bureau to organise extra language courses outside the normal curriculum for immigrant students to facilitate their learning in school.

Table 5.7b

## Additional school resources: Lower secondary schools (ISCED 2)

Country	Sub-national entity	Do lower secondary schools (ISCED 2) with high proportions of immigrant students receive the following special resources?				
		Additional teachers without special training in second language acquisition	Additional teachers with special training in second language acquisition	Additional financial resources	Smaller classes	Other (please specify)
OECD countries Australia	New South Wales	No	Yes	Yes (funds are provided to educational regions which allocate <i>English as a Second Language</i> teachers, teacher aides, etc. to schools)	Yes	Schools with a minimum of ten refugee students receive small grants to assist in buying uniforms, textbooks, school excursions, etc. Bilingual teachers aides are provided in schools with significant enrolments of refugee students. Schools are supported by regional Multicultural/ <i>English as a Second Language</i> consultants who provide teaching resources and professional development for teachers and Community Information Officers who support communication between schools and parents/community members. Schools receive funding to conduct cultural transition courses to assist immigrants in adjusting to life in Australia.
	Queensland	No	Yes	No (funds are provided to educational regions which allocate <i>English as a Second Language</i> teachers, teacher aides, etc. to schools)	No	
	Victoria	No	Yes	Yes	<i>English as a Second Language</i> classes are usually smaller depending on the needs of the students. Average class size for intensive new arrivals programme is 13.	Multicultural education aides are also provided in many schools to assist <i>English as a Second Language</i> (ESL) students in the classroom and to assist with communication between parents and guardians and schools. Schools also have access to support and advice including materials specifically developed for ESL learners.
Austria	Vienna	No	Yes	No	No	Teaching materials and school books in native language of students with non-German native language.
Belgium	Voralberg French Community	No	No	Yes	No	
Canada	British Columbia	m	m	m	m	
	Ontario	Yes	Yes	Yes	Yes	
Denmark		Depends on school	Depends on school	Yes	Yes	Depends on the school
		Depends on school	Depends on school	Yes, for <i>Danish as a Second Language</i> instruction	No	
England		Yes	Yes	Yes	No	Additional support varies across schools and depends on the needs, resources and priorities of the schools and local education authorities. Schools receiving additional funding have the autonomy to decide how to use it.
Finland		Yes	Yes	Yes	No	There are special posts for teachers of <i>Finnish as a Second Language</i> in the largest municipalities.
Germany		Yes (predominantly)	Yes (less often)	No	No	

Table 5.7b  
**Additional school resources: Lower secondary schools (ISCED 2)**

		Do lower secondary schools (ISCED 2) with high proportions of immigrant students receive the following special resources?					
Country	Sub-national entity	Additional teachers without special training in second language acquisition	Additional teachers with special training in second language acquisition	Additional financial resources	Smaller classes	Other (please specify)	
OECD countries	Luxembourg	Yes	Yes	No	No	Intercultural mediators speaking Serbo-Croatian, Albanian, Russian, Portuguese, Cape Verdean or Chinese come to schools on request of teachers, parents or the school authority to assist immigrant children or young asylum seekers or refugees.	
	Netherlands	Yes	No	Yes	No		
	Norway	m	m	Yes	m	Each municipality applies for extra resources on the basis of the number of pupils with limited proficiency in the language of instruction and the number of different languages involved.	
	Spain	No	Yes	No	Yes		
	Sweden		Depends on the school	Depends on the school	Depends on the school	Depends on the school	Approaches vary - decisions are made at local level. Normally, the schools receive additional financial resources and additional teachers who should have special training.
	Switzerland	Canton Berne	Yes	No	Yes	Yes	
	Canton Geneva	No	Yes	No	Yes		
	Canton Zurich	No	Yes	Yes	Yes		
Partner countries	Hong Kong-China	No	No	Yes	No	Additional teachers will be provided to schools to address the learning diversity of students.	
	Macao-China	No	No	Yes, for extra language courses	No	Schools can apply for special funding from the Education and Youth Affairs Bureau to organise extra language courses outside the normal curriculum for immigrant students to facilitate their learning in school.	

Table 5.7c

## Additional school resources: Allocation criteria

Country	Sub-national entity	What are the allocation criteria for special resources?	
OECD countries	Australia	New South Wales	Schools are allocated <i>English as a Second Language</i> (ESL) teachers, in addition to normal staffing entitlements, according to the relative numbers of ESL students and their level of English language proficiency in terms of three broad phases of ESL learning – phase 1, 2 or 3. A formula is used to apply weightings to the phases. Intensive English Centres (IECs) receive 0.5 bilingual teacher's aide per class. Primary schools receive 0.5 bilingual teacher's aide for 10 newly arrived refugee students. Class sizes: IECs maximum 10 (special needs) or 18 (regular). Primary and high schools may choose to create smaller groups using existing resources. A minimum of 10 refugee students for receiving small grants.
		Queensland	Financial resources relating to immigrant students are provided to the educational region which allocates <i>English as a Second Language</i> teachers, teacher aides and resources across that region for use in schools. Commencing in 2005, additional financial resources are being allocated for the support of refugee students.
		Victoria	m
	Austria	Vienna	The allocation of additional (teaching) resources depends on the number of students with non-German native language in the schools.
		Voralberg	Only primary schools: Students with a non-German native language are counted as 1.4 children, resulting in smaller classes. Thus, classes with immigrant students are smaller. Primary and secondary schools: The amount of additional funds for language programmes depends on the number of students with a non-German native language.
	Belgium	French Community	Special resources are allocated based on the policy of positive discrimination, which takes into account the socio-economic context in which the students grow up and the number of immigrant students in the school.
	Canada	British Columbia	Allocation is based on a per capita formula: For each immigrant student, the school receives the base rate plus \$1100 annually for a maximum of 5 years.
		Ontario	The Ministry of Education provides extra funding for <i>English as a Second Language</i> students. Allocation is based on a formula that is linked to the number of immigrant students identified in the most recent census data. How the money is used is up to the individual school boards with no accountability measures currently in place and no data available to indicate how the money is actually being used.
	Denmark		With an amendment to an Act introduced in 1996, the municipalities became obliged to offer instruction in <i>Danish as a Second Language</i> to bilingual students in pre-school classes and in grades 1-10. Municipalities receive compensation for these programmes.
	England		Additional funding through the <i>Standards Fund Ethnic Minority Achievement Grant</i> (EMAG) is allocated to local education authorities based on a formula that includes the number of minority ethnic pupils from nationally underachieving ethnic groups and the number of pupils whose first language is not English with a weighting for eligibility for free school meals (as a proxy indicator for relative deprivation). There is no distinction in funding terms made between pupils from minority ethnic backgrounds in terms of the length of time they have spent in the country. In addition, the <i>Standards Fund Vulnerable Children Grant</i> (VCG) may provide additional support for children from Gypsy, Roma and Traveller backgrounds and children of refugees and asylum seekers. The VCG became part of the new <i>Children's Service Grant</i> from April 2006.
Finland		Municipalities may receive special resources for: (1) curriculum support for pupils who have arrived in Finland within the last four years (1 lesson per week per school and 0.5 lessons per week per student); (2) mother tongue instruction if there are at least 4 pupils in the school speaking the same language (2 hours per week); (3) a preparatory phase if municipalities provide the minimum number of hours of instruction (450 hours to children aged 6-10, 500 hours to children older than 10).	
Germany		Until recently, the only criterion was the number of immigrant students. Increasingly, the <i>Länder</i> (sub-national entities) move towards the use of other criteria, such as proficiency in German, socio-economic background, and the development of specific support programmes for the respective school.	
Luxembourg		m	
Netherlands		m	
Norway		m	
Spain		m	
Sweden		m	
Switzerland	Canton Berne	Allocation decided by school inspectors.	
	Canton Geneva	m	
	Canton Zurich	From 2006, allocation of teaching staff is based on a social index involving the following criteria: unemployment rate, immigration rate, housing situation, population fluctuation (proportion of families moving to/out of a commune). The number of lessons to improve proficiency in the language of instruction depends on the demand. Additional financial resources are provided to schools with a proportion of immigrant students of more than 40%. (This approach to funding allocation is currently being tested in a project involving 20 schools.)	
Partner countries	Hong Kong-China	Schools can apply for a block grant to provide support services for newly arrived immigrant children. Schools may receive additional funding for their <i>School-based Support and Learning Programmes</i> organised for disadvantaged immigrant children.	
	Macao-China	m	

children in Sweden have a legal right to native language tuition. Accordingly, 50 to 59% of students in primary and lower secondary schools take classes in their first language. Similarly, the Swiss Canton of Geneva indicated that primary and secondary schools typically offer native language classes for the most common minority languages. The approximate participation rate for immigrant students is 20% to 30%.

In eleven other countries or sub-national entities, heritage language classes may also be available, yet whether or not they are offered depends on the municipality or the individual school. In most cases, it is unclear how many students attend these classes. In fact, only 6 of the 22 countries or sub-national entities were able to provide any data on participation rates.

Finally, nine of the school systems that participated in the survey do not offer any classes in immigrant students' native languages. However, this does not necessarily mean that no first language tuition is available at all. For example, in the Canadian province of British Columbia, Germany and the Swiss Canton of Zurich non-school institutions such as embassies, consulates or immigrant organisations offer heritage language courses. Thus, in these countries or sub-national entities, it is left to families or community groups to organise native language instruction for immigrant children.

### ADDITIONAL SCHOOL RESOURCES

All countries participating in the survey indicated that they provide some special resources to schools with high proportions of immigrant students. The most prevalent approaches are to allocate additional financial resources or teachers to schools. Particularly in the Australian state of Queensland and a few European countries and sub-national entities: Austria (Vienna), Germany, Luxembourg, Spain and Switzerland (Geneva) the focus is on the provision of teachers rather than on financial resources. The additional teachers typically have some kind of special training in second language acquisition (see Tables 5.7a, 5.7b and 5.7c for details on additional resources in primary schools (ISCED 1), lower secondary schools (ISCED 2) and allocation criteria).

### SUMMARY AND CONCLUSIONS

This chapter presented information on countries' approaches to help immigrant students attain proficiency in the language of instruction. The information stems from a supplementary survey carried out by the authors of this report. Of the 17 case countries included in the previous chapters of the report, 13 completed the questionnaire: Australia, Austria, Belgium (French community), Canada, Denmark, Germany, Luxembourg, the Netherlands, Norway, Sweden, Switzerland, Hong Kong-China and Macao-China. In addition, England, Finland and Spain responded to the survey questions. The following patterns emerge from the survey results:

- (a) Almost all of the countries that completed the questionnaire offer language classes to recently immigrated adults. In a few European countries, participation in language classes is mandatory and the failure to attend these programmes may result in sanctions.** The majority of countries provide voluntary language classes to immigrant adults. An example is the Canadian LINC programme that is based on a comprehensive curriculum that involves specified benchmark levels for speaking, listening, reading and writing. Austria, Denmark, Finland, Germany, the Netherlands and Norway have mandatory programmes in



place. Denmark and the Netherlands introduced their programmes in the late 1990s. Austria, Germany and Norway introduced theirs within the last two years.

- (b) **Most countries collect information on immigrant students' language skills during pre-primary (ISCED 0) or primary (ISCED 1) education.** Typically, this occurs as part of a general assessment involving all children. In some countries, the general assessment involves a special participation requirement or assessment component for immigrant students. Denmark, Germany, Norway, the Swiss Canton of Berne and Macao-China have language assessments for immigrant students in place that are not embedded in a general test programme.
- (c) **Very few countries provide systematic language support based on an explicit curriculum in pre-primary education (ISCED 0).** The countries that have an explicit curriculum in place include the Canadian province of British Columbia and the Netherlands.
- (d) **The most widespread approach to supporting immigrant students with limited proficiency in the language of instruction is immersion with systematic language support in both primary (ISCED 1) and lower secondary (ISCED 2) education.** In these programmes, students attend standard classes and receive specified periods of instruction aimed at the development of skills in the language of instruction. The content, organisation and scope of these programmes vary considerably across countries.
- (e) **Several countries offer immersion programmes with a preparatory phase for newly-immigrated students. This approach is adopted more in lower secondary education (ISCED 2) than in primary education (ISCED 1).** In immersion with a preparatory phase, students with limited proficiency in the language of instruction participate in a programme designed to develop skills in the language of instruction before they transfer to a mainstream classroom. Substantial proportions of immigrant students attend preparatory programmes during primary education in Australia (Victoria), Finland and Sweden and during lower secondary education in Australia, Canada (British Columbia), Finland, Luxembourg, the Netherlands, Sweden and Switzerland (Zurich).
- (f) **Bilingual language support programmes involving both students' native language and the language of instruction are relatively uncommon.** In England, Finland and Norway immersion with systematic language support may include some bilingual components. Transitional bilingual programmes with initial instruction in students' native language and a gradual shift towards instruction in their second language, however, do not play a substantial role in any of the countries involved in the survey.
- (g) **Several countries or sub-national entities have explicit curricula or curriculum framework documents in place for second language support.** These include Australia (New South Wales and Victoria), Denmark and the Netherlands (for primary education only) for both immersion with systematic language support and immersion with a preparatory phase; Canada (Ontario), some *Länder* of Germany, Norway, Sweden and Macao-China for immersion with systematic language support; and Canada (British Columbia) and Luxembourg for immersion with a preparatory phase. However, the curricula vary considerably in terms of content, level of specificity and scope.
- (h) **Very few countries generally offer supplementary classes to improve students' native languages in their schools.** In Sweden, students have a legal right to native language tuition, and schools typically provide such classes if at least five students with the



same native language live in the municipality. Schools in the Swiss Canton of Geneva also offer native language classes for the most common minority languages. In eleven other countries or sub-national entities, the provision of native language tuition depends on the municipality or the individual school. The remaining nine school systems generally leave it to the families or community groups to arrange native language instruction for their children. These include Australia (Queensland), Canada (British Columbia), Germany, Luxembourg, the Netherlands, Spain, Switzerland (Berne) and Hong Kong-China.

- (i) All countries participating in the survey provide special resources to schools with high proportions of immigrants.** The most common approaches are to provide additional financial resources or additional teachers who will typically have special training in second language acquisition.

Overall, countries' approaches to help immigrants attain proficiency in the language of instruction have key characteristics in common. This includes the emphasis on immersion with systematic language support in many countries. In addition, several countries offer immersion programmes with a preparatory phase to newly immigrated students. Bilingual programmes, in contrast, seem to play a minor role in most school systems. Despite these similarities, however, the specific measures countries or sub-national entities implement vary considerably with regard to such aspects as the existence of explicit curricula and standards, the focus of the support (*e.g.* general curriculum versus language development) or the organisation of the support (*e.g.* within mainstream instruction versus in separate classes or language support as a specific school subject).

It is not possible to establish the extent to which the different language support programmes contribute to the relative achievement levels of immigrant students in the case countries on the basis of the analyses presented in the present report. The survey information does indicate, however, that in some countries with relatively small achievement gaps between immigrant and native students, or smaller gaps for second-generation students compared to first-generation students (see Chapter 2), long-standing language support programmes exist with relatively clearly defined goals and standards (*e.g.* Australia, Canada and Sweden). In contrast, in some countries where immigrant students perform at significantly lower levels than their native peers, language support tends to be less systematic. This situation seems to be changing, however. In the past two to six years, several countries have introduced new programmes that aim to support immigrant students' learning. These developments may help to reduce the achievement gap between immigrant students and their native peers.



### Notes

- 1 The survey instrument is available on the OECD's PISA homepage ([www.pisa.oecd.org](http://www.pisa.oecd.org)). NB The survey included a seventh section on out-of-school programmes. However countries did not respond sufficiently for the information to be presented in the report.
- 2 The extent to which parents are able to communicate in the receiving country's official language is likely to affect immigrant students' school experiences. Therefore, the survey also includes questions on language courses for adults.



# READER'S GUIDE

## Data underlying the figures

The data referred to in Chapters 1, 2, 3, and 4 of this report are presented in Annex B. In these tables, as well as in data tables included in Chapter 5, the following symbols are used to denote missing data:

- a* The category does not apply in the country concerned. Data are therefore missing.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data are not available. These data were collected but subsequently removed from the publication for technical reasons.
- n* Data are negligible *i.e.* they do not occur in any significant numbers.
- w* Data have been withdrawn at the request of the country concerned.

## Calculation of the OECD average

An OECD average was calculated for most indicators presented in this report. The OECD average takes the OECD countries as a single entity, to which each country contributes with equal weight. The OECD average corresponds to the arithmetic mean of the respective country statistics and for this report only applies to the selection of OECD *case countries* (see definition below).

## Rounding of figures

Because of rounding, some figures in tables may not exactly add up to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation. When standard errors in this publication have been rounded to one or two decimal places and the value 0.0 or 0.00 is shown, this does not imply that the standard error is zero, but that it is smaller than 0.05 or 0.005 respectively.

## Reporting of student data

The report uses “15-year-olds” as shorthand for the PISA target population. In practice, this refers to students who were aged between 15 years and 3 (complete) months and 16 years and 2 (complete) months at the beginning of the assessment period and who were enrolled in an educational institution, regardless of the grade level or type of institution, and of whether they were attending full-time or part-time.

### Abbreviations used in this report

The following abbreviations are used in this report:

ESCS Index of economic, social and cultural status (see Annex A1 for definition)

HISEI Highest international socio-economic index of occupational status (corresponds to the highest occupational status of either the mother or father)

ISCED International Standard Classification of Education (the ISCED levels are explained in Annex A1)

SE Standard error

SD Standard deviation

SOPEMI *Système d'Observation Permanente des Migrations* (Continuous Reporting System on Migration). This was established in 1973 by the OECD to provide its European member states a mechanism for sharing of information on international migration.

### Terminology used in this report

*Native students or non-immigrant students:* Students with at least one parent born in the country of assessment. Students born in the country who have one foreign-born parent (children of “combined” families) are included in the native category, as previous research indicates that these students perform similarly to native students.

*Immigrant students:* This group includes both *first-generation students* and *second-generation students* (see definitions below).

*First-generation students:* Students born outside of the country of assessment whose parents are also foreign-born.

*Second-generation students:* Students born in the country of assessment with foreign-born parents.

*Case countries:* This includes the 17 countries covered in this report. Fourteen OECD countries: Australia, Austria, Belgium, Canada, Denmark, France, Germany, Luxembourg, the Netherlands, New Zealand, Norway, Sweden, Switzerland and the United States; as well as three partner countries: Hong Kong-China, Macao-China and the Russian Federation.

### Further documentation

For further information on the PISA assessment instruments and the methods used in PISA, see the *PISA 2003 Technical Report* (OECD, 2005) and the PISA Web site ([www.pisa.oecd.org](http://www.pisa.oecd.org)).

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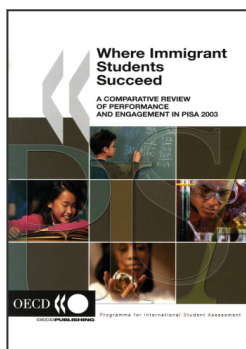
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# Table of Contents

FOREWORD .....	3
EXECUTIVE SUMMARY .....	7
READER'S GUIDE .....	13
CHAPTER 1	
COUNTRIES' IMMIGRATION HISTORIES AND POPULATIONS.....	15
Introduction .....	16
Immigration and integration .....	17
Immigration histories and general approaches to immigration and integration .....	18
Immigrant populations .....	21
Research questions addressed in the report .....	24
Immigrant students in the PISA sample .....	25
CHAPTER 2	
PERFORMANCE OF IMMIGRANT STUDENTS IN PISA 2003 .....	29
Introduction .....	30
Immigrant student performance in the OECD and partner countries .....	30
Performance of immigrant students and the language spoken at home.....	46
Performance of immigrant students and gender .....	49
Performance of immigrant students in the context of migration trends in the receiving country..	49
Conclusions .....	54
CHAPTER 3	
BACKGROUND CHARACTERISTICS, MATHEMATICS PERFORMANCE AND LEARNING ENVIRONMENTS OF IMMIGRANT STUDENTS .....	57
Introduction .....	58
Immigrant families' educational and socio-economic background .....	60
Relationships between performance differences and differences in educational and socio-economic background among immigrant and non-immigrant student groups .....	64
Disparities specifically related to students' immigrant status .....	69
Differences between immigrant and native students within and between schools .....	71
Summary and conclusions.....	79

CHAPTER 4	
IMMIGRANT STUDENTS' APPROACHES TO LEARNING.....	83
Introduction <sup>1</sup> .....	84
Students' interest and motivation in mathematics .....	88
Students' self-related beliefs .....	97
Emotional dispositions in mathematics.....	103
Students' attitudes towards and perceptions of schools .....	104
Summary of differences between immigrant and non-immigrant students in learning characteristics .....	110
Conclusions .....	114
CHAPTER 5	
POLICIES AND PRACTICES TO HELP IMMIGRANT STUDENTS ATTAIN PROFICIENCY IN THE LANGUAGE OF INSTRUCTION .....	117
Introduction .....	118
PISA 2003 supplementary survey on national policies and practices to help immigrant students attain proficiency in the language of instruction .....	118
Policies and practices designed to help newly arrived immigrant adults attain proficiency in the case countries' official language(s) .....	121
Assessment of language proficiency in pre-primary (ISCED 0) and primary (ISCED 1) education ...	128
Language support for immigrant students in pre-primary education (ISCED 0) .....	129
Language support for immigrant students in primary education (ISCED 1) and lower secondary education (ISCED 2).....	131
Country descriptions of language support measures in primary (ISCED 1) and lower secondary (ISCED 2) education.....	134
Supplementary classes to improve proficiency in immigrant students' native languages.....	145
Additional school resources .....	153
Summary and conclusions.....	153
REFERENCES.....	157
ANNEX A	
ANNEX A1: TECHNICAL BACKGROUND.....	165
ANNEX A2: SUMMARY DESCRIPTIONS OF THE FIVE LEVELS OF READING PROFICIENCY.....	173
ANNEX B	
ANNEX B1: DATA TABLES FOR CHAPTERS 1, 2, 3 AND 4.....	175
ANNEX C	
ANNEX C1: THE DEVELOPMENT AND IMPLEMENTATION OF PISA – A COLLABORATIVE EFFORT .....	219



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