

Vol. 18

•••••

Nr. 2

2 0 1 2

TERTIUM COMPARATIONIS

**Journal für International und Interkulturell
Vergleichende Erziehungswissenschaft**

Joana Duarte and Ingrid Gogolin (Eds.)

Linguistic Diversity in Urban Areas and their Schools

Christoph Gantefort

•••••

**Academic and everyday language proficiency
among educationally disadvantaged pupils**

Vesna Ilić

•••••

**Home-literacy practices and academic language skills
of migrant pupils**

Rebecca M. Hartmann, Nele McElvany,
Miriam M. Gebauer and Wilfried Bos

•••••

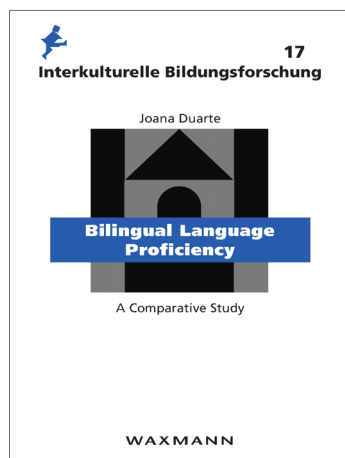
**Differential patterns of school motivation in students
of culturally and linguistically diverse backgrounds**

Marina Trebbels

•••••

**Raising educational expectations: A case in favor of
bilingual language practices in migrant families**

WAXMANN



Volume 17

Joana Duarte

Bilingual Language Proficiency

A Comparative Study

2011, 320 pages, pb, € 34,90
ISBN 978-3-8309-2317-6

This book investigates the role of native language in the process of acquiring a second language within a bilingual educational model. The research is based on a 2 year longitudinal study of students in a bilingual school. In particular the development of academic language proficiency has been analyzed. Therefore language skills of two peer groups learning in submersion classes in Germany and in Portugal were compared to each other. This comparison allows the assessment of effects given by a bilingual education programme.

Bilingual language proficiency: A comparative study represents a paradigm shift in bilingualism and multilingualism research par excellence.

International Review of Education 2011/57 (5/6)
(<http://www.springerlink.com/content/q774717518450gt8>)



WAXMANN

Münster · New York · München · Berlin

Tertium Comparationis
Journal für International und Interkulturell
Vergleichende Erziehungswissenschaft
Jahrgang 18, Heft 2 (2012)

Herausgeber

Knut Schwippert, Universität Hamburg, Koordinator

İnci Dirim, Universität Wien

Sabine Hornberg, Technische Universität Dortmund

Hans-Georg Kotthoff, Pädagogische Hochschule Freiburg

Drorit Lengyel, Universität Hamburg

Anatoli Rakhkochkine, Universität Leipzig

Isabell van Ackeren, Universität Duisburg-Essen

Peter J. Weber, Hochschule für Angewandte Sprachen, München

in Kooperation mit der Sektion für International und Interkulturell Vergleichende Erziehungswissenschaft vertreten durch die Vorsitzenden: Merle Hummrich, Nicolle Pfaff und Bernd Overwien.

Verantwortliche Herausgeberinnen Heft 2, Jahrgang 18:

Joana Duarte, Universität Hamburg,

Ingrid Gogolin, Universität Hamburg.

Tertium Comparationis veröffentlicht Beiträge zur Vergleichenden Erziehungswissenschaft, Internationalen Bildungsforschung und Interkulturellen Erziehung. Ausgehend von deutschen und europäischen Erfahrungen soll der weltweite Prozess der Internationalisierung, des kulturellen Austausches und der wechselseitige Einfluss auf Bildungssysteme thematisiert werden. Alle eingesandten Beiträge werden einem Peer-Review unterzogen.

Wissenschaftlicher Beirat

Wilfried Bos, Technische Universität Dortmund

Dominique Groux, Université de Versailles

Jürgen Henze, Humboldt-Universität zu Berlin

Botho von Kopp, DIPF Frankfurt

Marianne Krüger-Potratz, Westfälische Wilhelms-Universität Münster

Gita Steiner-Khamsi, Columbia University

Mirosław Szymanski, Universität Warschau

Dietmar Waterkamp, Technische Universität Dresden

Tertium Comparationis erscheint halbjährlich als Print- und Onlineversion. Die Abstracts sind gebührenfrei abrufbar unter <http://www.waxmann.com>.

Das Jahresabonnement der Onlineversion beträgt 16,00 €, der Printversion 35,00 € (im Ausland zzgl. Versandkosten). Eine Online-Einzelausgabe kostet 11,00 €, eine Print-Einzelausgabe 20,00 €. Mitgliedern der Kommission für Vergleichende Erziehungswissenschaft werden für ein Jahresabonnement der Papierversion 20,00 € berechnet.

Bestellungen können per E-Mail an tc@waxmann.com, per Fax an 0251-2650426 oder per Post an den Waxmann Verlag GmbH, Postfach 8603, D-48046 Münster oder an Waxmann Publishing Co., P.O.Box 1318, New York, NY 10028, U.S.A. gerichtet werden.



© Waxmann Verlag GmbH, Münster/New York/München/Berlin 2012

Alle Rechte vorbehalten

ISSN 0947-9732

Umschlaggestaltung: Pleßmann Kommunikationsdesign, Ascheberg

Abbildung: Die Erscheinung der Rose im Kolben des Alchimisten, aus Abbé de Vallemont,

Curiositez de la nature et de l'art, Brüssel, 1715

Tertium Comparationis
Journal für International und Interkulturell
Vergleichende Erziehungswissenschaft
Vol. 18, No. 2 (2012)

Editors

Knut Schwippert, Universität Hamburg, Koordinator

İnci Dirim, Universität Wien

Sabine Hornberg, Technische Universität Dortmund

Hans-Georg Kotthoff, Pädagogische Hochschule Freiburg

Drorit Lengyel, Universität Hamburg

Anatoli Rakhkochkine, Universität Leipzig

Isabell van Ackeren, Universität Duisburg-Essen

Peter J. Weber, Hochschule für Angewandte Sprachen, München

in cooperation with the Section International Comparative and Multicultural Education represented by their presidents: Merle Hummrich, Nicolle Pfaff and Bernd Overwien.

Chief Editors Vol. 18, No. 2:

Joana Duarte, Universität Hamburg,

Ingrid Gogolin, Universität Hamburg.

Tertium Comparationis wants to make a contribution to the fields of comparative education, international educational relations and intercultural education. The journal wants to look at the world wide process of internalization, cultural exchange and mutual influence in education from the viewpoint of experiences and challenges in Germany and Europe. All submitted contributions will be subjected to a peer review process.

Editorial Advisory Board

Wilfried Bos, Technische Universität Dortmund

Dominique Groux, Université de Versailles

Jürgen Henze, Humboldt-Universität zu Berlin

Botho von Kopp, DIPF Frankfurt

Marianne Krüger-Potratz, Westfälische Wilhelms-Universität Münster

Gita Steiner-Khamsi, Columbia University

Mirosław Szymanski, Universität Warschau

Dietmar Waterkamp, Technische Universität Dresden

Tertium Comparationis is published two times a year in print as well as online. Abstracts can be obtained free of charge from: <http://www.waxmann.com>.

Subscriptions of the online version are 16,00 €/year. Subscriptions of the paper version are 35,00 €/year (plus shipping in all countries except Germany). Single copies of the electronic version: 11,00 €. Single copies of the print version: 20,00 €.

Orders for subscriptions should be sent by e-mail to tc@waxmann.com, per fax to 0049-251-2650426 or by post to Waxmann Verlag GmbH, Postfach 8603, D-48046 Münster, or to Waxmann Publishing Co., P.O. Box 1318, New York, NY 10028, U.S.A.



© Waxmann Verlag GmbH, Münster/New York/München/Berlin 2012

All Rights Reserved

ISSN 0947-9732

Cover Design: Pleßmann Kommunikationsdesign, Ascheberg

Illustration: The appearance of the rose in the alchemist's flask, from Abbé de Vallemont,
Curiositez de la nature et de l'art, Brüssel, 1715

Tertium Comparationis
18, 2 (2012)

Linguistic Diversity in Urban Areas and their Schools

Inhalt

Joana Duarte and Ingrid Gogolin

Introduction to the special issue on ‘Linguistic Diversity in Urban Areas
and their Schools’167

Christoph Gantefort

Academic and everyday language proficiency among educationally
disadvantaged pupils.....174

Vesna Ilić

Home-literacy practices and academic language skills of migrant pupils190

Rebecca M. Hartmann, Nele McElvany,

Miriam M. Gebauer and Wilfried Bos

Differential patterns of school motivation in students of culturally
and linguistically diverse backgrounds209

Marina Trebbels

Raising educational expectations: A case in favor of
bilingual language practices in migrant families.....224

Verzeichnis der Autorinnen und Autoren.....235

Berichte und Notizen236

Rezensionen.....240

Hinweise für Autoren

Aufsätze und Rezensionen werden als Ausdruck und zusätzlich als Datei per E-Mail nur an den/die Herausgeber/-in erbeten. Für unverlangt eingesandte Manuskripte wird keine Haftung übernommen. Angebotene Beiträge dürfen nicht bereits veröffentlicht sein oder gleichzeitig veröffentlicht werden; Wiederabdrucke erfordern die Zustimmung des Verlags. Ein Merkblatt für die formale Gestaltung von Manuskripten kann bei den Herausgebern oder beim Waxmann Verlag angefordert werden.

Instructions for authors

Essays and reviews are to be provided solely to the editors both in printed form and as a file via e-mail. No liability will be assumed for unsolicited manuscripts. Contributions submitted shall not have been previously published and may not appear in print simultaneously elsewhere. Reprints require the publisher's approval. A set of guidelines for the formal lay-out of manuscripts can be requested either from the editors or from Waxmann Publishing.

Betreuung der Rubrik Rezensionen:

Dr. Claudia Richter und Jun.Prof. Dr. Carolin Rotter.

Rezensionsexemplare bitte an: Jun.Prof. Dr. Carolin Rotter, Universität Hamburg, Fakultät für Erziehungswissenschaft, Psychologie und Bewegungswissenschaft, Fachbereich 2, Von-Melle-Park 8, 20146 Hamburg, carolin.rotter@uni-hamburg.de



Introduction to the special issue on ‘Linguistic Diversity in Urban Areas and their Schools’

Joana Duarte and Ingrid Gogolin

University of Hamburg

*Although mountains may guide migrations,
the plains are the regions where people dwell in greatest numbers.*

Ellsworth Huntington

Research has long been committed to finding the guiding motives of migration movements, as well as the structures and practices of migrants within the regions they migrate to. In attempting to grasp the nature of today’s migration however, one would, on the one side, need a more complex understanding of the motives and channels for migrations, which have increasingly become more diversified within the last twenty years, and, on the other side, have to reflect on the processes and outcomes of migration in urban areas, assuming these are the modern “plains where people dwell in greatest numbers” (Huntington, 1919, p. 15). As an alternative to the multiculturalism paradigm, the concept of “super-diversity” (Vertovec, 2007) has been suggested as providing a new approach to the classification and analysis of migration movements. It attempts to seize the recent migration phenomena since the end of the Cold War, which resulted in increasing globalisation movements, characterised by an intensification of migration typologies (in terms of countries of origin, language, ethnicity and religion, as well as of motives, patterns and itineraries of migration, processes of integration into host communities, etc.). In the context of the ‘super-diversity’ framework, Martiniello speaks of a diversification of diversity, in an attempt to address the complexity of capturing new migration forms which derive from a dynamic interplay of linguistic, cultural and social phe-

nomena, exceeding the magnitude and present understanding of complexity in societies (Martiniello, 2004).

Research on super-diversity has predominantly been carried out from sociological and anthropological perspectives. Both linguistic and educational studies on the emergence and consequences of these new forms of migration are still scarce and, if existing, are not usually conceived in an interdisciplinary way. Exceptions are the few studies conducted within the framework of educational linguistics (Spolsky & Hult, 2008), which attempted to describe linguistic practices amongst multilingual speakers in complementary schools (Creese & Blackledge, 2010; García, 2009). In addition, language use in super-diverse contexts has also been looked at from an anthropological and sociological perspective (Blommaert & Backus, 2011; Blommaert & Rampton, 2011; Blommaert, Rampton & Spotti, 2011). However, not very much attention has been paid to the effects of super-diversity, particularly relating to language-related issues, on educational settings and educational systems, especially with regard to relevant background information of the speakers as explanatory approaches of, for example, educational disparities.

The super-diversity of migration practices consequently leads to linguistic super-diversity within educational institutions. It is well-known however, that most schools in Western countries are characterised by a tension between the plurilingual populations and the monolingual mindsets of educational institutions. Furthermore, languages are appreciated according to a historically constructed hierarchy, whereby immigrant languages occupy the lowest positions, followed by foreign and national languages (Ellis, Gogolin & Clyne, 2010). In addition to the placing of languages within societies, large-scale monitoring studies have repeatedly exposed the achievement gap between pupils with and without an immigrant background (OECD, 2010). This has been often linked to a lack of age-appropriate proficiency in the language of the host societies, leading to efforts in supporting the national languages. The flip side of the coin is low or no emphasis on explicitly fostering the mode of bi- or multilingualism which is due to migration (in contradiction to other modes, such as controlled bilingualism due to educational programmes). In addition, other factors have been proposed to account for the achievement gap (Diefenbach, 2010), mostly focussing on the unequal distribution of social, cultural and economic capital. In this volume, other explaining variables will be taken into consideration, such as motivation, literacy-related practices or the role of home language proficiency and educational aspirations.

The present volume intends to contribute to the on-going discussion on language diversity in the context of the super-diversity framework, by particularly addressing different relevant school-related aspects deriving from or influencing linguistic

diversity. It focuses on specific language-related competences of multilingual speakers, as well as on explanatory background variables.

In light of the increasing significance of language education in multilingual contexts as a result of globalisation and mobility movements, more and more educational systems are experiencing the need to train teachers, educators and administrators in aspects of linguistics that are relevant to educational practice. Language and literacy competences have often been identified as a key element for school success of both allochthonous and autochthonous students and should thus be allotted greater attention within the European research context. Results of the studies presented in this volume can contribute to the reflection of pedagogical practices in institutions in linguistically diverse contexts.

Additionally, this issue intends to provide an insight into relevant aspects of the so-called phase of later language development (Nippold, 2007; Tolchinsky, 2004). Research on language development of multilingual speakers mostly focuses on either the early acquisition phase or the development in adults. Focus on school children, particularly in adolescence, is less common. The contributions to this volume aim at redressing this research gap by focussing explicitly on adolescent learners between the ages of 11 to 16 years.

The issue derives from a joint symposium presented at the 2011 European Conference for Educational Research (ECER, 13th to 16th of September 2011 at the Free University of Berlin). The guiding question for the contributions to the symposium was: which commonalities and differences can be unraveled in the field of educational research on linguistic diversity in urban areas and their schools.

The contributions to this volume are composed as follows: Two of the articles collected in this volume explicitly deal with the issue of language competence in the adolescence phase and in particular with the acquisition of academic language proficiency as a predictor for school outcomes (Cummins, 2000). *Christoph Gantefort* investigates so-called “concealed language difficulties” (Knapp, 1999) – defined as aspects of academic language proficiency – of disadvantaged pupils with and without German as a second language. The pupils attend the lowest school track concerning academic demand within the tripartite German system (the *Hauptschule*). Gantefort’s study includes a range of variables on familial background, which go beyond the typical sociodemographic scales used in most international monitoring studies, as it comprises items to address literacy-related cultural resources. Similarly to findings on early language acquisition of bilinguals (Leseman, Scheele, Mayo & Messer, 2007), data revealed a significant influence of home-literacy variables on the production of academic vocabulary but not on the measures for colloquial language skills. This was valid for the multilinguals as well as for the monolinguals in the sample. Gantefort’s study is innovative in that it

highlights the importance of academic language proficiency for all disadvantaged pupils, including those growing up monolingually. He thus expands knowledge about early language acquisition to the phase of adolescence. The article is a valuable contribution to the on-going claim for continuous, systematic and inclusive language support for all learners up to adolescence (Gogolin et al., 2011). This challenges the current situation in many European schools, in which language support is mostly concentrated in pre-primary and primary education and conducted in additive forms, outside mainstream classes.

Under the assumption that home-literacy activities contribute to raising educational performance, *Vesna Ilić* addresses the issue of language use and choice during home-literacy activities and a range of other literacy-related activities, both oral and written. She asks for their relation to productive academic language skills of adolescents with and without an immigrant background. Her descriptive analysis of questionnaire data on self-reported language practices of $n = 354$ adolescents provides important information on the reality of language use and choice of migrant families. Results show that multilingual practices constitute the normal behaviour of adolescents, although the heritage languages and German serve different purposes. While the heritage languages are mostly used in the interaction with parents on migration specific subjects and family issues, German is preferred for literacy activities and literacy-orientated issues. The study offers a theory-based and empirically supported insight into home-literacy practices during adolescence. It provides evidence for the lack of opportunities of migrant families to foster literacy skills in their heritage languages, which constitutes one of the features of linguistic super-diversity in urban areas.

The two other articles focus on explanatory factors for educational disparities, tying in with the discussion on so-called secondary effects in the creation of class differentials in educational attainment (Boudon, 1974). *Rebecca Hartmann*, *Nele McElvany*, *Miriam Gebauer* and *Wilfried Bos* investigated school motivation of a large sample of linguistically diverse pupils, as well as of a German monolingual control group, attending grade 6 (about 12-year old pupils). The study shows the complexity of factors influencing educational achievement, especially school motivation, particularly in relation to migration, language diversity and socioeconomic background. Martin's theoretical model of school motivation was taken as a basis for analysis. It includes a cognitive as well as a behavioural dimension, distinguishing also between adaptative and maladaptative dimensions (Martin, 2007). Results of a covariance analysis performed on the data show significant differences between the two groups in the sample in relation to maladaptative cognitive dimensions. However, after including socioeconomic status as a covariate in the model, only the cognitive dimension 'anxiety' remained significant for both groups. This

study provides a deeper insight into the issue of capturing school motivation for linguistically diverse populations. Furthermore, it offers implications for educational practice as to possible ways to increase school motivation of all learners.

Marina Trebbels's article addresses the controversial issue of heritage language proficiency and its impact on school performance, seen through the lens of educational aspirations and expectations. Although it is undisputable that competence in the majority language positively influences school outcomes of pupils with an immigrant background, there is still an on-going discussion on the most appropriate way to achieve high proficiency and on the role of the heritage languages in this process. While one party in the controversy clearly favors linguistic assimilation, thus hazarding the consequence of loss of the heritage languages (Esser, 2006), the other (Gogolin & Neumann, 2009) considers multilingualism, and particularly the development of biliteracy, a value in itself, irrespective of other potential effects on educational outcomes. Trebbels's study focuses on the role of parent-adolescent interaction in raising educational aspirations of the adolescents. In particular, it investigates (self-reported) interaction forms in the heritage languages and in German in their relation to educational aspirations. Results are indeed "a case in favor of bilingual language practices in migrant families" and thus against the assimilation paradigm. Trebbels found a positive relation between higher levels of parent-adolescent interactions and higher probabilities of attaining high educational outcomes. She thus concludes that monolingual German interaction in migrant families can have a negative impact on school outcomes.

Although the data resulting from the research projects presented in this volume were collected in Germany, the approaches and findings are relevant in an international comparative perspective. All European urban areas share the same general problems that are addressed in the contributions to this volume. While the features of migration and migration-induced linguistic diversity differ between the areas or countries on the level of phenomena, underlying principles, such as the challenge of dealing with diversity in educational contexts with a tradition of homogenization and, most importantly, of monolingual self-concepts of their school systems, remain common. Thus, the contributions to this volume invite a comparative perspective, geared towards future research in international teams sharing a *tertium comparationis*. Super-diversity as a concept certainly offers a relevant starting point for such an endeavor.

References

- Blommaert, J. & Backus, A. (2011). *Repertoires revisited: 'Knowing language' in superdiversity*. (Working papers in urban language & literacies, No. 67). Retrieved November 26, 2012 from <http://www.kcl.ac.uk/innovation/groups/ldc/publications/workingpapers/67.pdf>
- Blommaert, J. & Rampton, B. (2011). *Language and superdiversity: A position paper*. (Working papers in urban language & literacies, No. 70). Retrieved November 26, 2012 from <http://www.kcl.ac.uk/projects/ldc/LDCPublications/workingpapers/70.pdf>
- Blommaert, J., Rampton, B. & Spotti, J. (Eds.). (2011). Language and Superdiversities. *Diversity*, 13 (2), Special issue. Paris: UNESCO.
- Boudon, R. (1974). *Education, opportunity, and social inequality: Changing prospects in Western society*. New York: Wiley & Sons.
- Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94 (1), 103–115.
- Cummins, J. (2000). *Language, power and pedagogy. Bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Diefenbach, H. (2010). *Kinder und Jugendliche aus Migrantenfamilien im deutschen Bildungssystem: Erklärungen und empirische Befunde*. Münster: Waxmann.
- Ellis, E., Gogolin, I. & Clyne, M. (2010). The Janus face of monolingualism: A comparison of German and Australian language education policies. *Current Issues in Language Planning*, 11 (4), 439–460.
- Esser, H. (2006). *Sprache und Integration. Die sozialen Bedingungen und Folgen des Spracherwerbs von Migranten*. Frankfurt a.M.: Campus.
- García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In A. Mohanty, M. Panda, R. Phillipson & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local* (pp. 128–145). New Delhi: Orient Blackswan.
- Gogolin, I., Dirim, I., Klinger, T., Lange, I., Lengyel, D., Michel, U. & Schwippert, K. (2011). *Förderung von Kindern und Jugendlichen mit Migrationshintergrund FÖRMIG – Bilanz und Perspektiven eines Modellprogramms*. Münster: Waxmann.
- Gogolin, I. & Neumann, U. (Eds.). (2009). *Streitfall Zweisprachigkeit. The Bilingualism Controversy*. Wiesbaden: VS-Verlag für Sozialwissenschaften.
- Huntington, E. (1919). *The red man's continent: A chronicle of aboriginal America*. New Haven: Yale University Press.
- Knapp, W. (1999). Verdeckte Sprachschwierigkeiten. *Grundschule*, 5, 30–33.
- Leseman, P.P.M., Scheele, A.F., Mayo, A.Y. & Messer, M.H. (2007). Home literacy as special language environment to prepare children for school. *Zeitschrift für Erziehungswissenschaft*, 10 (3), 334–355.
- Martin, A.J. (2007). Examining a multidimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77, 413–440.
- Martiniello, M. (2004). The many dimensions of Belgian diversity. *Canadian Diversity/Diversité Canadienne*, 3 (2), 43–46.
- Nippold, M. (2007). *Later language development: School-age children, adolescents, and young adults*. Austin: Texas University Press.
- OECD. (2010). *OECD reviews of migrant education – closing the gap for immigrant students: Policies, practice and performance*. Paris: OECD.

- Spolsky, B. & Hult, F. (Eds.). (2008). *The handbook of educational linguistics*. Oxford: Blackwell Publishing.
- Tolchinsky, L. (2004). The nature and scope of later language development. In R. Berman (Ed.), *Language development across childhood and adolescence* (pp. 233–248). Amsterdam: Benjamins.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30 (6), 1024–1054.



Academic and everyday language proficiency among educationally disadvantaged pupils

Christoph Gantefort

University of Cologne

Abstract

The article presents a study on the influence of second language acquisition and familial background on language proficiency in a school-based register. Based on a sample of ninth-graders attending a German *Hauptschule*¹, the relationship of academic and everyday vocabulary in written language is examined by means of t-tests and regression analyses. Results indicate a considerable impact of both home-literacy environment and second language acquisition on the use of academic vocabulary. However, no influence of these factors on the use of everyday vocabulary in writing was found. This suggests the expansion of the concept of ‘concealed language difficulties’ (Knapp, 1999) of pupils acquiring the language of instruction as a second language, since an imbalance of everyday and academic language proficiency can affect monolingual pupils as well. Implications for practice concern language assessment and support, as a need for specific promotion of the academic register is not solely tied to second language acquisition.

1. Introduction

Recent discussions within German educational sciences concern origin- and language-related effects on educational success (Baumert, Stanat & Watermann, 2006) as well as assessment and support of academic language proficiency, in particular with regard to pupils learning German as a second language (Gogolin et al., 2011; Redder et al., 2011). Research on the structure of (bilingual) language proficiency, on the one hand, and the language demands of school, on the other, is tied to the aforementioned issues, as support of academic language proficiency is intended to contribute to equal opportunities in education. These issues are taken up in the following sections by reference to the concept of ‘concealed language difficulties’. This term was originally introduced by Knapp (1999) in order to call attention to

specific problems of pupils acquiring the language of instruction as a second language. The concept assumes that these pupils admittedly show a fluent competence in oral communication, but lack competence in more complex aspects of vocabulary and grammar. According to Knapp, children use certain avoidance strategies in order to conceal their language difficulties. Thus, teachers often fail to make a suitable language assessment as a basis for an adequate language support. The present study is designed to examine the notion of concealed language difficulties in secondary education and in written language by investigating a possible imbalance between everyday and academic language proficiency. The hypothesis of concealed language difficulties is tested not only with regard to second language acquisition but also taking into account pupils' home-literacy environment.

For this purpose, the present status of research with respect to academic language and academic language proficiency, as well as to social origin-related disparities in the German education system will be discussed before the research questions are stated and results presented and discussed.

2. Academic language and academic language proficiency

Academic language has to be distinguished into features of the linguistic register and features of individual language proficiency (Snow & Uccelli, 2008). Linguistics can be seen as the discipline, which describes the register or the language demands of school. The (psychometric) reconstruction of academic language proficiency, however, is of special interest also in the pedagogical context whenever both individual analyses of pupils and support in language development are concerned.

Encompassing descriptions of linguistic features of school-based registers have been conducted mainly for the English language, in particular by supporters of the systemic functional grammar approach (Schleppegrell, 2001, 2004; Halliday & Martin, 1993; see also Bailey, 2007). With respect to German, a need of further research can be noted as the relationship between educational success, second language acquisition, familial background, and academic language proficiency has only been uncovered recently through data of large-scale assessments initiated by the first PISA-Study. Only a few studies so far characterise school-specific linguistic features of institutional communication in the German language (Gogolin et al., 2011; Gogolin, Neumann & Roth, 2007; Gogolin & Roth, 2007; Ortner, 2009; Becker-Mrotzek & Vogt, 2009). The current state of research with respect to features of school-based registers in German has been recently summarised by Gantefort (in press), who identifies three main characteristics:

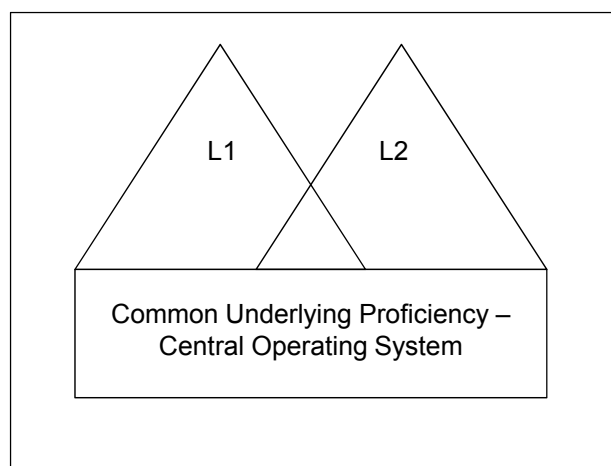
- 1) Academic language refers to complex facts and circumstances as subject matter in schooling (Portmann-Tseikas & Schmölzer-Eibinger, 2008).
- 2) The occurrence of complex grammatical and lexical means corresponds to content-related complexity. These means comprise, e.g., passive voice, subjunctive, compound nouns and complex nominal phrases.
- 3) The situational context of communication influences both the choice of lexical items and grammatical structures as well as the organisational structure of written or oral language use. Thus, with regard to vocabulary, the choice of words is characterised by technical terms as well as genre-specific or generally elaborated expressions. The organisational structure of school-based language use is characterized by typical text types or discourse structures occurring in classroom communication such as narration, report, argumentation, or instruction. Each of these text types reveals a specific structure corresponding to a particular communicative purpose (Schleppegrell, 2001).

Performance in school-specific communication depends on subject-related knowledge and individual language proficiency. Cummins (1980) introduced the distinction between ‘basic interactive communicative skills’ (BICS) and ‘cognitive academic language proficiency’ (CALP), the latter being relevant in decontextualised and cognitively demanding contexts of language use. Correspondingly, he designed a multilingual model of language proficiency (‘double iceberg’; Cummins, 1980, p. 87), which emphasises his assumption of a ‘common underlying proficiency’ commanding performance in academic language use in bilingual pupils’ languages. Following Cummins, components of academic language proficiency, which are part of the common underlying proficiency, can be transferred to performance in second language insofar as acquisition in first language has occurred. This model of language competence has been modified by Francis (2000). He proposes a modular approach on language proficiency and therefore a more selective distinction between being proficient in a certain language and having command over ‘higher order skills’, as emphasised in the following quotation:

We could compare the abilities of two bilingual high school students in a hypothetical tenth grade dual language immersion class, both of whom arrived from their native country three years ago, but from very different kinds of educational system. Student A demonstrates exceptionally high levels of mastery in tasks related to academic-type discourse ability. For example, in his second language (L2) he can produce, coherently and skillfully, a complex narrative with multiple characters and embedded story lines; but at the sentence level it is evident that his knowledge of the L2 grammar is rudimentary. Comparing this same ability in Student B’s first language (L1), exactly the converse profile is apparent: flawless grammar and rudimentary mastery of narrative ability (Francis, 2008, p. 106–107).

Francis' model of bilingual language proficiency (figure 1; Francis, 2000, p. 176; see also Francis, 2005, p. 783) shows the skills in both languages, which are 'linguistically' (in the narrow sense: grammar, lexicon, phonetics and orthography) represented by the two triangles, while 'non-linguistic' higher order skills such as "core discourse competencies, text comprehension proficiencies, formal schemata, and organizational skills" (Francis, 2000, p. 177), which are part of the common underlying proficiency, are represented by the box.

Figure 1: Model of bilingual language proficiency (Francis, 2000, p. 176)



Since the linguistic distance between languages varies, the term 'transfer' concerns the materialisation of first language grammatical structures or lexical items in the second language in a positive or negative manner, as visualised by the intersection of the both triangles. Components of the common underlying proficiency, however, are not transferred but 'accessed' in the medium of either first or second language, possibly limited by rudimentary linguistic skills in the second language.² With regard to the opposition of academic and everyday language proficiency, the approach held here is that both sorts of proficiency rely on the 'linguistic' module as well as the common underlying proficiency: Performance in academic, school-based registers depends on the availability of technical terms and complex grammatical structures as well as higher order skills like a formal schema for narration. Inversely, everyday communication demands particular grammatical structures and lexical items (linguistic module) but also capabilities that are not linguistic in the narrow sense, like being proficient in turn-taking mechanisms (common underlying proficiency). The present study investigates lexical knowledge, hence the linguistic module with respect to academic and everyday language proficiency.

3. Disparities in the German educational system

The German educational system is characterised by a variety of school types. After grade four or grade six, pupils are separated into three main types of secondary education, which are intended to correspond to their cognitive and academic abilities (see Autorengruppe Bildungsberichterstattung, 2010, p. x). The *Hauptschule* constitutes the school type with the lowest demands in opposition to *Realschule* and *Gymnasium*, the latter providing access to university education. Depending on federal state laws, the transition from primary education to secondary education is subject to parents' will or a recommendation provided by the primary school (Füssel, Gresch, Baumert & Maaz, 2010). Pupils with special needs are – for the larger part – segregated from their peers and instructed in special institutions of education. In the course of the current debate about inclusion in Germany, there is nonetheless a clear trend towards an increased integration of pupils with special needs into mainstream education.

As recent general statistics, studies on the transition after grade four, and large-scale assessments of school-based competencies have shown, disparities in education can mainly be reconstructed alongside two main axes of diversity: Language and familial background. Thus, pupils acquiring German as a second language as well as pupils with a low socioeconomic status are overrepresented in the lower school types (*Hauptschule* and schools for special education, see Autorengruppe Bildungsberichterstattung, 2010, pp. 65–66). Recent studies have shed light on the question whether these inequalities are based on pupils' school achievement (primary effects) or can be reconstructed as a manifestation of divergent parental aspirations, or even as a consequence of institutional discrimination (secondary effects; see Boudon, 1974). Following these studies, participation of immigrant pupils in one school type mainly depends on their school achievements and therefore constitutes a negative primary effect, whereas pupils' social background reveals both a negative primary and a negative secondary effect on the transition to secondary education (Dollmann, 2010; Gresch & Becker, 2010; Maaz & Nagy, 2010).

The acquisition of school-based competencies is mostly investigated on the basis of reading proficiency, which is a relevant aspect of academic language proficiency. Stanat, Rauch and Segeritz (2010) have shown that immigrant status (and hence second language acquisition), a low socioeconomic status, low cultural resources and a low level of German language use at home bear significant negative effects on reading proficiency of ninth-graders as measured in the current PISA-study. Writing, however, is rarely focused on in empirical educational research. Particularly, proficiency in written language is not analysed as a distinct dependent variable with respect to the influence of second language acquisition and familial

background but rather as component of aggregate scores measuring proficiency in the subject ‘German’ (Lehmann, Gänsfuß & Husfeldt, 2011; Hesse, Göbel & Hartig, 2008; Rolff, Leucht & Rösner, 2008). Nevertheless these studies confirm the influence of second language acquisition and familial background variables on German proficiency as well. This can be shown to be also true for the subgroup of pupils attending a *Hauptschule* on the basis of the DESI-Data (Hesse, Göbel & Hartig, 2008, p. 213).

To sum up, there is evidence that both pupils’ acquisition of school-based linguistic skills and, linked with it, their educational participation are influenced by type of language acquisition and familial context variables which comprise socioeconomic status and literacy-related cultural resources. However, the idea of concealed language difficulties was brought into discussion only with regard to pupils acquiring the language of instruction as a second language (Knapp, 1999). Studies investigating the influence of second language acquisition *and* familial background on performance in both everyday- *and* school-based registers are rare (Eckhardt, 2008). Thus, the present study addresses the following research questions:

- Is it possible to identify features of ‘concealed language difficulties’ for immigrant pupils based on the collected data? If this assumption is true, the data will show significant differences in academic language proficiency between pupils acquiring German as a second language and those who acquire German as a first language. However, ideally there should be no differences between the groups with respect to everyday language proficiency.
- Is the notion of ‘concealed language difficulties’ true also for pupils with a low level of ‘home literacy’? As variables measuring familial background factors such as home literacy environment or socioeconomic status show a consistent influence on the acquisition of school based competencies in earlier research, an occurrence of ‘concealed language difficulties’ related to familial background can be expected. The imbalance of academic and everyday vocabulary in writing should be measurable even after controlling for type of language acquisition.

4. Sample

Data was collected during the evaluation³ of a programme, which provided additional courses to pupils of the school type ‘Hauptschule’. These courses aimed at improving academic language proficiency mainly of immigrant pupils from grade five to grade ten and were funded by a German public authority. In order to identify treatment effects, a pre-post control group design was chosen with the attendees’ fellow pupils constituting the control group. Although the present sample consists of the treatment group as well as the control group, treatment effects in the depend-

ent variables can be excluded since the data were collected at the onset of the courses.

For the present study, 71 ninth-graders who had not refused to accomplish the writing task and either learned German as their first language ($N = 42$) or as a second language ($N = 29$) were chosen. Pupils who acquired two languages at the same time in their families were excluded from the sample. Of these 71 adolescents, 42 are female and 29 are male. With respect to immigrant status, 35 participants are natives, 12 belong to second generation and further 18 belong to first generation. The mean socioeconomic status, measured by means of the HISEI-Index (Ganzeboom, Graaf, Treiman & Leeuw, 1992), is 39.12 ($SD = 12.54$), which is considerably different from the representative mean of this measure found in the latest PISA-Study (50.8; see Stanat, Rauch & Segeritz, 2010, p. 210), and confirms social segregation in German secondary education.

5. Materials and method

The participants performed a writing task and filled in a background questionnaire in their classrooms and were instructed and supervised by the staff of the University of Cologne. A period of 90 minutes was provided to finish the writing task and the questionnaire.

The task environment of the writing stimulus was a fictional employment ad of a mobile communications company searching for a trainee. The pupils had to write a letter of application and an instruction for use as a fictive work sample. The latter had to be written on the basis of a series of pictures illustrating how to install a chip card into a mobile phone. The present study is based solely on the instructional texts written by the pupils.

The questionnaire was designed to gather information about the pupils' familial background including language practices and literacy related activities. Furthermore, the pupils' attitudes towards school and learning were inquired.

6. Measures

Based on Francis' model of bilingual language proficiency, academic and everyday language proficiency as dependent variables were operationalised concerning the 'linguistic' module of language proficiency. This was done by an analysis of the vocabulary in the written texts. Nouns, adjectives and verbs were allocated to the following categories:

- Technical vocabulary: All lexemes referring adequately to technical aspects of mobile phones like ‘Gerät’ [device]; ‘Pluspol’ [positive pole] or ‘Kontaktdraht’ [contact wire].
- Text-type-specific vocabulary: All lexemes taking the instructional context of the writing task into account like ‘öffnen’ [to open], ‘einlegen’ [to insert] or ‘schließen’ [to close].
- Elevated vocabulary: All lexemes which were not text-type-specific or technical but indicated an elaborate way of language use such as ‘besitzen’ [to possess] in contrast to ‘haben’ [to have got] or ‘sich befinden’ [to be located] in contrast to ‘sein’ [to be].
- Common vocabulary: All lexemes, which were neither technical, text-type-specific, elevated, nor colloquial such as ‘Deckel’ [lid], ‘Seite’ [side] or ‘Klappe’ [cap].
- Colloquial vocabulary: All lexemes specific of (oral and imprecise) everyday language use such as ‘drauflegen’, ‘draufmachen’ or ‘Handydeckel’.

The measure for academic language proficiency was computed by the addition of the types of all technical, text-type-specific and elevated lexemes. Table 1 shows the measures’ descriptive statistics.

Table 1: Descriptive statistics for academic vocabulary ($N = 71$)

	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
Academic vocabulary	10.68	4.48	21	3

The measure for everyday language proficiency consists of the sum (types) of all common and colloquial lexemes. Table 2 shows the measures’ descriptive statistics.

Table 2: Descriptive statistics for everyday vocabulary ($N = 71$)

	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
Everyday vocabulary	10.18	4.19	22	2

Type of language acquisition and home literacy constitute the independent variables in the present study and were both included in the questionnaire.

With respect to language acquisition, the participants were asked whether they learned only German, German and another language or only another language as first language in their families. As mentioned earlier, pupils who learned more than one language as first language were excluded from analysis.

The measure for home literacy is an aggregate score relying on five four-staged items of the questionnaire and indicating process features of cultural resources (McElvany, Becker & Lüdtke, 2009). The total number of books per household was originally taken into account by a 6-staged item which was reduced to the following four stages:

- 1 = 0–10 books
- 2 = 10–50 books
- 3 = 50–100 books
- 4 = 100–1,000 books

Further processual aspects were operationalised with two sets of items. The first set had to be answered by choosing between ‘I agree (4)’, ‘I rather agree (3)’, ‘I rather disagree (2)’ and ‘I disagree’ (1):

- ‘Ich verbringe meine Freizeit gerne mit Lesen.’ [‘I like to spend my leisure time reading.’]
- ‘Lesen ist bei mir zu Hause eine wichtige Aktivität’. [‘Reading is an important activity at my home.’]

The participants could respond to the following second set of items by means of the options ‘everyday or nearly every day’, ‘1–2 times per week’, ‘1–2 times per month’, and ‘never or almost never’ and were asked ‘Wie oft liest Du zu Hause ...’ [‘How often do you read at home ...’].

- ... deutsche Literatur? [... German literature?]
- ... Literatur in anderen Sprachen? [... Literature in other languages?]

The aggregate measure for home literacy environment was computed by arithmetic averaging (table 3). The measure proved as one-dimensional and shows a sufficient amount of reliability (Cronbach’s Alpha = .747).

Table 3: Descriptive statistics for ‘home literacy’

	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
Home literacy	1.85	.66	3.60	1.00

7. Results

As a first step, and in order to rule out a possible mismatch between academic and everyday language proficiency, the mean scores of pupils with first and second language acquisition of German and pupils with a high and low level of home literacy

are compared. In a second step, the results of these bivariate analyses are complemented by multiple regressions with the dependent variables.

Table 4 shows the means of academic and everyday vocabulary by type of language acquisition.

Table 4: Academic and everyday language proficiency by type of language acquisition

	Type of language acquisition							
	First language acquisition German				Second language acquisition German			
	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
Academic vocabulary	11.60	4.71	21.00	3.00	9.34	3.82	19.00	3.00
Everyday vocabulary	9.83	4.43	22.00	2.00	10.69	3.85	19.00	2.00

Pupils having learned German as their first language reveal a higher score in their mean academic vocabulary than pupils acquiring German as their second language, whereas the differences between the groups are small with respect to everyday vocabulary. In order to test the hypothesis of concealed language difficulties of pupils learning German as a second language, t-tests for independent samples were conducted. The tests reveal a significant effect for academic vocabulary ($t(69) = 2.132$; $p < .05$). However, the measure for everyday language proficiency revealed no significant effects. Effect sizes (Cohen's d) underline the differential pattern with a medium effect between the groups in academic vocabulary ($d = .47$) and a small effect in everyday vocabulary ($d = .03$).

For a comparison between groups as regards home literacy environment, the total sample was divided into two groups of high and low levels of home literacy after the scores' median ($Mdn = 1.6$; table 5).

Table 5: Academic and everyday language proficiency by level of home literacy environment

	Level of home literacy environment							
	Low				High			
	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
Academic vocabulary	9.95	4.23	19	3	11.47	4.67	21	4
Everyday vocabulary	9.92	3.94	17	2	10.47	4.49	22	2

Levels of home literacy show a pattern similar to the type of language acquisition: The differences between the groups are more noticeable in academic vocabulary

than in everyday vocabulary. However, t-tests reveal no significant differences in academic and everyday vocabulary between pupils with rich and poor home literacy environments, respectively. Despite the non-significant contrast, effect sizes (academic vocabulary: $d = .26$; everyday vocabulary: $d = .06$) probably indicate that concealed language difficulties concern pupils with a poor home literacy environment as well.

As the factors ‘second language acquisition’ and ‘cultural resources’ proved to be mixed up in earlier research, multiple regression analyses were conducted in order to identify the factors’ separate influence on academic and everyday vocabulary. For this purpose, the type of language acquisition was recoded into two dummy variables. Table 6 shows the summary of a stepwise regression with academic vocabulary as dependent variable.

Table 6: Summary of multiple stepwise regression for measures predicting academic vocabulary

	Step	<i>B</i>	<i>SE(B)</i>	β
1	(Constant)	9.345	.812	
	First language acquisition German	2.250	1.055	.249*
2	(Constant)	5.676	1.717	
	First language acquisition German	2.645	1.034	.292*
	Home literacy	1.853	.772	.274*

$R^2 = .062$, $F(1, 69) = 4.546$, $p < .05$ for step 1;
 $\Delta R^2 = .073$, $F(2, 68) = 5.315$, $p < .01$ for step 2 * $p < .05$.

The regression analysis reveals a significant influence of both variables on academic vocabulary. First language acquisition of German is accompanied – as could be expected from the bivariate analysis – by a higher frequency of academic vocabulary of about half a standard deviation. The second model proves the level of home literacy as a predictor for academic language proficiency as well by bearing a positive effect on the dependent variable. Taking the standardized coefficients and coefficients of determination into account, the impact of home literacy on the use of academic vocabulary in writing is comparable to the impact of the type of language acquisition. Considering the increasing standardized coefficients of ‘first language acquisition German’ from step one to step two, it should be noted that pupils with German as their first language do not differ significantly from pupils acquiring German as their second language with respect to home literacy environment in the

present sample. This ‘non-confoundedness’ can be ascribed to the fact that the sample is biased as it consists solely of pupils attending the lowest school type ‘Hauptschule’. Additional correlation analyses within the two groups of type of language acquisition reveal a differential pattern concerning the relationship between home literacy and the use of academic vocabulary: Whereas the variables are significantly correlated in the group of monolingual German pupils ($r(40) = .334$, $p < .05$), the association is considerably weaker with respect to pupils acquiring German as their second language ($r(27) = .178$, n.s.).

A second regression analysis was conducted to test the hypothesis of language acquisition and home literacy environment bearing no effect on everyday vocabulary in writing. The result of this regression analysis indicates that the two predictors explain only 1.7 % of the variance. It was found that none of the predictors has a significant influence on the dependent variable.

8. Discussion and conclusion

The results of this study generally confirm earlier findings on disparities within the German educational system: The degree of school-based competencies (use of academic vocabulary in writing) depends on the type of language acquisition and, in particular with regard to monolingual pupils, literacy-related cultural resources. In the present sample of pupils attending the German *Hauptschule*, this interrelation is apparent although the pupils have been ‘pre-selected’ or ‘homogenised’ by the educational system as far as cultural resources and immigrant status are concerned.

The distinction between academic and everyday language proficiency allows further insights and implications: An imbalance of academic and everyday language proficiency (concealed language difficulties) was found for pupils who initially learned another language than German in their families and (monolingual) pupils with a poor home literacy environment. These findings differ from those of Eckhardt (2008). Based on a sample of pupils attending elementary education, she also found a discrepancy between school-based and everyday-based language proficiency in bilingual pupils. However, the imbalance was no longer apparent after controlling for familial background (ibid., p. 208). This contrast may be ascribed to different operationalisation of ‘type of language acquisition’, since Eckhardt contrasted academic and everyday language skills of pupils having learned exclusively German with those having learned another language than German or German and another language simultaneously (ibid., pp. 97–98). Hence, concealed language difficulties related to the type of language acquisition may concern primarily first generation pupils or those having not attended a preschool. Eckhardt argues that a mismatch of competencies among immigrant pupils may manifest itself not yet in

primary education but later in secondary education as language demands in school increase. This is in accordance with the results of the present study.

Implications for practice concern mainly aspects of individual needs analysis and teachers' assessment competence, respectively. Instructing pupils explicitly in school-specific language use is a broadly agreed strategy to reduce disparities and unequal opportunities in the educational system (Gogolin et al., 2011). Individual assessment in (academic) language proficiency can be seen as a necessary prerequisite for the intended institutional mediation of linguistic education as cultural capital, which is typically acquired or transmitted in the familial context (Bourdieu, 1990). Taking account of literacy-related concealed language difficulties of monolingual pupils, language assessment should identify an imbalance between everyday and school-based language proficiency in monolingual pupils as well. Hence, language promotion needs are not solely tied to second language acquisition.

Following Francis' model of bilingual language proficiency (figure 1), the present analyses focused on the 'linguistic module' of academic language proficiency in second language only. With respect to the assessment of components of language proficiency located in the common underlying proficiency, a converse situation of concealed language difficulties is conceivable: Such 'concealed language competencies' concern strategies of language use or higher order skills, respectively, which were acquired in first language and might not be detectable in a second language assessment. In this case, the rudimentary level in second language limits performance in – for example – written or oral narratives. This brings up the question whether the overrepresentation of pupils acquiring German as a second language in 'Hauptschule' and schools for special education might be an effect of a monolingual approach in diagnostics: To the extent that competence in first language is not taken into account, assessments concerning the pupils' future educational path are at risk of being biased. Further research is needed here since sufficient data explaining the mechanisms of the transition to schools for special education are not yet available (Autorengruppe Bildungsberichterstattung, 2010, p. 72).

Finally, the influence of home literacy environment on performance in academic language highlights the opportunities of family literacy programmes to contribute to a fairer educational system.

Future research based on larger, representative samples is necessary to further investigate the influence of type of language acquisition and familial background on the relationship between academic and everyday language proficiency.

Notes

1. *Hauptschule* is a type of school in Germany with the lowest academic demands within lower secondary education (from the 5th to the 9th or 10th grades). While each pupil can attend a *Hauptschule*, relatively good marks are needed to be able to attend a *Gymnasium*.
2. The possibility of different textual structures or discourse traditions in the two languages (Connor, 1999) is not taken into account by the model.
3. The project leadership was held by Hans-Joachim Roth and Lisa Rosen (University of Cologne).

References

- Autorengruppe Bildungsberichterstattung. (2010). *Bildung in Deutschland 2010. Ein indikatoren-gestützter Bericht mit einer Analyse zur Zukunft des Bildungswesens im Kontext der demografischen Entwicklung*. Bielefeld: Bertelsmann.
- Bailey, A.L. (Ed.). (2007). *The language demands of school: Putting academic language to the test*. New Haven: Yale University Press.
- Baumert, J., Stanat, P. & Watermann, R. (Eds.). (2006). *Herkunftsbedingte Disparitäten im Bildungswesen: Differenzielle Bildungsprozesse und Probleme der Verteilungsgerechtigkeit: Vertiefende Analysen im Rahmen von PISA 2000*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Becker-Mrotzek, M. & Vogt, R. (2009). *Unterrichtskommunikation* (2nd ed.). Tübingen: Niemeyer.
- Boudon, R. (1974). *Education, opportunity and social inequality: Changing prospects in Western society*. New York: John Wiley.
- Bourdieu, P. & Kramnitz, G. (1990). *Was heisst sprechen?: Die Ökonomie des sprachlichen Tausches*. Wien: Braumüller.
- Connor, U. (1999). *Contrastive rhetoric: Cross-cultural aspects of second-language writing* (3rd ed.). Cambridge: Cambridge University Press.
- Cummins, J. (1980). The construct of language proficiency in bilingual education. In J.E. Alatis (Ed.), *Current issues in bilingual education* (pp. 81–103). Washington: Georgetown University Press.
- Dollmann, J. (2010). *Türkischstämmige Kinder am ersten Bildungsübergang. Primäre und sekundäre Herkunftseffekte*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Eckhardt, A.G. (2008). *Sprache als Barriere für den schulischen Erfolg: Potentielle Schwierigkeiten beim Erwerb schulbezogener Sprache für Kinder mit Migrationshintergrund*. (Empirische Erziehungswissenschaft, Vol. 9). Münster: Waxmann.
- Francis, N. (2000). The shared conceptual system and language processing in bilingual children: Findings from literacy assessment in Spanish and Nahuatl. *Applied Linguistics*, 21 (2), 170–204.
- Francis, N. (2005). Cross-linguistic influence, transfer and other kinds of language interaction: Evidence for modularity from the study of bilingualism. In J. Cohen, K.T. McAlister, K. Rolstad & J. MacSwan (Eds.), *Proceedings of the 4th International Symposium on Bilingualism* (pp. 775–786). Somerville: Cascadia Press.
- Francis, N. (2008). Modularity in bilingualism as an opportunity for cross-discipline discussion. In J. Cummins & N.H. Hornberger (Eds.), *Encyclopedia of language and education, Vol. 5: Bilingual education* (2nd ed.) (pp. 105–116). New York: Springer.

- Füssel, H.-P., Gresch, C., Baumert, J. & Maaz, K. (2010). Der institutionelle Kontext von Übergangsentscheidungen. Rechtliche Regelungen und die Schulformwahl am Ende der Grundschulzeit. In K. Maaz, J. Baumert, C. Gresch & N. McElvany (Eds.), *Der Übergang von der Grundschule in die weiterführende Schule. Leistungsgerechtigkeit und regionale, soziale und ethnisch-kulturelle Disparitäten* (Bildungsforschung, Vol. 34) (pp. 87–106). Bonn: Bundesministerium für Bildung und Forschung.
- Gantefort, C. (in press). Bildungssprache – Merkmale und Fähigkeiten im sprachtheoretischen Kontext. In I. Gogolin, I. Lange, U. Michel & H.-H. Reich (Eds.), *Herausforderung Bildungssprache*. Münster: Waxmann.
- Ganzeboom, H.B.G., Graaf, P.M. de, Treiman, D.J. & Leeuw, J. de (1992). A standard international socio-economic index of occupational status. *Social Science Research*, 21 (1), 1–56.
- Gogolin, I., Dirim, İ., Klinger, T., Lange, I., Lengyel, D., Michel, U., Neumann, U., Reich, H.-H.; Roth, H.-J. & Schwippert, K. (2011). *Förderung von Kindern und Jugendlichen mit Migrationshintergrund FörMig. Bilanz und Perspektiven eines Modellprogramms* (FörMig Edition, Vol. 7). Münster: Waxmann.
- Gogolin, I., Neumann, U. & Roth, H.-J. (2007). *Bericht 2007: Abschlussbericht über die italienisch-deutschen, portugiesisch-deutschen und spanisch-deutschen Modellklassen*. Retrieved July 30, 2012 from <http://www.epb.uni-hamburg.de/files/Bericht2007.pdf>
- Gogolin, I. & Roth, H.-J. (2007). Bilinguale Grundschule: Ein Beitrag zur Förderung der Mehrsprachigkeit. In T. Anstatt (Ed.), *Mehrsprachigkeit bei Kindern und Erwachsenen. Erwerb, Formen, Förderung* (pp. 31–46). Tübingen: Attempto.
- Gresch, C. & Becker, M. (2010). Sozial- und leistungsbedingte Disparitäten im Übergangsverhalten bei türkischstämmigen Kindern und Kindern aus (Spät-)Aussiedlerfamilien. In K. Maaz, J. Baumert, C. Gresch & N. McElvany (Eds.), *Der Übergang von der Grundschule in die weiterführende Schule. Leistungsgerechtigkeit und regionale, soziale und ethnisch-kulturelle Disparitäten* (Bildungsforschung, Vol. 34) (pp. 181–200). Bonn: Bundesministerium für Bildung und Forschung.
- Halliday, M.A.K. & Martin, J.R. (Eds.). (1993). *Writing science: Literacy and discursive power*. Pittsburgh: University of Pittsburgh Press.
- Hesse, H.-G., Göbel, K. & Hartig, J. (2008). Sprachliche Kompetenzen von mehrsprachigen Jugendlichen und Jugendlichen nicht-deutscher Erstsprache. In Desi-Konsortium (Ed.), *Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI-Studie* (pp. 208–230). Weinheim: Beltz.
- Knapp, W. (1999). Verdeckte Sprachschwierigkeiten. *Grundschule*, 31 (5), 30–33.
- Lehmann, R.H., Gänsfuß, R. & Husfeldt, V. (2011). LAU 9: Aspekte der Lernausgangslage und der Lernentwicklung – Klassenstufe 9. In Behörde für Schule und Berufsbildung (Ed.), *LAU – Aspekte der Lernausgangslage und der Lernentwicklung. Klassenstufen 5, 7 und 9* (pp. 293–457). Münster: Waxmann.
- Maaz, K. & Nagy, G. (2010). Der Übergang von der Grundschule in die weiterführenden Schulen des Sekundarschulsystems. Definition, Spezifikation und Quantifizierung primärer und sekundärer Herkunftseffekte. In K. Maaz, J. Baumert, C. Gresch & N. McElvany (Eds.), *Der Übergang von der Grundschule in die weiterführende Schule. Leistungsgerechtigkeit und regionale, soziale und ethnisch-kulturelle Disparitäten* (Bildungsforschung, Vol. 34.) (pp. 151–180). Bonn: Bundesministerium für Bildung und Forschung.

- McElvany, N., Becker, M. & Lüdtke, O. (2009). Die Bedeutung familiärer Merkmale für Lesekompetenz, Wortschatz, Lesemotivation und Leseverhalten. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 41 (3), 121–131.
- Ortner, H. (2009). Rhetorisch-stilistische Eigenschaften der Bildungssprache. In U. Fix, A. Gardt & J. Knappe (Eds.), *Rhetorik und Stilistik* (Handbücher zur Sprach- und Kommunikationswissenschaft, Vol. 31, 2) (pp. 2227–2240). Berlin: De Gruyter
- Portmann-Tselikas, P. & Schmölzer-Eibinger, S. (2008). Textkompetenz. *Fremdsprache Deutsch*, (39), 5–16.
- Redder, A., Schwippert, K., Hasselhorn, M., Forschner, S., Fickermann, D., Ehlich, K., Becker-Mrotzek, M., Krüger-Potratz, M., Rossbach, H.-G., Stanat, P. & Weinert, S. (2011). *Bilanz und Konzeptualisierung von strukturierter Forschung zu ‚Sprachdiagnostik und Sprachförderung‘* (ZUSE-Berichte, Vol. 2). Hamburg: ZUSE – Zentrum zur Unterstützung der wissenschaftlichen Begleitung und Erforschung schulischer Entwicklungsprozesse.
- Rolff, H.-G., Leucht, M. & Rösner, E. (2008). Sozialer und familialer Hintergrund. In DESI-Konsortium (Ed.), *Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI-Studie* (pp. 283–300). Weinheim: Beltz.
- Schleppegrell, M.J. (2001). Linguistic features of the language of schooling. *Linguistics and Education*, 12 (4), 431–459.
- Schleppegrell, M.J. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah N.J: Erlbaum.
- Snow, C.E. & Uccelli, P. (2008). The challenge of academic language. In D.R. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112–133). New York: Cambridge University Press.
- Stanat, P., Rauch, D. & Segeritz, M. (2010). Schülerinnen und Schüler mit Migrationshintergrund. In E. Klieme, C. Artelt, J. Hartig, N. Jude, O. Köller, M. Prenzel, W. Schneider & P. Stanat (Eds.), *PISA 2009. Bilanz nach einem Jahrzehnt* (pp. 200–230). Münster: Waxmann.



Home-literacy practices and academic language skills of migrant pupils

Vesna Ilić

University of Hamburg

Abstract

The main objective of this study is to investigate the relationship between home-literacy activities and other literacy-related practices, including oral activities, such as parent-child interaction and communication in leisure time, and the academic language skills of adolescent pupils with an immigrant background. The study involved 164 adolescent pupils with and 190 adolescent pupils without an immigrant background from schools in Hamburg, Germany. Information concerning students' language practices and home-literacy activities was collected via questionnaire. A validated language test was used to assess pupils' productive academic language skills in German. This article describes the migrant pupils' reported language use during literacy-related and oral activities. The results show that multilingual practices during various activities are usual in migrant pupils' lives, but that different languages assume different functions: the home language seems to be important for interaction with parents on family issues and migration-specific subjects, while German is used more in literacy activities (e.g. reading) and literacy-orientated issues (e.g. discussing social issues). However, the relationship between home-literacy practices and academic language skills requires further analysis.

1. Introduction

In the city of Hamburg more than one third of school pupils have a migration background (Behörde für Schule und Berufsbildung, 2011) – a figure that is set to rise over the next few decades. For the linguistic everyday interaction of these children, both German and their family language(s) play an important role, particularly in families where one or both parents were born abroad. Yet these languages do not compete. Rather, they complement each other as they are used in situation-specific contexts. More precisely, in multilingual contexts the role of the German language

is never challenged; the home language(s) spoken by migrant groups co-exists with German rather than replace it (Gogolin, Neumann & Roth, 2003). Gogolin (1994) terms such multilingual experiences ‘*lebensweltliche Mehrsprachigkeit*’ (*multilingual realities*), meaning that the daily language use of migrant groups is marked by switching between two or more languages acquired in a migration context. Vertovec (2007) accounts for this phenomenon through the concept of ‘super-diversity’, encompassing the social, cultural and language diversity of a given society in which multilingualism is a distinctive feature. ‘Super-diversity’ is further understood as the diversification of diversity, whereby diversity cannot be understood in terms of multiculturalism (the presence of multiple cultures in one society) alone. At the basis of this paradigm shift are two sets of developments that can be observed in Europe and worldwide: i) the changing patterns and itineraries of migration into Europe and continued migration by the same people within Europe and ii) as a result, people continually bringing with them different resources and experiences from a variety of places in their everyday interactions and encounters with others and institutions. There is, however, a lack of studies that deliver insight into the diverse and multiple language use of adolescent migrants. Although most studies ask students which language(s) are spoken at home (e.g. PISA), they do not collect data concerning different language use in diverse activities and spheres. For this reason, the present study focuses on adolescent migrants’ language use and language practices during different oral and literacy activities.

The issue of migration-induced multilingualism is of particular interest when analysing the situation of migrants in European educational systems. According to international monitoring studies such as PISA (Programme for International Student Assessment) or PIRLS/IGLU (Progress in International Reading Literacy Study/Internationale Grundschul-Lese-Untersuchung), migrant minority students fail to attain comparable educational outcomes to their monolingual peers, resulting in migrant groups occupying lower status positions in society. This is particularly true in Germany where the gap between the performance of monolinguals and their migrant peers is one of the widest in the PISA sample (cf. Klieme et al., 2010). The German PISA consortium suggests that proficiency in the German language (measured as reading proficiency) at a grade-appropriate level is a decisive factor for the educational achievement of migrant pupils. Furthermore, the PISA results indicate that reading proficiency in German cumulatively influences achievement in mathematics and the natural sciences (Baumert & Schümer, 2002).

However, there are several other explanations for this performance disparity. Some research accounts for the gap as a consequence of structural failure or indirect institutional discrimination within the school system (Gomolla & Radtke, 2002). Others, drawing on Bourdieu’s theory of cultural capital, claim that migrant

families generally have a lower socioeconomic status and therefore fewer resources with regard to education, cultural participation, formal skills and qualifications, thus influencing pupils' performance (Baumert & Schümer, 2001; Klieme et al., 2010). A third explanation focuses on language used at school, the so-called 'academic language' (Cummins, 1979). In Germany, the FÖRMIG programme (Förderung von Kindern und Jugendlichen mit Migrationshintergrund)¹ introduced the term 'Bildungssprache' to refer to this special language register (Gogolin, 2009; Gogolin & Lange, 2011). 'Bildungssprache' is broader than reading proficiency and comprises the whole act of speaking in educational contexts to include written texts, oral interactions, the teacher's classroom language and so on. Hence, one of the reasons for the underachievement of migrant students can be traced to a lack of competence in dealing with and acquiring academic language in the second language (Duarte, 2011; Gogolin, 2009).

Further research has revealed a positive relationship between home environmental factors (such as reading activities, parent-child interaction and the quality of family language use) and (academic) language development (Leseman & de Jong, 1998, 2001; Leseman, Scheele, Mayo & Messer, 2007, 2009, 2010; Snow, Barnes, Chandler, Goodman & Hemphill, 1991). For instance, children who participate more frequently in home-literacy activities show higher (academic) language skills. Home-literacy activities, such as shared book reading and related types of parent-child conversations, are characterized by the use of a rich vocabulary, complex and information-dense sentences, and semantically interconnected discourse as the kind of language use that is generally thought to stimulate language development (Huttenlocher, Vasilyeva, Cymerman & Levine, 2002; Leseman et al., 2007; Weizman & Snow, 2001). However, these studies mostly focus on early childhood or primary school pupils. The multilingual language practices and home-literacy activities of migrant adolescents have not yet been extensively researched, although a relationship between language use, reading practices and academic language skills is assumed (cf. Klieme et al., 2010; Bos et al., 2003). Language development or development in general is declared to be a lifelong process that is not completed at a certain age (Bronfenbrenner, 1979; Lowie, Verspoor & de Bot, 2009).

Regarding the advantages of bi- and multilingualism, it has been noted that bilinguals' combined first and second language (L1 and L2) vocabulary often exceeds that of monolinguals (Oller, Pearson, & Cobo-Lewis, 2007; Vermeer, 1992). The conceptual knowledge basis built up in L1 facilitates the learning of L2 (Cummins, 1991; Genesee, Paradis & Crago, 2004; Kroll & de Groot, 2005). And being bilingual brings cognitive advantages, such as enhanced metalinguistic awareness and executive control that supports L2 learning (Bialystok & Senmann, 2004; Bialystok, 2007). Marked by the transfer of knowledge and skills from L1 to

L2, such positive bilingualism is not limited to favourable socioeconomic, cultural and political circumstances, or to older students (Verhoeven, 2007).

For this reason, and against the background of the concepts of ‘super-diversity’ (Vertovec, 2007) and ‘*lebensweltliche Mehrsprachigkeit*’ (*multilingual realities*) (Gogolin, 1994), it is necessary to consider language practices and activities in all of the languages that adolescent migrants use. This article aims to reveal migrant pupils’ multilingual language use according to different home-literacy activities that are assumed to be positively related to academic language skills. To this end, a questionnaire concerning the language practices and language use during home-literacy activities of pupils with and without a migration background was developed. Features of academic language and how these skills have been tested are described below.

2. Academic language skills

The description of academic language in the German context is derived from the ‘Functional Grammar’ approach (FG) in linguistics (cf. Halliday, 1994; Cummins, 2000; Schleppegrell, 2004). Gogolin & Lange (2011) deploy the term ‘Bildungssprache’ to denote a special register that, at the lexical, morpho-syntactic and textual levels, differs fundamentally from other registers (such as those of everyday interpersonal communication). It is especially suited to convey (in spoken and written form) cognitively complex information in context-poor or decontextualized circumstances to a distant or unfamiliar audience that expects truthfulness, expertise and authority. Furthermore, academic language consists of technical terms and specific elements of the ‘language of schooling’ (Schleppegrell, 2004), such as the vocabulary of the school and school subjects. Although ubiquitous, academic language is of particular importance in the educational context and for educational achievement as it is used in instructional settings, essays, textbooks and exams. It is the “language” used by and expected from the “successful pupil” (Gogolin, 2009, p. 270). Academic language requirements increase in line with the advancing educational biography, especially when school instruction and subjects became more differentiated.

Schleppegrell (2004), using Halliday’s ‘Functional Grammar’ framework, analysed the English linguistic features of academic language in instruction situations, tasks, essays, and textbooks in primary and secondary school, and compared these with the linguistic characteristics of ordinary interactive-interpersonal communication. At the lexical level, academic language is characterized by the use of specific, technical words (e.g. ‘the industrial revolution’), by lexical and grammatical strategies of condensing information (‘the tiny, old, worried history teacher’), and by the

use of explicit and specific references to time and space ('In the 18th century, in the capital of France, the guillotine ...') in order to establish a shared frame of reference with the audience. As a result, academic discourse consists of relatively information-dense texts that contain more content words than function words, when compared to utterances in interactive talk.

Based on Schleppergrell's description, a systematisation of German academic language features at different levels was conducted (Reich, 2008; Gogolin & Lange, 2011). As in English, discursive features of German academic language are related to the framing and mode of academic language, for instance the determination of turn-taking and speaker's role, a high content of monological features (e.g. lectures, presentations and essays), technical kinds of texts (e.g. protocols, reports and argumentations) and stylistic conventions (e.g. objectivity, logical structure and appropriate length of texts). Similar to Schleppergrell's depiction, features at the lexical and semantic levels include characteristics of vocabulary and individual meanings, such as differentiation and abstract expressions, prefix verbs, including inseparable prefixes and reflexive pronouns and nominalisations, as well as technical terms. Characteristics of academic language at the syntactical level refer to the distinctive features of word order, such as the explicit indication of cohesion, the hypotaxis, impersonal expressions, light-verb constructions and extensive attributes. As a consequence, for the present study, a language assessment was used that measures the productive academic language skills of the students. Following the descriptions above, the language assessment considers particular academic language characteristics on the lexical, semantic and syntactical level that will be described below.

As mentioned above, attempts to explain the performance gap between pupils with a migration background and pupils without a migration background are based on low academic language skills of the former group. The discrepancy between the type of language used daily by migrant pupils in their second language and the sort of language that is actually required at school is one of the explanations often mentioned in the literature (cf. Bernstein, 1977; Cummins, 2000; Gogolin, Kaiser & Roth, 2004). In second language acquisition, most authors agree that the attainment of a high level of proficiency in academic language in the second language will be facilitated when the proficiency exists in the first language (Bialystok, 2004, 2009; Cummins, 2000; Duarte, 2011; Scheele, 2010). In addition, it seems to be important to uncover to what extent the home environment influences academic language skills. In the context of migration, this also requires a deeper insight into cross-language transfer and to examine whether literacy practices in the heritage language promote academic language skills in the second language.

3. Environmental factors influencing academic language skills

For the purposes of the present study, the results of previous research on the relationship between home environmental factors and academic language skills are particularly important. They reveal a strong relationship between home-language practices and literacy activities and (academic) language development (Leseman et al., 2007, 2009; Snow et al., 1991). Although they focus mostly on early childhood, the findings are nonetheless important for investigations among adolescents. Other studies have revealed firm relationships between home-literacy activities and children's language development, academic language skills and school achievement in reading and writing (Leseman & de Jong, 2001; Leseman & van Tuijl, 2006; Whitehurst & Lonigan, 1998). Here, home literacy refers to diverse activities in families that involve literacy products and technologies, including, among others, shared book reading and name writing with children, but also adults' own reading and writing behaviour that may serve as a model for children. Home literacy, according to several authors, also includes forms of spoken language. This concerns genres of spoken language that follow to some extent the linguistic features of written language (Hoff, 2006; Olson, 1991). Frequently studied examples include personal conversations, oral storytelling, and discussions on general interest topics like visiting the zoo or the theatre that might also occur in books, newspapers, and magazines.

Current research aims to identify aspects of home literacy which might contribute to children's development and learning. Evans, Shaw & Bell (2000) and Sénéchal & Lefevre (2002) have found that home-literacy activities make children aware of the use of arbitrary symbols (letters, written words, printed texts) to code spoken language. Acquiring knowledge of letters of the alphabet starts with observing parents' written activities and is strongly related to frequently occurring practices of pointing to the letters of the child's first name and demonstrating how to write them. Letter knowledge, along with well-developed phonological skills, facilitates initial reading in first and second grade (Schneider, Roth & Ennemoser, 2000). Home literacy, including particular forms of spoken language interactions in the family, is presupposed to provide children with a special kind of language input at the lexical, grammatical, and textual levels (Leseman et al., 2007). Academic language is thus a convenient term in this context as many linguistic features are shared with the language in instruction situations and textbooks in school and with formal language use in newspapers, books, and official media. A longitudinal study involving monolingual Dutch, bilingual Turkish-Dutch and bilingual Moroccan-Dutch children, aged 3-6 years, offers evidence that home-literacy activities play an important role in acquiring academic language skills (Leseman et al. 2007; Scheele,

2010). The results show that the bilingual children who have been primarily socialized and have had literacy activities in their heritage language achieve lower scores in academic language skills in Dutch compared to their monolingual peers. The findings at entry to kindergarten indicate that the Turkish-Dutch children acquired their Dutch academic language skills at a faster rate than their Dutch and Moroccan-Dutch peers. These results indicate a positive cross-language transfer based on a common underlying proficiency of academic language skills (Cummins, 1991). In contrast the Moroccan-Dutch children performed lowest in Dutch as well as in their heritage academic language skills. Their heritage language Tarifit-Berber is non-scripted, so the parents had limited opportunities for home-literacy activities with the child. Bialystok (2009) shows similar evidence where migrant pupils show positive transmission effects when they engage in literacy activities in their home language.

Based on the state of art, Wasik & Hendrickson (2004) propose a model containing home-literacy variables that influence children's (academic) language development. This model is transferable to the adolescent group and forms the basis of the present study. The model includes several factors: (1) parental characteristics, (2) child characteristics, (3) the home environment and (4) parent-child relationship. Parental characteristics include the migration background of the family, socioeconomic status, as well as parental beliefs and educational aspirations for the child. The cognitive and language proficiencies, engagement and motivation of the child are relevant child characteristics that influence (academic) language development. The home environment includes several literacy-related activities, such as reading, parent-child interaction on different topics, and the use of media. The parent-child relationship mediates home-literacy activities and interaction. A supportive and secure atmosphere is essential and influences interpersonal interaction.

These relevant aspects of language socialisation have been theorised in Bronfenbrenner's (1979, 1986) ecological model of human development. His theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner defines complex environmental 'layers', each having an effect on a child's development. Interacting factors in the child's maturing biology, her/his immediate family and community environment and the societal landscape fuel and steer her/his development. The 'mesosystem layer' relates to interactions in the microsystems – parents interact with teachers in school, neighbours interact with each other. The child is not directly involved in the mesosystems, but is nonetheless affected by them. The 'exosystem layer' relates to the broader community in which the child lives (e.g. the workplace of parents). Though the child may not have direct contact with it, the systems affect the child's development and socialization, such as his socioeconomic background. The

‘macrosystem layer’ may be considered the outermost layer in the child’s environment. While not a specific framework, this layer is comprised of cultural values, customs and laws. The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, it includes the prestige of the languages spoken by migrants in society. For those migrants who speak a language of low standing in society, there may be fewer opportunities for home-literacy practices in their heritage language. The chronosystem encompasses the dimension of time as it relates to a child’s environments. Elements within this system can be either external (such as the timing of a parent’s death) or internal (such as migration or the transition from school to work). The ‘microsystem layer’, the smallest of the contexts in which the child is embedded, is made up of the environment where the child lives and moves. The people and institutions the child interacts with make up the microsystem. Examples include immediate family members, schoolteachers and peers.

The current study focuses on the microsystem of the parent-child relationship to include parent-child interaction, home environmental factors, and activities in leisure time. Furthermore, Bronfenbrenner introduces the term ‘molar activities’ to describe ongoing behaviour with a momentum of its own and perceived by participants to have meaning or intent in a given setting (e.g. reading, playing and so on). These activities play an important role regarding (language) development. As daily activities, they are perceived to be causes as well as consequences of development. The current study thus looks into adolescent pupils’ home-literacy activities, which are conceived as molar activities that offer opportunities for skill acquisition and development. Furthermore, Bronfenbrenner’s model is useful to describe language practices at the microsystem level with parents (e.g. during parent-child interaction), multilingual home-literacy practices, and language practices in leisure time (e.g. when meeting peers, doing sport, and so on). As previously mentioned, most studies that focus on the relationship between home literacy, language practices and academic language skills, involve children and pupils at primary school. The aim of the present study is to investigate these factors for the adolescent migrant group. To date, there is a lack of descriptions concerning different language use and language practices at home and in leisure time that may positively relate to academic language skills. Following Bronfenbrenner’s theory, the focus of the present study lies on the microsystem of adolescent migrant pupils with the aim of depicting their multilingual practices in various settings.

4. The current study

The main objective of this article is to enquire into language use during home-literacy activities, other literacy-related activities, and oral activities, among adolescent migrant pupils. In accordance with Wasik & Hendrickson's model (2004), the home environment as it concerns literacy-related activities will be described. Due to the research gap on language use and language practices among adolescent migrants, this study provides an initial description of migrant pupils' language practices during literacy and oral activities at the microsystem. Bronfenbrenner's 'molar activities' (1979, 1986) are of particular importance here. Language use during parent-child interaction, reading and leisure time will be described relative to different genres and topics. It is assumed that migrant pupils' language practices are typically multilingual and diverse and marked by situation- or topic-specific language choice. Additionally, and according to previous research results, it can be hypothesised that migrant pupils probably have reduced social and cultural capabilities at the macrosystem level. However, the relationship between language use during home-literacy activities and academic language skills has to be further analyzed.

5. Methodology

In order to investigate the language practices of migrant pupils, the present study deployed a quantitative cross-sectional design; data was collected via questionnaire and through language assessment.

Subjects. The study involved 354 pupils. 164 pupils with a migration background (defined as having at least one parent born in a foreign country; Statistisches Bundesamt, 2011) and 190 pupils without an immigration background were assessed. These pupils were attending the 9th or 10th grade at three schools² in Hamburg, Germany. The average age of the students was 16.2 years and 195 males and 159 females took part. The schools were selected according to the social index (KESS-Index)³ in order to ensure a wide achievement spectrum. The pupils were tested during the school day for 90 minutes in their classroom.

Academic Language Skills. The language assessment test, 'Fast Catch Bumerang' (Reich, Roth & Döll, 2009), was used to assess pupils' productive academic language skills in German. For the purposes of this study, the pupils were asked to write an article on how a boomerang is constructed, based on a picture sequence. Evaluation criteria comprise task accomplishment (cognitive measure), text production competence (design and structure of the text, addressing), (technical) vocabulary (nouns, verbs, adjectives), and conjunctions. Evaluated features of academic language, based on the theoretical descriptions above, are nominalizations

(e.g.: ‘Der Bau des Bumerangs’ [*The construction of the boomerang*]), compound words (e.g.: ‘Die Stichsäge’ [*The jigsaw*]), attributive constructions (e.g.: ‘Die markierten Bereiche’ [*The marked areas*]), passive voice (e.g.: ‘Es wird ausgeschnitten’ [*Will be cut*]), participles (e.g.: ‘Der geschliffene Bumerang’ [*The sand-ed boomerang*]) and non-personal expressions (e.g.: ‘Dann muss man ihn drehen’ [*Then one must turn it around*]). Cronbach’s alpha of the test was .80.

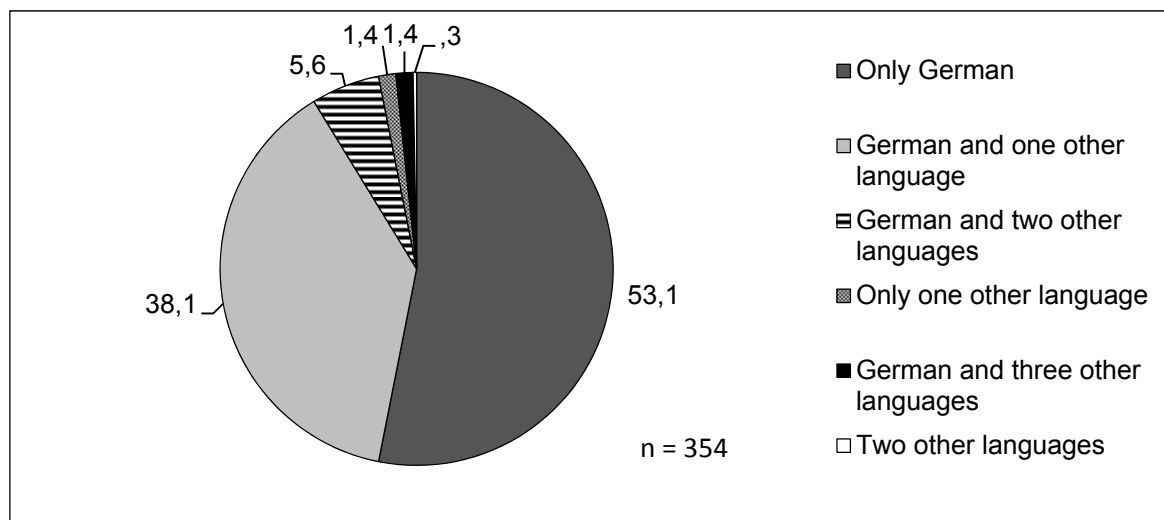
Home language and literacy. Information on language practices and home-literacy activities was collected via questionnaire. A number of standardized questions addressed the home learning environment, including language and literacy activities (cf. Leseman et al., 2009). Students were asked about general language use at home and their language use when talking with their parents about different topics. A sample item thus reads: ‘How frequently do you talk with your parents about topics of general interest (war, social issues, protection of the environment). Please declare the language(s) that you use mostly.’ Other topics of enquiry included talking about books and movies, worries and problems, heritage and culture, family and school issues. Answers were rated on a five-point Likert scale (scale point one represents ‘almost never’, whereas five stands for ‘at least daily’). The students were further asked about their reading practices. A sample item is: ‘How frequently do you read non-fiction books? Please declare the language(s) that you use mostly.’ They were also asked about other genres, such as magazines, newspapers, religious books and novels. Again, scale point one denotes ‘almost never’, whereas five stands for ‘at least daily’. Furthermore, students answered questions on their leisure time activities. A sample item is: ‘How frequently do you take exercise in your leisure time? Please declare the language(s) that you use mostly.’ Other questions related to cultural clubs, social and religious activities, activities with peers. The same ratings according to the Likert scale were also used here, with scale point one representing ‘almost never’ and five standing for ‘more than 10 hours per week’.

6. First descriptive results

Figure 1 presents general home language use of pupils involved in the study. Over half of pupils use only German at home, most of whom have no migration background. Only 9 % of migrant pupils mentioned that they use only German at home and a small number of pupils mentioned using only one or two languages other than German at home. It is therefore evident that German and the home language shape the language use at home. About 38 % mentioned that they use German and one other language, and 6 % mentioned that they use German and two other languages at home. The results described here confirm the findings that German

coexists with the home language in migrants' homes, i.e. migrant pupils speak German as well as their home language(s) at home (cf. Fürstenau & Gogolin, 2001).

Figure 1: Language use at home



The spoken languages of the pupils are described in figure 2 more precisely. Pupils with an immigrant background demonstrate diverse language combinations. It has been noted that migrant pupils claimed to use mostly German and their home language(s), so the relevant language combinations always include German. As expected, and according to the concept of 'lebensweltliche Mehrsprachigkeit' (*multilingual realities*) (Gogolin, 1994), diverse languages and language combinations are mentioned by the pupils. The most common combinations are German with Turkish and German with Russian, which is not surprising as the Turkish and Russian migrant groups are the largest minority migrant groups in Germany (cf. BAMF, 2012). However, there are other heterogeneous combinations, including, for example, Arabic, that is partly spoken in combination with French, or the Farsi-speaking group. Furthermore, 6 % mentioned that they speak English with another migrant minority language at home, such as an African language. About 4 % use a Romance language (French, Italian, Spanish, and Portuguese) at home and 3 % Kurdish (also partly spoken with Turkish), or only Polish. The category 'other languages' includes, among others, Armenian, Albanian, Czech and Serbian, confirming the language diversity of the pupils. In sum, the current sample reveals a multilingual and super-diverse language background of the pupils.

Figure 2: Language(s) spoken at home – language combinations

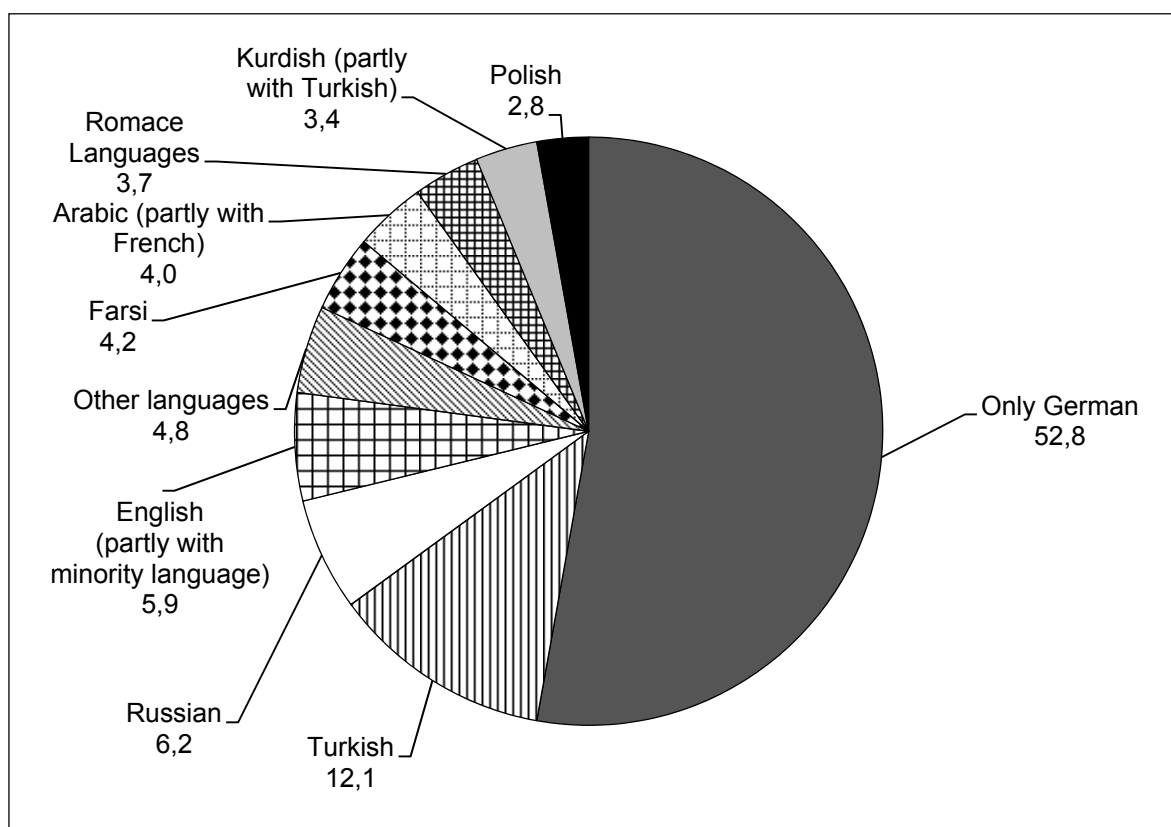
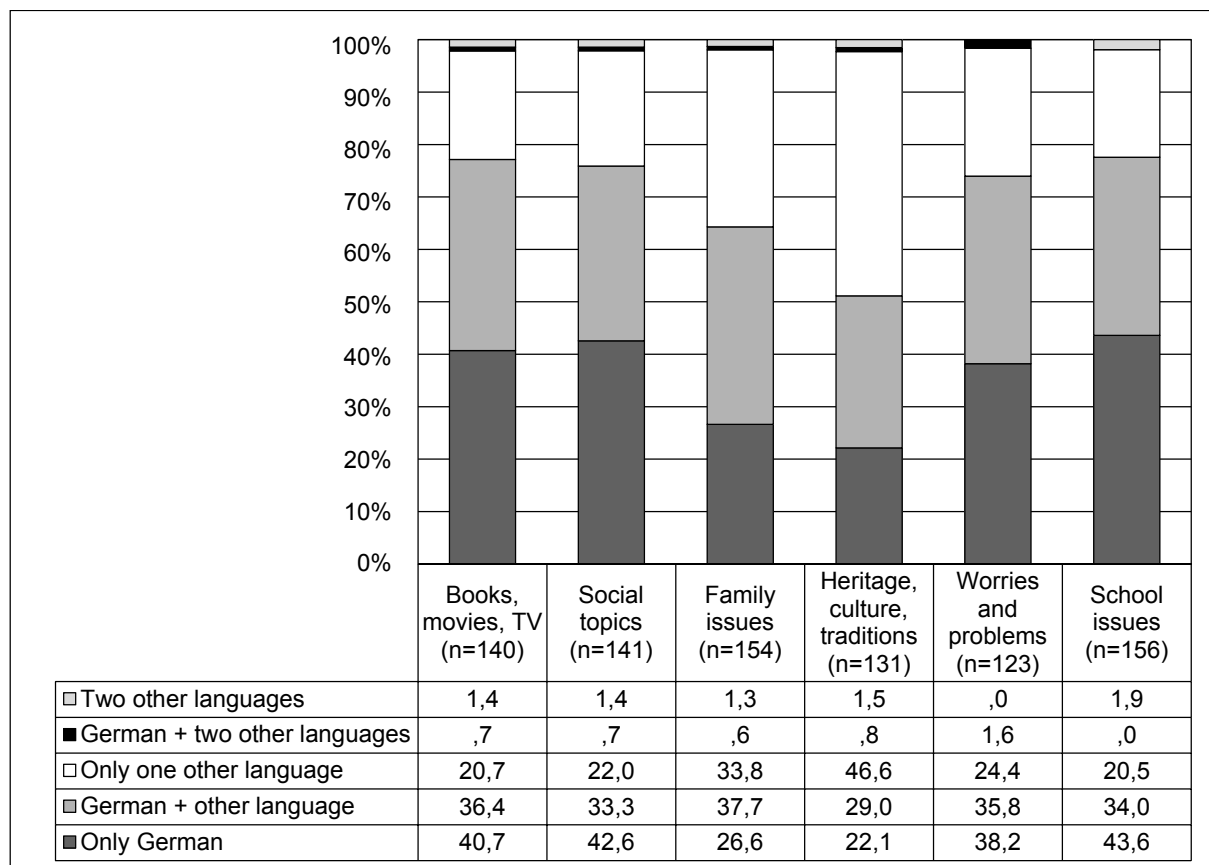


Figure 3 presents language use of migrant pupils in interaction with their parents. The results are differentiated by diverse topics, such as talking about books, movies or TV, social topics and topics of general interest, family and school issues, and problems/worries. It is evident that language use of migrant pupils varies through the different topics. School and social issues or literacy activities (books, movies, TV) are discussed more often in German (42 % and 44 %) than in the home language. About 34 % of the migrant pupils in this sample also mentioned using their home language too. Just 21 % declared that they only speak a language other than German when talking about school and social issues. In contrast, pupils mostly discuss family issues and heritage subjects in their home language (34 % and 47 %), and also partly in German (38 % and 29 %). Problems and worries are discussed in various ways, mostly in German (38 %) and in addition with one other language (36 %). Language choice in oral activities can therefore be differentiated in two ways: on the one hand, pupils predominantly use German for more literacy-orientated interaction, such as talking about books, movies or programmes they watched, as well as discussing social and school issues. On the other hand, there are issues that are discussed primarily in the home language on account of the migration context, such as family issues and subjects concerned with heritage, culture and traditions. The data clearly shows that language choice during oral activities

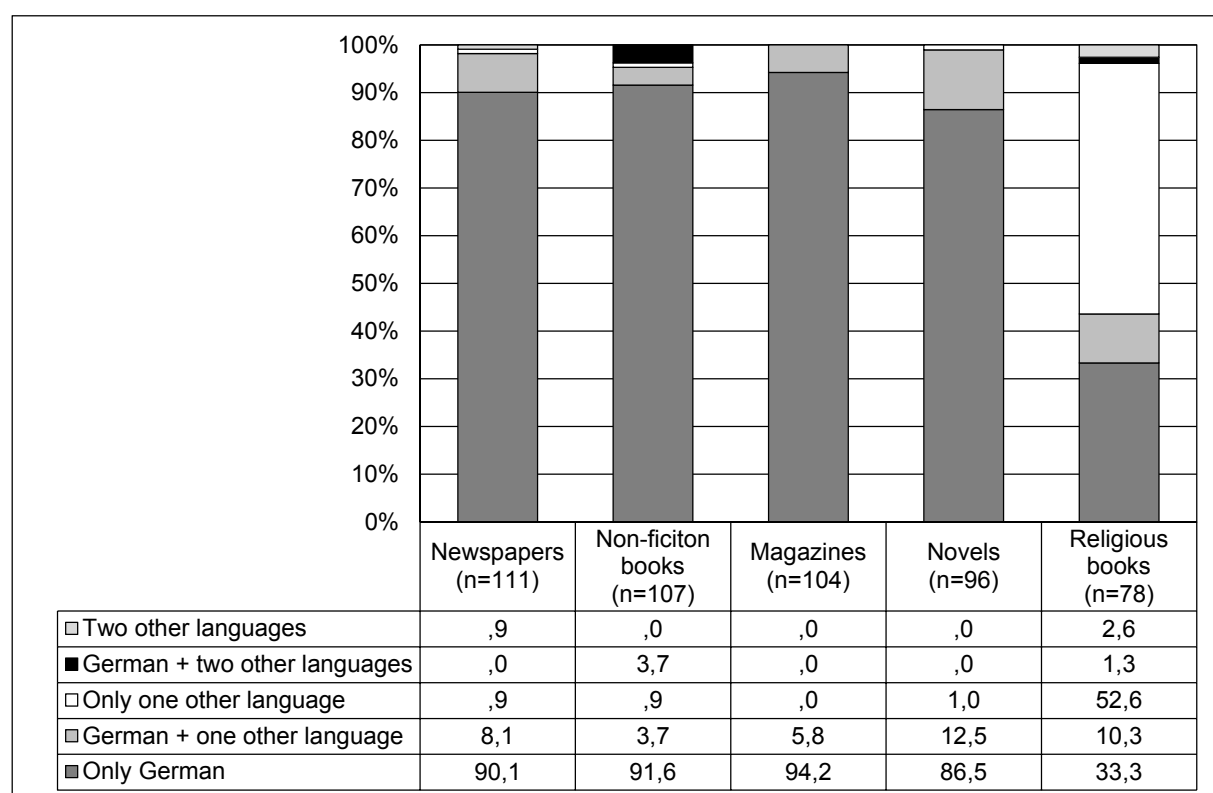
with parents is influenced by different topics and issues and that both languages play an important role in daily interaction with parents.

Figure 3: Language use in parent-child interaction by topics



As shown in figure 4, language use during literacy activities differs strongly from that during parent-child interaction. It becomes apparent here that migrant pupils mostly use German for reading activities. The majority mentioned reading magazines (94 %), newspapers (90 %) and non-fiction books (92 %) in German only. Nonetheless, 12 % of pupils in the sample use German as well as their home language for reading novels and 8 % for reading newspapers. The reading of religious books is an exception: 53 % only read religious books in a language other than German and 33 % use only German. On the whole there is a considerable tendency to privilege German in literacy activities. One reason might be that the pupils have few opportunities to perform literacy activities in their home language because they have no access to books, magazines and so on in that language. This is an important consideration with regard to academic language skills that are influenced by literacy activities described above.

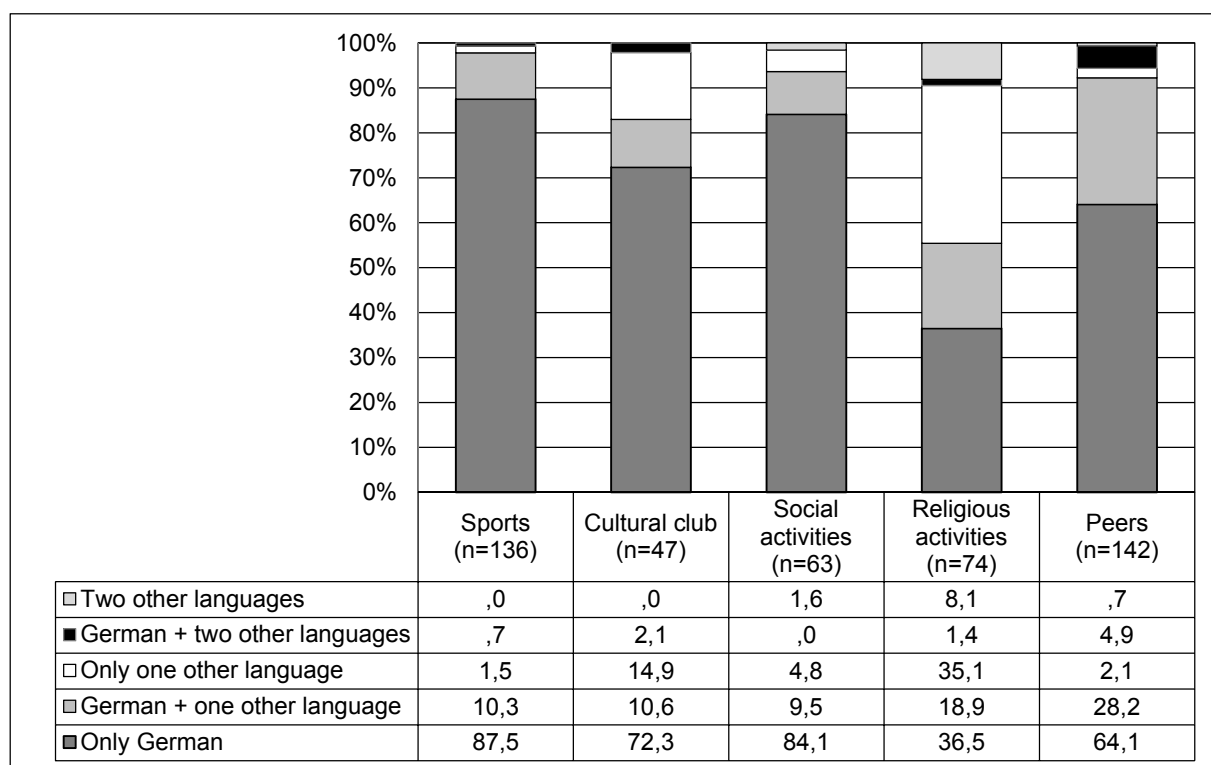
Figure 4: Language use while reading, sorted by genres



As shown in figure 5 language use in leisure time is more diverse than during literacy activities. 28 % of the migrant students mentioned using German and one other language with peers while 64 % use only German. German predominates during sports (87 %) or social activities (84 %). Language use in religious activities is heterogeneous with 36 % of the migrant pupils using only German and 35 % of them using only a language other than German. It is obvious that German and the home language play important roles for migrants' leisure time activities.

In sum, the results show that multilingual practices during different activities are usual in migrant pupils' lives, but that different languages assume different functions: the home language seems to be important for oral activities and communication, while German is ever-present but possesses a special function for literacy activities. In line with Bronfenbrenner's model (1979), the home language is important in the microsystem layer, especially in parent-child interaction, and the molar activities are mostly carried out in German.

Figure 5: Language use during leisure time activities



7. Summary and discussion

The present study aimed to give an overview of migrant pupils' language practices at home and in leisure time, especially during home literacy and oral activities, as well as in interaction with their parents. For this purpose, a questionnaire was applied to collect data on migrant pupils' language practices and language use during different home-literacy activities. The first empirical results of this study reveal multilingual languages practices and diversity in language use during home literacy and oral activities of migrant pupils at home. Regarding oral activities with parents, some specific characteristics could be found: on the one hand, the pupils predominantly use German for more literacy-orientated interaction situations, such as talking about books, movies or programmes they watched, as well as discussing social and school-related issues. On the other hand, there are specific migration-induced themes, such as family issues and subjects concerning heritage, culture and traditions, which are discussed primarily in the family language(s). Thus, it becomes apparent that language choice during oral activities with parents depends on different topics and issues and that all spoken languages play an important role in daily interaction. Compared to home-literacy activities, such as reading, the results are quite different. In general, there is a considerable preference for German books, newspapers, magazines and so on. One reason for this might be that pupils have

fewer opportunities to perform literacy activities in their home language, as Scheele (2010) studies regarding Moroccan bilinguals have shown.

The findings reveal that, with regard to the concepts of ‘*lebensweltliche Mehrsprachigkeit*’ (*multilingual realities*) (Gogolin, 1994) and ‘super-diversity’ (Vertovec, 2007), multilingual practices during different activities are usual in migrant pupils’ lives, but different languages assume different functions: the home language(s) seems to be important for oral activities and communication, while German predominates and takes on a special function for literacy-related activities. This is an important consideration with regard to academic language skills that are influenced by literacy activities. As far as Bronfenbrenner’s model (1979, 1986) is concerned, the home language(s) is important in the microsystem layer, especially in parent-child interaction, whereas the molar activities (such as reading or more literacy-orientated oral activities) are carried out mostly in German. These molar activities are crucial for (language) development. In fact, previous research confirmed a strong relationship between them and (academic) language proficiency (Bos et al., 2003; Leseman & de Jong, 2001; Leseman et al., 2007). With regard to findings on positive cross-language transfer (cf. Bialystok, 2009; Scheele, 2010), it is important to note on the macrosystem layer that migrants may have fewer opportunities for home-literacy activities in their home language(s). This aspect should be taken into consideration for the evaluation of academic language skills.

Further analyses will be conducted with the aim of exploring the influence of home-literacy activities and the home environment, including the socioeconomic background and the academic language skills of pupils with an immigrant background. They intend to reveal important pedagogical implications for intervention programmes and for educational work in schools.

Notes

1. Support for Immigrant Children and Youth.
2. The students attend the ‘Hamburger Stadtteilschulen’, where they are able to obtain three different certificates: (1) graduation after 9th grade, (2) graduation after 10th grade and (3) graduation after 12th grade (high-school diploma).
3. The social index (KESS-Index ‘Kompetenzen und Einstellungen von Schülerinnen und Schülern’) describes the social impacts of pupils families from schools in Hamburg. The social indices are defined from index 1 (highly impacted social situation of pupils) till index 6 (preferred social situation of pupils).

References

- BAMF (Bundesamt für Migration und Flüchtlinge). (2012). *Migrationsbericht 2012*. Nürnberg: Bonifatius GmbH.
- Baumert, J. & Schümer, G. (2001). Familiäre Lebensverhältnisse, Bildungsbeteiligung und Kompetenzerwerb. In Deutsches PISA Konsortium (Ed.), *PISA 2000. Basiskompetenzen von*

- Schülerinnen und Schülern im internationalen Vergleich* (pp. 323–407). Opladen: Leske + Budrich.
- Baumert, J. & Schümer, G. (2002). Familiäre Lebensverhältnisse, Bildungsbeteiligung und Kompetenzerwerb im nationalen Vergleich. In Deutsches PISA Konsortium (Ed.), *PISA 2000. Die Länder der Bundesrepublik Deutschland im Vergleich* (pp. 159–202). Opladen: Leske + Budrich.
- Behörde für Schule und Berufsbildung. (2011). *Bildungsbericht Hamburg 2011*. Hamburg: Alsterdruck GmbH.
- Bernstein, B. (1977). Social class, language and socialization. In J. Karabel & A.H. Halsey (Eds.), *Power and Ideology in Education* (pp. 473–487). New York: Oxford University Press.
- Bialystok, E. (2004). The impact of bilingualism on language and literacy development. In T.K. Bhatia & W. Ritchie (Eds.), *The handbook of bilingualism* (pp. 577–602). Oxford: Blackwell Publishing.
- Bialystok, E. (2007). Cognitive effects of bilingualism: How linguistic experience leads to cognitive change. *The International Journal of Bilingual Education and Bilingualism*, 10 (3), 210–223.
- Bialystok, E. (2009). *Bilingualism in development. Language, literacy & cognition*. New York: Cambridge University Press.
- Bialystok, E. & Senman, L. (2004). Executive processes in appearance-reality tasks: The role of inhibition of attention and symbolic representation. *Child Development*, 75 (2), 562–579.
- Bos, W., Lankes, E.-M., Prenzel, M., Schwippert, K., Walther, G. & Valtin, R. (Eds.). (2003). *Erste Ergebnisse aus IGLU. Schülerleistungen am Ende der vierten Jahrgangsstufe im internationalen Vergleich*. Münster: Waxmann.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22 (6), 723–742.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age questions and some other matters. *Working Papers on Bilingualism*, 19, 121–129.
- Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), *Language processing in bilingual children* (pp. 70–89). New York: Cambridge University Press.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Duarte, J. (2011). *Bilingual language proficiency. A comparative study*. Münster: Waxmann.
- Evans, M.A., Shaw, D. & Bell, M. (2000). Home literacy activities and their influence on early literacy skills. *Canadian Journal of Experimental Psychology*, 54, 65–75.
- Fürstenau, S. & Gogolin, I. (2001). Sprachliches Grenzgängertum: Zur Mehrsprachigkeit von Migranten. In G. List & G. List (Eds.), *Quersprachigkeit. Zum transkulturellen Registergebrauch in Laut- und Gebärdensprachen* (pp. 49–64). Tübingen: Stauffenburg-Verlag.
- Genesee, F., Paradis, J. & Crago, M.B. (2004). *Dual language development and disorders: A handbook of bilingualism and second language learning* (Communication and language intervention series, Vol. 11). Baltimore: Brooks.

- Gogolin, I. (1994). Lebensweltliche Mehrsprachigkeit. In K.-R. Bausch, F.G. Königs & H. Krumm (Eds.), *Mehrsprachigkeit im Fokus. Arbeitspapiere der 24. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts* (pp. 55–61). Tübingen: Narr.
- Gogolin, I. (2009). Zweisprachigkeit und die Entwicklung bildungssprachlicher Fähigkeiten. In I. Gogolin & U. Neumann (Eds.), *The bilingualism controversy* (pp. 263–280). Wiesbaden: VS-Verlag für Sozialwissenschaften.
- Gogolin, I., Kaiser, G. & Roth, H.-J. (2004). *Mathematik lernen im Kontext sprachlich-kultureller Diversität* (Forschungsbericht an die DFG). Hamburg: University of Hamburg.
- Gogolin, I. & Lange, I. (2011). Bildungssprache und Durchgängige Sprachbildung. In S. Fürstenaun & M. Gomolla (Eds.), *Migration und schulischer Wandel: Mehrsprachigkeit* (pp. 107–127). Wiesbaden: VS-Verlag für Sozialwissenschaften.
- Gogolin, I., Neumann, U. & Roth, H.-J. (2003). *Förderung von Kindern und Jugendlichen mit Migrationshintergrund. Gutachten für die Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung* (Materialien zur Bildungsplanung und zur Forschungsförderung, Bd. 107) Bonn: BLK.
- Gomolla, M. & Radtke, F.-O. (2002). *Institutionelle Diskriminierung. Die Herstellung ethnischer Differenz in der Schule*. Opladen: Leske + Budrich.
- Halliday, M.A.K. (1994). *An introduction to functional grammar*. London: Hodder Education.
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26, 55–88.
- Huttenlocher, J., Vasilyeva, M., Cymerman, E. & Levine, S. (2002). Language input and child syntax. *Cognitive Psychology*, 45, 337–374.
- Klieme, E., Artelt, C., Hartig, J., Jude, N., Köller, O., Prenzel, M., Schneider, W. & Stanat, P. (Eds.). (2010). *PISA 2009. Bilanz nach einem Jahrzehnt*. Münster: Waxmann.
- Kroll, J.F. & de Groot, A.M.B. (2005). *Handbook of bilingualism: Psycholinguistic approaches*. New York: Oxford University Press.
- Leseman, P.P.M. & de Jong, P.F. (1998). Home literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33 (3), 294–318.
- Leseman, P.P.M. & de Jong, P.F. (2001). Lasting effects of home literacy on reading achievement in school. *Journal of Psychology*, 39 (3), 389–414.
- Leseman, P.P.M., Scheele, A.F., Mayo, A.Y., & Messer, M.H. (2007). Home literacy as a special language environment to prepare children for school. *Zeitschrift für Erziehungswissenschaft*, 10 (3), 334–355.
- Leseman, P.P.M., Scheele, A.F., Mayo, A.Y., & Messer, M.H. (2009). Bilingual development in early childhood and the languages used at home: competition for scarce resources? In I. Gogolin & U. Neumann (Eds.), *The bilingualism controversy* (pp. 289–316). Wiesbaden: VS-Verlag für Sozialwissenschaften.
- Leseman, P.P.M., Scheele, A.F. & Mayo, A.Y. (2010). The home language environment of monolingual and bilingual children and their language proficiency. *Applied Linguistics*, 31, 117–140.
- Leseman, P.P.M. & van Tuijl, C. (2006). Cultural diversity in early literacy development. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 211–228). New York: Guilford Press.

- Lowie, W., Verspoor, M. & de Bot, K. (2009). A dynamic view of second language development across the lifespan. In K. de Bot & R.W. Schrauff (Eds.), *Language development over the lifespan* (pp. 125–145). New York: Routledge.
- Oller, D.K., Pearson, B.Z. & Cobo-Lewis, A.B. (2007). Profile effects in early bilingual language and literacy. *Applied Psycholinguistics*, 28 (2), 191–230.
- Olson, D.R. (1991). Literacy as metalinguistic activity. In D.R. Olson & N. Torrance (Eds.), *Literacy and orality* (pp. 251–270). New York: Cambridge University Press.
- Reich, H.H. (2008). Materialien zum Workshop ‚Bildungssprache‘. Unveröffentlichtes Schulungsmaterial für die FörMig-Weiterqualifizierung ‚Berater(in) für sprachliche Bildung, Deutsch als Zweitsprache‘.
- Reich, H.H., Roth, H.-J. & Döll, M. (2009). Fast Catch Bumerang. Deutsche Sprachversion. Auswertungsbogen und Auswertungshinweise. In D. Lengyel, H.H. Reich, H.-J. Roth & M. Döll (Eds.), *Von der Sprachdiagnose zur Sprachförderung* (pp. 209–241). Münster: Waxmann.
- Scheele, A.F. (2010). *Home language and mono- and bilingual children's emergent academic language: A longitudinal study of Dutch, Moroccan-Dutch and Turkish-Dutch 3- to 6-year-olds*. Utrecht: University, Institute for the Study of Education and Human Development.
- Schleppegrell, M. (2004). *The language of schooling*. Mahwah: Lawrence Erlbaum.
- Schneider, W., Roth, E. & Ennemoser, M. (2000). Training phonological skills and letter knowledge in children at risk for dyslexia: A comparison of three kindergarten intervention programs. *Journal of Educational Psychology*, 92 (2), 284–295.
- Sénéchal, M. & Lefevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73, 445–460.
- Snow, C., Barnes, W.S., Chandler, J., Goodman, I.F. & Hemphill, L. (1991). *Unfulfilled expectations. Home and school influences on literacy*. Cambridge: Harvard University Press.
- Statistisches Bundesamt. (2011). *Bevölkerung und Erwerbstätigkeit. Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2011*. Wiesbaden: Statistisches Bundesamt.
- Verhoeven, L. (2007). Early bilingualism, language transfer, and phonological awareness. *Applied Psycholinguistics*, 28 (3), 425–439.
- Vermeer, A. (1992). Exploring the second language learner lexicon. In J.H.A.L. de Jong & L. Verhoeven (Eds.), *The construct of language proficiency: Applications of psychological models to language assessment* (pp. 147–162). Amsterdam: Benjamins.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30 (6), 1024–1054.
- Wasik, B.H. & Hendrickson, J.S. (2004). Family literacy practices. In C. Adisson Stone, E.R. Silliman, B.J. Ehren & K. Apel (Eds.), *Handbook of language and literacy. Development and disorders* (pp. 154–174). New York: Guilford Press.
- Weizman, Z.O. & Snow, C.E. (2001). Lexical input as related to children's vocabulary acquisition: Effects of sophisticated exposure and support for meaning. *Developmental Psychology*, 37 (2), 265–279.
- Whitehurst, G.J. & Lonigan, C.J. (1998). Child development and emergent literacy. *Child Development*, 69 (3), 848–872.



Differential patterns of school motivation in students of culturally and linguistically diverse backgrounds

Rebecca M. Hartmann, Nele McElvany, Miriam M. Gebauer and Wilfried Bos

TU Dortmund University

Abstract

The purpose of this paper was the comparative empirical investigation of school motivation in students of culturally and linguistically diverse backgrounds. Disparities in the levels of multiple adaptive as well as maladaptive dimensions of school motivation between students with and without immigrant backgrounds were investigated. Moreover, the explanatory role of socioeconomic status was examined. Data from 785 students from grade 6, drawn from 36 different German schools were analysed. School motivation was assessed with the eleven translated subscales of the *Motivation and Engagement Scale* (Martin, 2010). This highly differentiated and integrative instrument does not only take into account adaptive cognitive and behavioural dimensions of school motivation, but also maladaptive cognitive and behavioural dimensions. A multivariate analysis of variance (MANOVA) was performed and effect sizes were calculated. School track was included in the model as a control variable. The results showed no differences in the adaptive motivational dimensions between students with and without immigrant backgrounds. At the same time, students with immigrant backgrounds scored higher on all maladaptive cognitive dimensions while no group differences were observed with regard to the maladaptive behavioural dimensions. After the inclusion of socioeconomic status as a covariate in the model, the reported statistically significant differences between students with and without immigrant backgrounds were no longer identifiable with respect to two of the three maladaptive cognitive dimensions. Implications of the results for research and pedagogical practice in the field of scholastic support for students with immigrant backgrounds are discussed.

1. Introduction

Worldwide migration movements have resulted in rising numbers of students with immigrant backgrounds in many European educational systems as well as in the educational system of the United States (OECD, 2010b). As a consequence of im-

migration, the German student body has also become very heterogeneous over the past decades (Autorengruppe Bildungsberichterstattung, 2012). Teachers in German elementary and secondary schools face new opportunities but also challenges as their classrooms are increasingly characterized by a high degree of cultural and linguistic diversity. Numbers concerning the proportion of students with immigrant backgrounds in the German educational system vary depending on which operationalisation of immigrant background is chosen by the respective authors. The most common indicators are: family language, country of birth, parental country of birth, and citizenship. Regardless of this inconsistency, national empirical data demonstrate for Germany rather unanimously disparities in achievement and participation in the educational system to the disadvantage of students with immigrant backgrounds in comparison to their peers without immigrant backgrounds (Gogolin, 2006; Stanat & Edele, 2011). The international student assessment surveys PIRLS (*Progress in International Reading Literacy Study*) and PISA (*Programme for International Student Assessment*) show significantly reduced competence acquisition in children with immigrant backgrounds in comparison to children without immigrant backgrounds in many countries including Germany (Mullis, Martin, Kennedy & Foy, 2007; OECD, 2010a). In the attempt to explain these group differences in scholastic outcome variables and establish approaches to overcome them, it is important to focus not only on achievement itself under conditions of cultural and linguistic diversity, but also to examine variables which are known to be associated with achievement. One of the constructs which take a prominent position in this context is motivation. There is a wide-ranging body of research which theoretically assumes a positive association between school motivation and achievement (Ryan & Deci, 2000). Empirical evidence confirming the proposed relationship is ample (e.g., Chiu & Xihua, 2008; Retelsdorf, Köller & Möller, 2011). At the same time, there is still only limited knowledge on school motivation and its effects under conditions of cultural and linguistic diversity. The objective of the present study was to examine similarities and disparities in various dimensions of school motivation between students with and without immigrant backgrounds and to contribute to the deeper understanding of potential differences in patterns of school motivation between students with and without immigrant backgrounds.

2. School motivation

The construct of motivation is very complex and can be viewed from various theoretical perspectives. The respective individual theoretical approaches differ not only in their emphasis but also in their basic assumptions. According to Pintrich (2003) the connecting element is that “motivational theories are concerned with the

energization and direction of behavior” (p. 669). We assume that students experience various motivational phenomena and as the aim of the present study was the deepening of knowledge on school motivation in the context of migration, it seemed advantageous to us to take into consideration not only one single motivational theory, but rather combine different approaches in order to achieve a more comprehensive understanding.

An important theoretical structure with respect to school motivation and engagement was proposed by Martin (2007). Liem and Martin (2012) define motivation as “individuals’ energy and drive to learn, work effectively, and achieve to their potential” (p. 3) and engagement as “the behaviours aligned with this energy and drive” (ibid.). In line with these definitions Martin (2007) takes into account cognitive as well as behavioural dimensions and, moreover, distinguishes between adaptive and maladaptive dimensions. A two-level factor structure with four higher-order factors and eleven first-order factors is assumed. The higher-order structure encompasses adaptive cognitive and behavioural dimensions as well as maladaptive cognitive and behavioural dimensions reflecting positive and negative motivational orientations as well as advantageous and disadvantageous behavioural strategies in achievement situations (Liem & Martin, 2012). As multiple dimensions of motivation derived from different theoretical approaches are integrated in this theoretical framework, an extensive in-depth discussion covering all dimensions would go beyond the scope of this article. Therefore, the remainder of this section will offer only a brief introduction to each dimension.

The three adaptive cognitive dimensions *mastery orientation*, *self-efficacy* and *valuing of school* are all well-established theoretical constructs. The construct of mastery orientation describes a motivational orientation which is dominated by the desire to improve one’s own competence and not so much by outperforming others or doing well on tests (e.g., Pintrich, 2000). The self-efficacy dimension is theoretically rooted in Bandura’s social cognitive theory (e.g., Bandura, 2002). Bandura (2002) describes self-efficacy as the “core belief that one has the power to produce desired effects by one’s actions” (p. 270). Valuing of school expresses the importance attached to school success and learning by the individual students. This dimension is derived from the expectancy-value model (cf. Wigfield & Eccles, 2000). The three adaptive behavioural dimensions *planning*, *task management* and *persistence* serve as indicators of self-regulation (Martin, 2007). Zimmermann (2008) described self-regulated learning as “self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill” (p. 166).

Additionally, five maladaptive cognitive and behavioural motivational dimensions are included in the theoretical framework. One of the three maladaptive cog-

nitive dimensions is *anxiety*. There is a broad range of research focusing on school related anxiety (e.g., Pekrun, Elliot & Maier, 2009; Tyson, Linnenbrink-Garcia & Hill, 2009). Martin (2007) included two facets of anxiety in his theoretical framework: nervousness and worrying. The construct of *failure avoidance* focuses on the phenomenon that some students are driven by the desire to avoid failure in achievement situations for reasons of self-worth protection (Thompson, 2004). Theoretically derived from attribution theory (Weiner, 1985, 2000), the dimension of *uncertain control* captures the notion of control with respect to success in academic settings. *Self-handicapping* and *disengagement* constitute the maladaptive behavioural dimensions. Self-handicapping refers to the preventive use of success-hindering strategies in achievement situations which can be used as causal explanations in the case of actual failure (Urda & Midgley, 2001). The construct of disengagement, on the other hand, refers to the acceptance of failure in school and concurrent processes of devaluation (cf. Martin, Anderson, Bobis, Way & Vellar, 2012; Schmader, Major & Gramzow, 2001). While all of the previously described eleven motivational constructs are theoretically well-grounded and distinct phenomena, there is still a need for more sophisticated knowledge of peculiarities in the context of migration.

3. School motivation in the context of migration

Assuming a bi-directional positive relationship between school success and school motivation, the comparatively low school success of children with immigrant backgrounds in Germany poses unfavourable conditions for the development of high adaptive school motivation and at the same time facilitates the development of maladaptive school motivation. It can be assumed that children with immigrant backgrounds experience a comparatively high number of negative factors, for example, negative feedback from teachers and comparisons with potentially more competent classmates (Marsh, 1986; Stanat & Christensen, 2006). Moreover, we have to take into account that students with immigrant backgrounds are not only more likely to be confronted with negative stereotypes, but also that they are often aware of group differences in achievement and participation in the educational system to the disadvantage of their own group. On the other hand, factors inherent to the experience of migration as, for example, elevated hopes of parents with immigrant history for their children's future (Kao & Tienda, 1995) make higher adaptive motivation in students with immigrant backgrounds plausible.

Previous studies on motivational orientations in different cultural settings have given empirical evidence of higher motivation in students with immigrant backgrounds. Stanat and Christensen (2006) identified heightened motivation in stu-

dents with immigrant backgrounds in comparison to students without immigrant backgrounds in different national contexts on the basis of the PISA 2003 data. Gillen-O'Neel, Ruble, and Fuligni (2011) confirmed this group difference comparing American elementary school students of Chinese, Dominican and Russian descent to their peers without immigrant backgrounds, while Phalet and Claeys (1993) found higher school motivation in students with Turkish immigrant backgrounds in comparison to their peers without immigrant backgrounds in the European context. However, these empirical findings are not conclusive. For example, Verkuyten, Thijs, and Canatan (2001) differentiated between family-oriented and individual-oriented motivation and found that students with Turkish immigrant backgrounds scored higher than their Dutch peers only on family-oriented motivation while no group differences were identified with regard to individual-oriented motivation. Moreover, empirical evidence of differences between students with and without immigrant backgrounds with respect to the previously mentioned maladaptive dimensions (compare section 2) is still scarce. Higher scores of students with immigrant backgrounds on measures of the maladaptive cognitive dimension anxiety were reported, for example, by Gillen-O'Neel et al. (2011) and Stanat and Christensen (2006).

While we have empirical evidence of comparatively high adaptive school motivation in students with immigrant backgrounds, these students exhibit lower school success than their peers without immigrant backgrounds as described in section 1. These results contradict the theoretical assumption of a positive association between school motivation and achievement. Group differences in maladaptive motivational dimensions could serve as a possible explanation for this paradox. Theoretical considerations concerning the group-specific, comparatively unfavourable schooling experiences of students with immigrant backgrounds led us to the assumption that taking into account maladaptive motivational dimensions in addition to the typically investigated adaptive motivational dimensions is essential to understanding the full spectrum of disparities in school motivation between students with and without immigrant backgrounds. Moreover, it is crucial to take into consideration variables which could possibly be confounded with the immigrant status and show a relation to the variable of interest.

4. The role of socioeconomic status

Socioeconomic status is a potential explanatory variable for disparities in school motivation between students with and without immigrant backgrounds. The influence of socioeconomic status on scholastic variables can be interpreted in the framework of human capital theory, which assumes a mediating role of parental

investment (Schmid, 2001). Substantial positive associations between socioeconomic status and competence acquisition have been reported repeatedly (e.g., OECD, 2010a). Fewer studies have examined the relationship between socioeconomic status and school motivation. However, Hodge, McCormick, and Elliott (1997), for example, identified a negative relationship between socioeconomic status and the maladaptive dimension anxiety. Moreover, there are significant differences in socioeconomic status between families with and without immigrant history in Germany. Among others, Carey (2008) could identify a lower average socioeconomic status in families with immigrant history in comparison to families without immigrant history. Knowing about this uneven distribution of socioeconomic status, it seems crucial to investigate to what degree potential disparities in motivation can be explained by differences in socioeconomic status and, thus, are not innately explicable by the immigrant status itself.

5. The present study

The present study examines differences in multiple dimensions of school motivation between students with and without immigrant backgrounds. Moreover, the explanatory role of socioeconomic status is investigated. Based on the assumption that students with immigrant backgrounds face less advantageous scholastic circumstances with respect to their motivational development, while, at the same time, they could possibly benefit from encouraging migration-specific parental attitudes, the following research questions and the corresponding hypotheses were formulated: (1) Is the level of adaptive school motivation higher in students with than in students without immigrant backgrounds in secondary school? (2) Is the level of maladaptive school motivation higher in students with than in students without immigrant backgrounds in secondary school? (3) Can differences in socioeconomic status explain disparities in school motivation between students with and without immigrant backgrounds in secondary school?

On the one hand, beneficial parental attitudes might counteract disadvantageous motivational developments in students with immigrant backgrounds, while, on the other hand, the group of students with immigrant backgrounds faces comparatively low school success, an increased risk of encountering negative stereotypes and the awareness of objective group differences with regard to school achievement. In line with these considerations we hypothesized that the level of adaptive school motivation does not differ between students with and without immigrant backgrounds (Hypothesis 1), while we assume higher maladaptive motivation in students with immigrant backgrounds in comparison to students without immigrant backgrounds (Hypothesis 2). Theoretically assuming an association between socioeconomic sta-

tus and motivation, we hypothesized that the expected disparities in maladaptive school motivation between students with and without immigrant backgrounds can be explained partly by differences in socioeconomic status (Hypothesis 3).

6. Method

6.1 Research design and participants

The analyses are based on data of the *Panel Study at the Research School 'Education and Capabilities' in North Rhine-Westphalia* (PARS) (Germany; 2009–2011). Data from 785 students from grade 6, tested in November 2010, were included in the analyses. The students were drawn from 36 different schools and 42.3 % of them attended a grammar school. 50.9 % of the participating students were female. The students' average age was $M = 11.95$ years ($SD = 0.53$). 22.2 % of the students had at least one foreign-born parent and experienced incongruence between school and family language. These students were classified as students with immigrant backgrounds (for a more detailed explanation of this operationalisation please refer to section 6.2.1).

6.2 Instruments

6.2.1 Immigrant background and socioeconomic status

Immigrant background was operationalised through place of birth and language. A dummy-variable was created, which assigned an immigrant status to those students who had at least one foreign-born parent and, additionally, spoke another language besides German in their families (0 = German; 1 = immigrant background). We opted for this operationalisation of immigrant background because of our specific thematic focus. While in the context of research on language-related phenomena it seems theoretically justified to use family language as an exclusive indicator of immigrant background, we argue that the relationship between immigrant background and school motivation is also dependent on a family environment which is influenced by a personal experience of immigration. We assume that the presence of at least one foreign-born parent and the use of a language other than German in the family constitute appropriate indicators of such an environment.

Moreover, the participating students were asked to estimate the number of books available in their homes (1 = 0 to 10 books to 5 = more than 200 books; $M = 3.45$, $SD = 1.19$). These estimations were used as indicators of family socioeconomic status.

6.2.2 School motivation

We assessed school motivation with the eleven translated subscales of the *Motivation and Engagement Scale* (Martin, 2010). The Motivation and Engagement Scale (Martin, 2010) is based on the theoretical framework proposed by Martin (2007) and measures the adaptive cognitive dimensions *mastery orientation*, *self-efficacy* and *valuing of school*, the adaptive behavioural dimensions *planning*, *task management* and *persistence* as well as the maladaptive cognitive dimensions *anxiety*, *failure avoidance* and *uncertain control*, and the maladaptive behavioural dimensions *self-handicapping* and *disengagement*. A hierarchical factor structure can be identified. However, as we were interested in group differences in the individual dimensions, we conducted the analyses of the present study on the level of the first-order factors. Each dimension is measured by four items. Students assess themselves on a seven-point Likert scale (1 = *disagree strongly* to 7 = *agree strongly*). Reliability of the individual scales was adequate and ranged between Cronbach's $\alpha = .60$ and $.84$.

6.3 Statistical analyses

In order to answer the research questions a multivariate analysis of variance (MANOVA) was performed and effect sizes (η^2) were calculated. The model included the variable immigrant background as well as all eleven dimensions of school motivation as dependent variables: mastery orientation, self-efficacy, valuing, planning, task management, persistence, anxiety, failure avoidance, uncertain control, self-handicapping, and disengagement. As the students in our sample were drawn from different school tracks, a corresponding dummy-variable was created (1 = grammar school; 0 = other school track than grammar school) and included in the model as a control variable. In order to answer research question 3, the socioeconomic status was introduced as an additional covariate into the model. All statistical analyses were calculated with SPSS 20.0 (2011).

7. Results

7.1 Descriptive statistics

Means and standard deviations of the multiple dimensions of school motivation included in the analyses are reported in table 1. Means range from $M = 2.65$ (*disengagement* in the group of students without immigrant backgrounds) to $M = 6.29$ (*self-efficacy* in the group of students with immigrant backgrounds). We can observe a tendency of higher means and standard deviations in the group of students with immigrant backgrounds on most dimensions. Table 2 shows the intercorrela-

tions between the individual dimensions of school motivation, immigrant background and socioeconomic status. As expected, we can see statistically significant medium to high positive intercorrelations among the adaptive motivational dimensions as well as among the maladaptive motivational dimensions. Moreover, we identified small positive correlations between immigrant background and all maladaptive motivational dimensions as well as small negative correlations between socioeconomic status and all maladaptive motivational dimensions and between socioeconomic status and immigrant background.

7.2 School motivation of students with and without immigrant backgrounds

To answer research questions 1 and 2, whether or not the level of school motivation differs between students with and without immigrant backgrounds, a multivariate analysis of variance (MANOVA) was performed (compare table 1). The MANOVA identified a significant main effect of immigrant status, $F(11, 763) = 3.65, p < .001$. The effect size was small, $\eta^2 = .05$. Based on the Bonferroni correction the significance level was set to $p < .005$ for the following univariate tests in order to keep down the risk of false positives as a result of multiple comparisons (Bortz, 2005). No significant differences in the adaptive motivational dimensions mastery orientation, self-efficacy, valuing, planning, task management and persistence were found. Thus, hypothesis 1 was confirmed. Hypothesis 2 was partly confirmed as students with immigrant backgrounds scored significantly higher than their peers without immigrant backgrounds on the maladaptive cognitive dimensions anxiety, failure avoidance and uncertain control, but no differences were identified with regard to the maladaptive behavioural dimensions self-handicapping and disengagement. Effect sizes were small.

7.3 The role of socioeconomic status

To answer research question 3, whether or not differences in socioeconomic status can explain disparities in school motivation between students with and without immigrant backgrounds, socioeconomic status was introduced into the model as a covariate. This expansion of the model altered the results significantly. The MANOVA again identified a significant main effect of immigrant status, $F(11, 725) = 2.47, p < .01, \eta^2 = .04$. However, taking into account socioeconomic status resulted in non-significance of the previously identified disparities in the maladaptive motivational dimensions failure avoidance and uncertain control. A difference with regard to the maladaptive cognitive dimension anxiety was still identified. This result confirms our third hypothesis.

Table 1: Means, standard deviations and group differences in school motivation

	Without immigrant background	With immigrant background	Differences in school motivation between students with and without immigrant backgrounds ₁		Differences in school motivation taking into account socioeconomic status ₂		
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>F</i> (1, 774)	η ²	<i>F</i> (1, 737)	η ²	
Adaptive	Mastery orientation	5.97 (0.86)	5.98 (0.96)	0.09	0.00	0.55	0.00
	Self-efficacy	6.16 (0.77)	6.27 (0.86)	3.55	0.01	5.29	0.01
	Valuing	6.26 (0.75)	6.29 (0.86)	0.32	0.00	1.14	0.00
	Planning	4.96 (1.24)	5.17 (1.30)	2.26	0.00	2.00	0.00
	Task management	5.80 (1.04)	5.86 (1.13)	0.35	0.00	0.70	0.00
Persistence	5.41 (1.05)	5.55 (1.04)	2.40	0.00	3.49	0.01	
Maladaptive	Anxiety	4.28 (1.52)	5.10 (1.42)	33.90*	0.04	19.99*	0.03
	Failure avoidance	3.91 (1.70)	4.52 (1.66)	10.34*	0.01	4.37	0.01
	Uncertain control	4.19 (1.62)	4.71 (1.40)	10.22*	0.01	4.97	0.01
	Self-handicapping	2.95 (1.73)	3.39 (1.96)	2.48	0.00	0.58	0.00
	Disengagement	2.65 (1.26)	2.98 (1.40)	4.12	0.01	1.19	0.00

Note: MANOVA Wilks' Lambda₁ = .95. n_1 = 603 students without immigrant backgrounds; n_1 = 173 students with immigrant backgrounds. Wilks' Lambda₂ = .96. n_2 = 579 students without immigrant backgrounds; n_2 = 160 students with immigrant backgrounds. *M* = mean; *SD* = standard deviation; *F* = test statistic; * $p < .005$; η^2 = effect size.

Table 2: Descriptive statistics: Correlations between school motivation, immigrant background and socioeconomic status

	1	2	3	4	5	6	7	8	9	10	11	12	13
1 Mastery orientation	1												
2 Self-efficacy	.56***	1											
3 Valuing	.57***	.61***	1										
4 Planning	.31***	.31***	.29***	1									
5 Task management	.47***	.50***	.53***	.46***	1								
6 Persistence	.48***	.49***	.46***	.42***	.51***	1							
7 Anxiety	.02	.04	.02	.24***	.07*	.06	1						
8 Failure avoidance	-.04	.01	-.05	.31***	.06+	.05	.47***	1					
9 Uncertain control	-.06+	-.03	-.04	.24***	.05	.05	.63***	.51***	1				
10 Self-handicapping	-.19***	-.17***	-.20***	.18***	-.10**	-.10**	.39***	.51***	.40***	1			
11 Disengagement	-.27***	-.26***	-.32***	.05	-.24***	-.15***	.32***	.45***	.36***	.64***	1		
12 Immigrant background	.01	.06+	.02	.07+	.02	.06	.22***	.15***	.14***	.10**	.11**	1	
13 Socioeconomic status	.09*	.04	.08*	-.02	.03	.06	-.23***	-.29***	-.23***	-.22***	-.21***	-.29***	1

+ $p < .10$.; * $p < .05$.; ** $p < .01$.; *** $p < .001$.

8. Discussion

The findings demonstrate the complexity of school motivation and highlight the importance of taking into account maladaptive motivational dimensions when dealing with diverse student populations. While no differences between students with and without immigrant backgrounds with respect to the adaptive motivational dimensions were found, significant differences were identified with respect to the maladaptive cognitive dimensions. This result gives first support to the assumption that group differences in maladaptive rather than adaptive motivational dimensions could serve as a possible explanation for the paradox of combined comparatively high adaptive motivation and low competence in students with immigrant backgrounds. Future analyses providing a detailed reconstruction of group-specific differential patterns in the interrelations of the investigated motivational variables will allow for a deeper understanding of the identified group-differences (cf. also Grice & Iwasaki, 2007).

The analyses could not confirm previous reports on higher adaptive motivation in students with immigrant backgrounds (e.g., Gillen-O'Neel et al., 2011; Stanat & Christensen, 2006) in comparison to students without immigrant backgrounds. However, the fact that we did not find any significant differences in the adaptive motivational dimensions between students with and without immigrant backgrounds also leaves room for further discussion, as this result does not reflect the assumed positive relationship between motivation and achievement. Lower achievement in students with immigrant backgrounds has been reported repeatedly by other authors (e.g., Stanat & Edele, 2011). The inclusion of achievement data constitutes an important desideratum for research.

The analyses also revealed that the relationship between immigrant status and maladaptive school motivation partly disappears when socioeconomic status is taken into account. This result implies that not immigrant status itself but rather socioeconomic status could be the source of the identified disparities in failure avoidance and uncertain control. However, as we cannot disentangle these two variables in our analyses, we cannot yet resolve whether it is the immigrant background or the socioeconomic status which causes the observable differences. Moreover, the number of books is a rather limited indicator of socioeconomic status. Another limitation of the present study is that we focused only on one specific age-group. Future studies should examine whether or not our findings can be confirmed with respect to elementary school children.

The findings of the present study have implications for researchers and practitioners designing measures to increase school motivation and school achievement

in the context of migration. We have empirical evidence supporting the assumption that it is important to focus not only on the adaptive but also on the maladaptive motivational dimensions in order to achieve beneficial results. Moreover, the paradox of low achievement in many countries, including Germany, in combination with comparatively high adaptive motivation calls for further in-depth research on differential relationships between motivation and achievement in heterogeneous student populations. In addition, further research will need to elaborate on the relevance of the suggested theoretical structure of school motivation and engagement for alternative cultural settings as well as to clarify the significance of the findings for specific subgroups of students with immigrant backgrounds.

References

- Autorengruppe Bildungsberichterstattung. (2012). *Bildung in Deutschland 2012: Ein indikatoren-gestützter Bericht mit einer Analyse zur kulturellen Bildung im Lebenslauf*. Bielefeld: Bertelsmann.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: International Review*, 51, 269–290.
- Bortz, J. (2005). *Statistik für Human- und Sozialwissenschaftler* (6th ed.). Heidelberg: Springer.
- Carey, D. (2008). Improving education outcomes in Germany. *OECD Economics Department Working Papers*, No. 611, OECD Publishing. doi:10.1787/241675712618
- Chiu, M.M. & Xihua, Z. (2008). Family and motivation effects on mathematics achievement: Analyses of students in 41 countries. *Learning and Instruction*, 18, 321–336.
- Gillen-O’Neel, C., Ruble, D.N. & Fuligni, A. (2011). Ethnic stigma, academic anxiety, and intrinsic motivation in middle childhood. *Child Development*, 82, 1470–1485.
- Gogolin, I. (2006). Chancen und Risiken nach PISA – über Bildungsbeteiligung von Migranten-kindern und Reformvorschläge. In G. Auernheimer (Ed.), *Schieflagen im Bildungssystem* (2nd ed.) (pp. 33–50). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Grice, J.W. & Iwasaki, M. (2007). A truly multivariate approach to MANOVA. *Applied Multi-variate Research*, 12, 199–226.
- Hodge, G.M., McCormick, J. & Elliott, R. (1997). Examination-induced distress in a public examination at the completion of secondary schooling. *British Journal of Educational Psychology*, 67, 185–197.
- Kao, G. & Tienda, M. (1995). Optimism and achievement: The educational performance of immigrant youth. *Social Science Quarterly*, 76, 1–19.
- Liem, G.A.D. & Martin, A.J. (2012). The motivation and engagement scale: Theoretical framework, psychometric properties, and applied yields. *Australian Psychologist*, 47, 3–13.
- Marsh, H.W. (1986). Verbal and math self-concepts: An internal/external frame of reference model. *American Educational Research Journal*, 23, 129–149.
- Martin, A.J. (2007). Examining a multidimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77, 413–440.
- Martin, A.J. (2010). *The Motivation and Engagement Scale* (10th ed.). Sydney: Lifelong Achievement Group.

- Martin, A.J., Anderson, J., Bobis, J., Way, J. & Vellar, R. (2012). Switching on and switching off in mathematics: An ecological study of future intent and disengagement among middle school students. *Journal of Educational Psychology*, 104, 1–18.
- Mullis, I.V.S., Martin, M.O., Kennedy, A.M. & Foy, P. (2007). *PIRLS 2006 International Report*. Chestnut Hill, MA: International Association for the Evaluation of Educational Achievement.
- OECD. (2010a). *PISA 2009 results: Overcoming social background: Equity in learning opportunities and outcomes* (Vol. 2). Paris: OECD Publishing. doi.org/10.1787/9789264091504-en
- OECD. (2010b). *PISA 2009 results: Learning trends: Changes in student performance since 2000* (Vol. 5). Paris: OECD Publishing. doi.org/10.1787/9789264091580-en
- Pekrun, R., Elliot, A.J. & Maier, M.A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101, 115–135.
- Phalet, K. & Claeys, W. (1993). A comparative study of Turkish and Belgian youth. *Journal of Cross-Cultural Psychology*, 24, 319–343.
- Pintrich, P.R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92, 544–555.
- Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667–686.
- Retelsdorf, J., Köller, O. & Möller, J. (2011). On the effects of motivation on reading performance growth in secondary school. *Learning and Instruction*, 21, 550–559.
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54–67.
- Schmader, T., Major, B. & Gramzow, R.H. (2001). Coping with ethnic stereotypes in the academic domain: Perceived injustice and psychological disengagement. *Journal of Social Issues*, 57, 93–111.
- Schmid, C.L. (2001). Educational achievement, language-minority students, and the new second generation. *Sociology of Education, Extra Issue*, 74, 71–78.
- Stanat, P. & Christensen, G. (2006). *Where immigrant students succeed. A comparative review of performance and engagement in PISA 2003*. Paris: OECD.
- Stanat, P. & Edele, A. (2011). Migration und soziale Ungleichheit. In H. Reinders, H. Ditton, C. Gräsel & B. Gniewosz (Eds.), *Empirische Bildungsforschung: Gegenstandsbereiche* (pp. 181–192). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Thompson, T. (2004). Failure-avoidance: Parenting, the achievement environment of the home and strategies for reduction. *Learning and Instruction*, 14, 3–26.
- Tyson, D.F., Linnenbrink-Garcia, L. & Hill, N.E. (2009). Regulating debilitating emotions in the context of performance: Achievement goal orientations, achievement-elicited emotions, and socialization contexts. *Human Development*, 52, 329–356.
- Urdu, T. & Midgley, C. (2001). Academic self-handicapping: What we know, what more there is to learn. *Educational Psychology Review*, 13, 115–138.
- Verkuyten, M., Thijs, J. & Canatan, K. (2001). Achievement motivation and academic performance among Turkish early and young adolescents in the Netherlands. *Genetic, Social, and General Psychology Monographs*, 127, 378–408.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548–573.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12, 1–14.

- Wigfield, A. & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25, 68–81.
- Zimmermann, B.J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, 166–183.



Raising educational expectations: A case in favor of bilingual language practices in migrant families

Marina Trebbels

University of Hamburg

Abstract

Adolescents with a migration background are characterized by significantly lower educational attainment rates than their peers without a migration background in most Western OECD countries. Most research explains this gap with reference to an unequal distribution of economic, social and cultural capital across social strata, which in turn leads to systematically lower levels of academic performance in the migrant population. In addition to these factors, bilingual language practices in migrant families have been claimed to be a major determinant of lower achievement and attainment due to negative effects on the acquisition of majority language skills. However, this claim has remained controversial as there is also evidence on the negative consequences of students' loss of their heritage languages. We hypothesize that bilingual language practices can raise students' educational aspirations and expectations due to their positive influence on parent-adolescent interaction and a more effective transmission of parental aspirations. Estimating multivariate binary response models, we find that higher levels of parent-adolescent interaction are related to higher probabilities of expecting to complete high educational levels, and that monolingual language practices in migrant families may negatively influence students' educational outcomes due to lower levels of parent-child interaction.

1. Introduction

Adolescents with a migration background are characterized by significantly lower educational attainment rates than their peers without a migration background in most Western OECD countries. Most research explains this gap with reference to an unequal distribution of economic, social and cultural capital across social strata, which in turn leads to systematically lower levels of academic performance in the migrant population (cf. Bourdieu, 1983; Boudon, 1974; Klieme et al., 2010). In addition to these factors, bilingual language practices in migrant families have been

claimed to be a major determinant of lower achievement and attainment. Many researchers express concern that the linguistic challenges related to students' bilingual status might hinder the development of majority language skills, and in particular academic language skills, which have been found to be strongly related to students' educational performance (cf. e.g., Esser, 2006; Klieme et al., 2010).

Although proficiency in the majority language is clearly related to students' educational success, empirical research also suggests that it does not necessarily have to come at the loss of students' heritage languages. For example, children have shown significant advances in both the majority and the heritage language in high-quality bilingual education programs that maintain support in both languages (cf. e.g., Oh & Fuligni, 2010). Moreover, there is increasing evidence that heritage language maintenance has positive effects on developmental outcomes for adolescents with a migration background, and that the loss of the heritage language may have serious consequences such as the isolation from one's cultural community and disruptions in parent-child relationships (e.g., Tseng & Fuligni, 2000; Portes & Hao, 2002; Phinney, Romero, Nava & Huang, 2001).

These aspects are in turn strongly related to students' educational integration as both the family and the cultural community constitute important sources of social and cultural capital, which are considered major determinants of adolescents' educational goals and achievement. In the family context, both parental aspirations for their children's educational attainment and parent-child relationship have consistently been found to strongly influence adolescents' academic achievement and attainment in terms of encouraging constructive forms of behavior (cf. e.g., Oh & Fuligni, 2010; Mau & Bikos, 2000). As many first-generation immigrant parents begin learning the majority language in adulthood and rarely acquire native-like abilities, children's shift to monolingualism can entail language barriers that hinder parents and children from communicating about their goals and accomplishments (cf. e.g., Kouritzin, 1999; Arriagada, 2005). In several cases, parents have been found to be unable to express their thoughts and feelings fully to their children, and often even ordinary communication with parents is disrupted by language barriers (cf. e.g., Fillmore, 1991). Following this line of argumentation, we hypothesize that bilingual language practices in migrant families may positively influence students' educational aspirations and expectations due to the positive impact of bilingual practices on parent-child interaction, which may be related to a more effective transmission of parents' aspirations for their children's educational attainment.

2. Data and approach

Data was collected from 350 9th and 10th graders in three schools in Hamburg at the end of the school year 2010/11, when the students were at the point of transition into (1) further general education, (2) vocational training and education or (3) the labor market or unemployment. A detailed questionnaire was designed to collect information on students' and parents' career aspirations, expectations and decision-making processes concerning both future and past attainment choices as well as on family language practices. Further, a text production task in German and a test for cognitive abilities were conducted. In line with the argumentation above, the students were classified into four categories depending on family language practices and migration biography:¹

- (1) Monolingual German² speakers: One or both parents born abroad, German used most often in communication between adolescent and the parent(s) born abroad.
- (2) Bilingual³ German speakers: One or both parents born abroad, German *and* the heritage language (HL) used most often in communication between adolescent and the parent(s) born abroad.
- (3) Bilingual heritage language (HL) speakers: One or both parents born abroad, HL used most often in communication between adolescent and both parents.
- (4) Natives: Both parents born in Germany.

As the present study focuses on the probability that students aspire and expect to complete the highest educational level that can be obtained in the German general education system (Abitur 'ABI')⁴, students' and parents' educational aspirations and expectations were collapsed into binary variables. This operationalization corresponds to the particular importance of achieving ABI as (a) ABI provides access to higher education and (b) ABI has become an important informal requirement in the German vocational education and training system in terms of significantly influencing adolescents' chances to find a suitable training position after leaving the general school system (Konsortium Bildungsberichterstattung, 2006). The variables included in the analyses below were specified as follows:

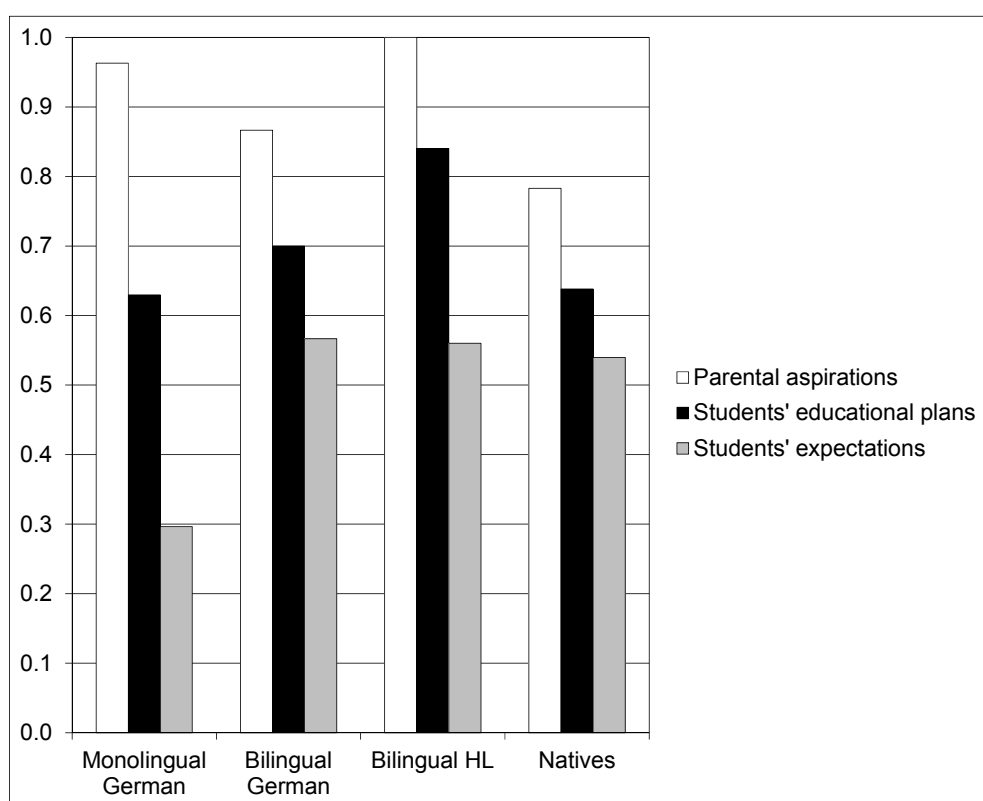
- (1) Students' aspirations (plans): The student expressed that he or she plans to complete the highest level of education (ABI).
- (2) Students' expectations: The student expressed that he or she plans to complete the highest level of education and is rather or very certain to eventually complete this level of education (4-point Likert scale from very uncertain to very certain).
- (3) Parental aspirations: Students expressed whether their parents would like them to complete the highest educational level or not.

As a proxy for parent-child interaction (PCI), the average frequency with which students stated to talk with their parents about the following topics is used (based on a 5-point Likert scale from (almost) daily to never): (1) media (books, movies, TV), (2) school issues, (3) society, politics and economy, and (4) family issues ($\alpha = .61$). As the α value is not particularly high, and as we expect that aspirations may be largely transmitted by talking about school, we alternatively use the frequency with which adolescents and their parents talk about school issues only.

3. Descriptive analysis

Figure 1 shows the share of students and parents from families with different language practices that plan to and realistically expect to attain the highest educational level. Only those students are included in the analysis that have completed the relevant information for all models estimated in this study to avoid selection issues ($n = 264$).

Figure 1: Share of parents and students that aspire and expect to complete the highest educational level



The data reveals that parents in migrant families have higher educational aspirations for their children than natives, and that parental aspirations are particularly high in the group of monolingual German and HL speakers. Students' educational

aspirations are highest in bilingual German and HL families, but no difference can be observed between natives and the group of monolingual German speakers. While students' educational expectations only slightly differ between natives and bilingual students, the share of students who expect to attain the highest educational level is significantly lower in the group of monolingual German migrants. In other words, the gap between parents' and their children's aspirations and expectations is higher in migrant families than in native families, and particularly high in the group of monolingual German speakers. While this finding is in line with the hypothesis that parental aspirations may not be transmitted as effectively in monolingual German migrant families, no further conclusions can be drawn at this point of the analysis as no other relevant background factors are controlled for.

3. Binary response results

In a next step, multivariate probit models are estimated to investigate the influence of the students' migration background (models 1-3A) and language usage in migrant families (models 1-3B) on students' aspirations and expectations while explicitly considering factors that have been shown to be related to students' educational aspirations and expectations. Due to the particular interest in the effect of parent-adolescent interaction, the variables that reflect PCI are introduced into the models in a separate step of the analysis (models 2-3 A&B). Models 2-3A include the frequency with which parents and their children talk about school issues to reflect PCI; models 2-3B include the compound index for PCI.

Model 1A shows that parental aspirations are significantly related to both their children's educational aspirations and expectations (table 1). The probability to aspire to and expect to complete the highest educational level does not significantly differ between adolescents with and without a migration background. German language skills, which were assessed based on a text production task, are significantly related to both higher aspirations and expectations, while the family's cultural capital, proxied by the number of German books in the household, is related to higher expectations but not aspirations.⁵ While both models as a whole are highly significant, introducing a variable that reflects the level of PCI significantly increases the explanatory power of the model to explain students' expectations but not of the model that explains adolescents' aspirations (models 2-3A). In other words, higher levels of PCI significantly increase the probability to expect to attain, but not to aspire to the highest educational level. Figure 2 visualizes the relation between level of PCI and the students' probability to aspire and expect to complete the highest educational level along with the 95 % confidence intervals while holding all other controls at their means (based on the compound index to proxy PCI).

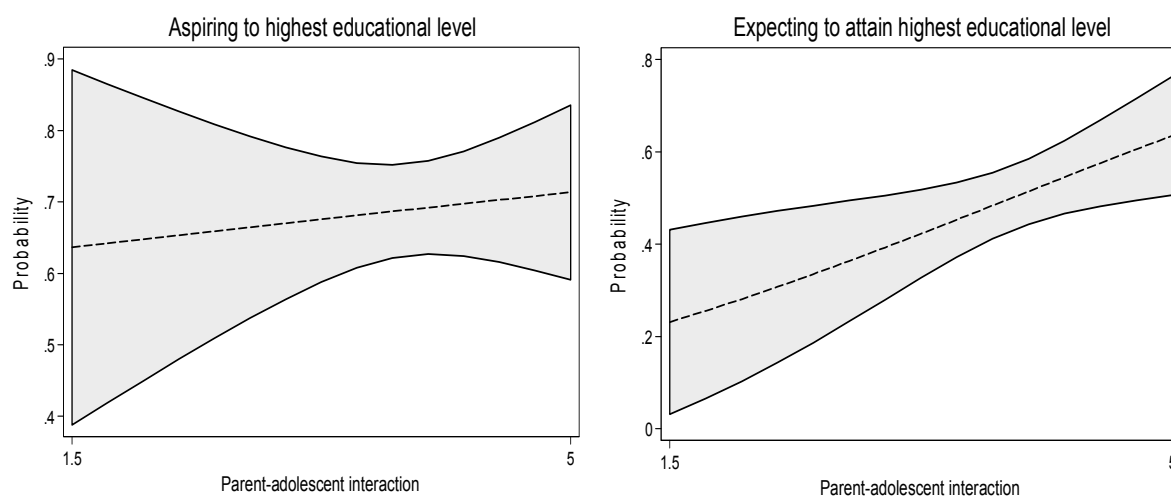
Table 1: Influence of migration background on students' aspirations and expectations

Student aspirations and expectations	Model 1A		Model 2A: frequency school		Model 3A: index PCI	
	Aspirations	Expectations	Aspirations	Expectations	Aspirations	Expectations
Parents' aspirations	1.877 ***	1.833 ***	1.879 ***	1.873 ***	1.876 ***	1.854 ***
(ref. no 'ABI')	0.280	0.325	0.281	0.333	0.280	0.329
	0.000	0.000	0.000	0.000	0.000	0.000
Sex	-0.084	0.026	-0.827	0.023	-0.085	0.014
(ref. female)	0.204	0.189	0.204	0.191	0.204	0.191
	0.678	0.890	0.685	0.905	0.675	0.940
Migration background	0.334	0.026	0.345	0.083	0.344	0.059
(ref. natives)	0.216	0.203	0.217	0.207	0.217	0.205
	0.122	0.900	0.113	0.688	0.114	0.772
Books in household	0.386	0.411 **	0.378	0.389	0.379	0.372
(ref. < 200)	0.211	0.198	0.212	0.201	0.212	0.200
	0.067	0.038	0.074	0.053	0.074	0.064
German skills	0.035 ***	0.030 ***	0.035 ***	0.031 ***	0.035 ***	0.030 ***
	0.013	0.011	0.013	0.012	0.013	0.011
	0.005	0.009	0.005	0.007	0.005	0.008
Cognitive abilities	0.022 **	0.014 ***	0.022 **	0.015	0.021 **	0.013
	0.010	0.009	0.010	0.009	0.010	0.009
	0.032	0.118	0.032	0.105	0.035	0.161
Parent-child interaction			0.061	0.292 ***	0.061	0.308 **
			0.112	0.112	0.138	0.135
			0.588	0.009	0.657	0.022
Constant	-3.557 ***	-3.434 ***	-3.826 ***	-4.830 ***	-3.791 ***	-4.611 ***
	0.713	0.683	0.872	0.898	0.887	0.870
	0.000	0.000	0.000	0.000	0.000	0.000
Pseudo R ²	0.26	0.19	0.26	0.21	0.26	0.21
χ^2	86.159	69.500	86.450 ***	76.690 ***	86.356	74.866
Number of obs.	264 ***	264 ***	264	264	264 ***	264 ***
LR test: χ^2			0.29	7.19	0.20	5.37
LR test: Prob > χ^2			0.59	0.01	0.66	0.02

While the probability to aspire to the highest degree only slightly increases with the level of PCI and is characterized by a high margin of error, the probability that students expect to complete ABI significantly increases with increasing levels of PCI. Summing up, our data suggests that students' aspirations are not systematically related to the level of interaction with their parents, but that higher levels of PCI are significantly related to higher probabilities to expect to eventually complete the highest educational level.

In a next step, binary response models are estimated that include variables that reflect family language practices instead of a single variable that reflects whether students have a migration background or not (table 2).

Figure 2: Predicted probabilities to aspire and expect to complete ABI by variation in PCI



As above, parental aspirations and students' German skills are significantly related to the probability to aspire and expect to attain the highest educational level (models 1-3B). The data further reveals that the probability of bilingual HL students to aspire to the highest educational level significantly exceeds that of natives, but that no significant differences can be observed between natives and the other two groups. While the difference between natives and bilingual HL and bilingual German students is not significant regarding the probability to eventually attain the highest educational level, the coefficients indicate – in line with our descriptive results – that immigrant-background students from families that predominantly use German have a significantly lower probability to expect to complete the highest educational level than natives. Correspondingly, adding variables that reflect the family's language usage has significantly increased the explanatory power of the model that explains students' expectations but not of the model to explain students' aspirations.

Additionally including the PCI variables into the models above does not increase the power of the model to explain students' aspirations, but reveals an interesting change in the estimated coefficients in the model to explain adolescents' educational expectations (models 2-3B). As above, higher levels of PCI lead to significantly higher probabilities to expect to complete the highest educational level. With respect to family language usage, probably the most interesting finding is that the negative coefficient estimated for the dummy variable that reflects the family's monolingual German practices becomes insignificant when adding either variable that reflects PCI. This finding strongly suggests that confounding effects have led to the negative and significant coefficient estimated in model 1B (expectations), or

in other words that the negative effect estimated for monolingual German language practices in migrant families can, at least partly, be attributed to lower levels of PCI in this group.

Table 2: Influence of family language practices on students' aspirations and expectations

Student aspirations and expectations	Model 1B		Model 2B: frequency school		Model 3B: index PCI	
	Aspirations	Expectations	Aspirations	Expectations	Aspirations	Expectations
Parents' aspirations	1.864 ***	1.898 ***	1.864 ***	1.915 ***	1.862 ***	1.900 ***
(ref. no 'ABI')	0.280	0.332	0.282	0.339	0.281	0.335
	0.000	0.000	0.000	0.000	0.000	0.000
Sex	-0.056	0.114	-0.550	0.106	-0.058	0.100
(ref. female)	0.206	0.195	0.206	0.197	0.206	0.197
	0.784	0.558	0.790	0.591	0.779	0.611
Books in household	0.390	0.418 **	0.383	0.404 **	0.384	0.390
(ref. < 200)	0.211	0.202	0.212	0.204	0.212	0.204
	0.065	0.038	0.071	0.048	0.070	0.055
German skills	0.037 ***	0.033 ***	0.037 ***	0.034 ***	0.037 ***	0.033 ***
	0.013	0.012	0.013	0.012	0.013	0.012
	0.003	0.005	0.003	0.004	0.003	0.004
Cognitive ability	0.022 **	0.016	0.023 **	0.016	0.022 **	0.015
	0.010	0.009	0.010	0.009	0.010	0.009
	0.028	0.091	0.027	0.081	0.030	0.119
Monolingual German	-0.007	-0.642 **	0.017	-0.560	0.012	-0.586
(ref. natives)	0.307	0.303	0.309	0.309	0.310	0.308
	0.982	0.034	0.956	0.070	0.969	0.057
Bilingual G+	0.375	0.308	0.374	0.315	0.377	0.304
(ref. natives)	0.250	0.238	0.250	0.240	0.251	0.240
	0.134	0.196	0.135	0.188	0.133	0.206
Bilingual HL	0.752 **	0.205	0.794 **	0.341	0.772 **	0.297
(ref. natives)	0.365	0.314	0.372	0.326	0.368	0.321
	0.039	0.514	0.033	0.296	0.036	0.354
Parent-child interaction			0.074	0.280 **	0.061	0.290 **
			0.116	0.116	0.141	0.141
			0.522	0.016	0.665	0.040
Constant	-3.671 ***	-3.720 ***	-4.001 ***	-5.031 ***	-3.905 ***	-4.818 ***
	0.725	0.713	0.895	0.925	0.906	0.907
	0.000	0.000	0.000	0.000	0.000	0.000
Pseudo R ²	0.27	0.22	0.27	0.23	0.27	0.23
χ^2	89.760 ***	79.108 ***	90.170 ***	85.240 ***	89.947 ***	83.442 ***
Number of obs.	264	264	264	264	264	264
LR test: χ^2	3.60	9.61	0.41	6.13	0.19	4.33
LR test: Prob > χ^2	0.17	0.01	0.52	0.01	0.67	0.04

4. Summary

Our descriptive analysis has indicated that both parental aspirations and students' aspirations are higher in migrant families than in native families on the one hand, and that the gap between parental aspirations and adolescents' plans and expectations is larger in the migrant population on the other hand. This finding is in line with other empirical research that attests comparatively high aspirations in migrant families, which typically go hand in hand with comparatively low levels of academic performance and probabilities of success (e.g., Becker, 2010). The gap between parents' and their children's aspirations and expectations turned out to be particularly high in migrant families that predominantly use German in parent-adolescent interaction. Our multivariate analyses have revealed that both family language practices and level of PCI significantly influence students' probability to expect to complete the highest educational level. Our results further suggest that the negative and significant effect estimated for the probability to expect to complete the highest educational level in the case of students from monolingual German migrant families can, at least partly, be attributed to lower levels of PCI in this group. This finding is in line with the argumentation above, suggesting that higher levels of parent-child interaction may lead to a more effective transmission of parental aspirations by encouraging constructive forms of behavior on the one hand, and that bilingual language practices may indeed trigger higher aspirations and expectations in the migrant population by facilitating the transmission of parental aspirations for their children's educational attainment on the other hand.

However, it must be considered at this point that the results obtained from the analyses above cannot be generalized to the wider population as the current study is of exploratory nature and not based on a representative sample of students. Students from low social strata are underrepresented in our sample, and selection in terms of an upward bias with respect to students' educational performance may play a role. Particularly low performing students may have dropped out of the general school system after grade 9 and are hence not included the data we collected from 10th graders. Moreover, educational aspirations and subjective probabilities of success as expressed by students have been shown to be highly correlated to the levels of education eventually completed but cannot be interpreted as a reliable predictor of later attainment (e.g., Mau & Bikos, 2000). An empirical analysis of this issue as well as causal inference would require a longitudinal framework. Also, while both variables used to reflect PCI have produced very similar estimates, neither one constitutes a precise measure but a rough proxy of the level of interaction between parents and their children only. While our study attempts to present a more fine-grained analysis of the heterogeneous group of immigrant-background stu-

dents by explicitly accounting for family language practices, analyses that aim at arriving at more generalizable conclusions should use more precise measures based on a larger and more representative sample which allows to include further controls of potential relevance, such as the students' region of origin, and to account for phenomena such as cluster effects.

Notes

1. The first three groups are referred to as students with a migration background in the remainder of this study.
2. German refers to the language usage in the family and not to the students' citizenship.
3. The term bilingual may also refer to students that use more than one heritage language at home.
4. Excluding 'Fachabitur'.
5. Parents' educational level and socioeconomic status were not included in the models above as a fairly high number of students could not provide detailed information on their parents' education or jobs.

References

- Arriagada, P.A. (2005). Family context and Spanish language use: A study of Latino children in the United States. *Social Science Quarterly*, 86 (3), 599–619.
- Becker, B. (2010). *Bildungsaspirationen von Migranten: Determinanten und Umsetzung in Bildungsergebnisse*. Mannheim: Mannheimer Zentrum für Europäische Sozialforschung.
- Boudon, R. (1974). *Education, opportunity, and social inequality: Changing prospects in Western society*. New York: Wiley & Sons.
- Bourdieu, P. (1983). Ökonomisches Kapital, Kulturelles Kapital, Soziales Kapital. In R. Kreckl (Ed.), *Soziale Ungleichheiten* (pp. 183–198). Göttingen: Schwartz.
- Esser, H. (2006). *Sprache und Integration: Die sozialen Bedingungen und Folgen des Spracherwerbs von Migranten*. Frankfurt: Campus.
- Fillmore, L.W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323–346.
- Klieme, E., Artelt, C., Hartig, J., Jude, N., Köller, O., Prenzel, M., Schneider, W. & Stanat, P. (Eds.). (2010). *PISA 2009: Bilanz nach einem Jahrzehnt*. Münster: Waxmann.
- Konsortium Bildungsberichterstattung. (Ed.). (2006). *Bildung in Deutschland: Ein Indikatoren-gestützter Bericht mit einer Analyse zu Bildung und Migration*. Bielefeld: Bertelsmann.
- Kouritzin, S.G. (1999). *Face[t]s of first language loss*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mau, W. & Bikos, L. (2000). Educational and vocational aspirations of minority and female students. *Journal of Counseling and Development*, 78, 186–194.
- Oh, J.S. & Fuligni, A.J. (2010). The role of heritage language development in the ethnic identity and family relationships of adolescents from immigrant backgrounds. *Social Development*, 19 (1), 202–220.
- Phinney, J.S., Romero, I., Nava, M. & Huang, D. (2001). The role of language, parents, and peers in ethnic identity among adolescents in immigrant families. *Journal of Youth and Adolescence*, 30 (2), 135–153.

- Portes, A. & Hao, L. (2002). The price of uniformity: Language, family and personality adjustment in the immigrant second generation. *Ethnic and Racial Studies*, 25, 889–912.
- Tseng, V. & Fuligni, A.J. (2000). Parent-adolescent language use and relationships among immigrant families with East Asian, Filipino, and Latin American backgrounds. *Journal of Marriage and Family*, 62 (2), 465–476.

Verzeichnis der Autorinnen und Autoren

Wilfried Bos, Prof. Dr., TU Dortmund University, Institute for School Development Research, Vogelpothsweg 78, D-44227 Dortmund,
e-mail: officebos@ifs.tu-dortmund.de

Joana Duarte, Dr., Senior Researcher, University of Hamburg, Linguistic Diversity Management in Urban Areas (LiMA), Mittelweg 177, D-20148 Hamburg,
e-mail: joana.duarte@uni-hamburg.de

Christoph Gantefort, University of Cologne, Faculty of Human Sciences, Center for Diagnostics and Support, Klosterstr. 79b, D-50931 Köln,
e-mail: christoph.gantefort@uni-koeln.de

Miriam M. Gebauer, Dr., TU Dortmund University, Institute for School Development Research, Vogelpothsweg 78, D-44227 Dortmund,
e-mail: gebauer@ifs.tu-dortmund.de

Ingrid Gogolin, Prof. Dr., University of Hamburg, School of Education, Psychology and Human Movement, Institute for International and Intercultural Comparative Educational Sciences, Von-Melle-Park 8, D-20146 Hamburg,
e-mail: gogolin@uni-hamburg.de

Rebecca M. Hartmann, Dipl.-Psych., TU Dortmund University, Institute for School Development Research, Vogelpothsweg 78, D-44227 Dortmund,
e-mail: hartmann@ifs.tu-dortmund.de

Vesna Ilić, Dipl.-Päd., University of Hamburg, Linguistic Diversity Management in Urban Areas (LiMA), Mittelweg 177, D-20148 Hamburg,
e-mail: vesna.ilic@uni-hamburg.de

Nele McElvany, Prof. Dr., TU Dortmund University, Institute for School Development Research, Vogelpothsweg 78, D-44227 Dortmund,
e-mail: mcelvany@ifs.tu-dortmund.de

Marina Trebbels, University of Hamburg, Linguistic Diversity Management in Urban Areas (LiMA), Mittelweg 177, D-20148 Hamburg,
e-mail: marina.trebbels@uni-hamburg.de

Berichte und Notizen

In der Zeit vom 25. bis 28. September 2013 findet an der Universität Augsburg der *25. Kongress der Deutschen Gesellschaft für Fremdsprachenforschung (DGFF)* unter dem Motto ‚Sprachenausbildung – Sprachen bilden aus – Bildung aus Sprachen‘ statt.

Fragen der Bildung und Ausbildung werden in der Bildungspolitik und den Fremdsprachendidaktiken intensiv und kontrovers diskutiert. Bei der Formulierung von Zielsetzungen zeichnet sich eine Verlagerung der Schwerpunktsetzungen ab, die sich immer mehr von einem Bildungsbegriff Humboldt'scher Prägung entfernt und eher alltags- und berufsorientierte Perspektiven in den Vordergrund rückt.

Das Lehren und Lernen von Sprachen im Spannungsfeld von Bildung und Ausbildung fokussiert der 25. DGFF-Kongress mit dem Motto

Sprachenausbildung – Sprachen bilden aus – Bildung aus Sprachen.

Der Auseinandersetzung mit Sprachen und Kulturen will sich der Kongress auf sprachenpolitischer, spracherwerbstheoretischer, methodischer und curricularer Ebene nähern. Dazu gehören als Themenfelder die Konzeptionierung von Sprachenlehren und -lernen, die Ausbildung von Lehrenden ebenso wie die konkrete Gestaltung von Sprachlernprozessen.

Die genannten Inhalte werden auf dem Kongress in den folgenden Sektionen (Arbeitstitel) konkretisiert:

1. Früher Fremdsprachenunterricht
2. Entwicklung und Implementierung neuer Aufgabenformate
3. Lehreraus-, -fort- und -weiterbildung
4. (Bildungs-)Politische und curriculare Entwicklungen
5. Bildungsorientierte Zugänge und literarisch-ästhetische Kompetenzen
6. Sprachenlernen evaluieren
7. Lehrwerke und Unterrichtsmaterialien
8. Fremdsprachen in der universitären Lehre
9. Unterrichtsmethodik zwischen Offenheit und Geschlossenheit
10. Mobiles Lernen
11. Empirische Unterrichtsforschung
12. Berufsorientiertes Sprachenlernen

Organisation:

Prof. Dr. Christiane Fäcke, Prof. Dr. Martina Rost-Roth, Prof. Dr. Engelbert Thaler

Kongresshomepage: kongress.dgff.de/de/start.html

Kontaktadresse: sekr.faecke@phil.uni-augsburg.de

Zum Tod des Komparatisten Hermann Röhrs

Am 11. Oktober 2012 verstarb nach einem erfüllten Leben kurz vor Vollendung seines 97. Lebensjahres mit Prof. Dr. Dr. h.c. Hermann Röhrs ein national wie international hoch angesehener Erziehungswissenschaftler und akademischer Lehrer von großer Ausstrahlung. Er war einer der letzten das Gesamtfeld der Erziehungswissenschaft überblickenden Fachvertreter und dabei ein ausgezeichnete Systematiker. Seine ‚Gesammelten Schriften‘ in 16 Bänden (1993–2003), darin seine ‚Allgemeine Erziehungswissenschaft‘ (ursprünglich 1969) geben davon eindrücklich Zeugnis.

Einer Teildisziplin freilich widmete er sich besonders: der Vergleichenden Erziehungswissenschaft. Er gehörte zur ‚Entfaltermgeneration‘ der Forschungsrichtung in Deutschland nach der Gründergeneration der Friedrich Schneider, Walther Merck oder Franz Hilker angehörten. Schon der Student hatte eine interkulturelle Bildungsbegegnung. Er war Hauslehrer beim türkischen Konsul in Hamburg, dessen Sohn er unterrichtete. Dann freilich folgte eine ‚Auslandserfahrung‘ der schrecklichsten Art. Fünf Jahre grausamste Kriegssereignisse und -erlebnisse – die ‚Hölle auf Erden‘ zumeist an vorderster Front und mehrfach verwundet – überlebte er von 1940 bis 1945. Am Erziehungswissenschaftlichen Seminar der Universität Heidelberg, an das der 1952 in Hamburg habilitierte Schüler Wilhelm Flitners nach einer kurzen Zwischenstation in Mannheim 1958 berufen wurde, gründete er 1966 eine Forschungsstelle für Vergleichende Erziehungswissenschaft, mit der er insbesondere der bis dahin kaum beachteten Pädagogik der Dritten Welt zum Aufschwung verhalf. Seine ausgedehnten Forschungsreisen führten ihn durch mehrere Staaten Afrikas, den Iran und Afghanistan und andere Länder der Dritten Welt, seine Beschäftigung mit den Industrieländern ebenfalls in zahlreiche von diesen.

Die 1950er Jahre galten dem Blick auf die Bildungsentwicklung der europäischen Nachbarländer: ‚Reform durch kritische Traditionspflege: Die Schulen der Schweiz‘ (1954), ‚Versuchsschulen in Holland‘ (1955) ‚Grundmotive der Pädagogischen Provinz Frankreichs‘ (1956) lauten Aufsatztitel. In den 1960er Jahren wird diese Perspektive fortgeführt, z.B. ‚Die englische Comprehensive School- ein Modell der Gesamtschule‘ (1969) und Anfang der 1970er Jahre um den Blick auf die USA erweitert, z.B. ‚Die Reformdiskussion um die amerikanische High School‘ (1971) und vor allem die Monographie ‚Modelle der Schul- und Erziehungsforschung in den USA‘ (1971). Mit dem auf eine mehrmonatige, Daten generierende Forschungsreise in der zweiten Hälfte der 1960er Jahre zurückgehenden Band ‚Afrika – Bildungsprobleme eines Kontinents‘ (1971) setzte die Beschäftigung mit den Bildungssystemen der Dritten Welt ein, die in demselben Jahrzehnt mit der mit praktischer Evaluations- und Beratungsarbeit verbundenen Untersuchung

„Deutsche Entwicklungshelfer in der Lehrerbildung Afghanistans“ (1978 zusammen mit Volker Lenhart) fortgesetzt wurde. Die theoretische Konturierung der neuen Teildisziplin der „Pädagogik der Dritten Welt“ erfolgte mit Aufsätzen wie „Interdisziplinäre Entwicklungsländerforschung aus der Sicht der Erziehungswissenschaft“ (1979). Der schon im Status des Emeritus befindliche Röhrs reflektierte den von ihm selbst miterlebten und -gestalteten Weg „Von der Kolonialpädagogik zur Pädagogik der Dritten Welt“ (1992) mit Kernsätzen wie „Der Kolonialismus repräsentierte eine Epoche konsequenter Ausbeutung“. Die Bildungszusammenarbeit mit der Dritten Welt „ist nicht nur eine noble Geste, sondern eine weltpolitische Pflicht ersten Ranges vor einer zu errichtenden neuen Weltordnung“. Zugleich dachte er über „Dritte Welt und Frieden“ (1989) und „Dritte Welt und Reformpädagogik“ (1991) nach.

Damit sind zwei Diskussionsstränge angesprochen, die Röhrs in enger Verbindung zur Vergleichenden Erziehungswissenschaft verfolgte. Sein vehementer und ausdauernder Einsatz für die Friedenserziehung und ihre wissenschaftliche Disziplin, die *Friedenspädagogik*, war fundiert durch die eigenen Erfahrungen in einem unmenschlichen Krieg, dem eine „Kriegs- und Vernichtungspädagogik ohne erzieherisches Konzept: eine Unpädagogik“ zugrunde lag. Nach eigenem Bekenntnis haben die Erlebnisse des Krepierens und Leidens Anderer ihn stärker traumatisiert als seine mehrfachen eigenen körperlichen Verwundungen; an den psychisch außerordentlich belastenden Erinnerungen trug er, der sein Leben einer zutiefst humanistisch durchdrungenen Pädagogik widmete, weitaus schwerer. In der Friedenspädagogik, die er zuvörderst als Theorie einer Erziehung zu internationaler Verständigung verstand, untersuchte er Bildungspläne und Schulbücher auf friedenserzieherische Anknüpfungspunkte. Er wurde zum Gründungsvater einer „Friedensschule“, der Internationalen Gesamtschule Heidelberg, mittels Gründungsgutachten, Mitarbeit im Gründungsgremium und Verantwortung für die hermeneutisch-empirische Begleitforschung. An seinem 90. Geburtstag ehrten ihn Kolleginnen und Kollegen, Weggefährten, Schülerinnen und Schüler mit einer Feier und einem Symposium zum Thema „Friedenspädagogik“.

Röhrs war in den 1960er Jahren wohl der erste in der alten Bundesrepublik, der darauf aufmerksam machte, dass die Reformpädagogik (New Education, Progressive Education, Education Nouvelle, Reformatorskaja Pedagogika) von Anfang an eine internationale Bewegung war (z.B. mit der Edition „Die Reformpädagogik des Auslands“ 1965). Sein Werk „Die Reformpädagogik: Ursprung und Verlauf unter internationalem Aspekt“ 2001 (in 6. Auflage) wurde zu einem Klassiker des Themenfeldes.

Selbstverständlich bemühte sich der Systematiker Röhrs um eine wissenschaftstheoretische Klärung des Status der Vergleichenden Erziehungswissenschaft. In-

nerhalb ihrer unterschied er eine Pädagogik der Industrieländer, eine Pädagogik der Entwicklungsländer und spezielle komparative Forschungsrichtungen im Rahmen der erziehungswissenschaftlichen Disziplinen, z.B. eine vergleichende Schulpädagogik. Auch das Stichwort der Internationalen Pädagogik nahm er auf. Er verstand darunter (in „Forschungsstrategien der Vergleichenden der Erziehungswissenschaft“ 1975) die Aufgaben einer Pädagogik der Internationalen Schulen und anderer Bildungseinrichtungen, die Pädagogik der Internationalen Organisationen und die Pädagogik der Internationalen Beziehungen. Im Nachwort zum dem internationalen und vergleichenden Fragenkreis gewidmeten dritten Band seiner Gesammelten Schriften „Die Vergleichende und Internationale Erziehungswissenschaft“ (1995) unterscheidet Röhrs die Gruppen der komparativen „Methodiker“ und der „Internationalisten“. Während erstere sich um die angemessene methodische und theoretische Analyse der Tatsache nationaler und kulturspezifischer und eben dadurch auch übernationaler und interkultureller Repräsentanz von Erziehung und Bildung bemühen – bis hin zur Verankerung in umfassenden erklärenden Theorien, wie dem erziehungswissenschaftlich gewendeten Strukturfunktionalismus, der world polity-These und dem Weltsystemansatz – geht es letzteren um die wissenschaftliche Vorbereitung, Begleitung und Evaluation von Erziehungspraxis, die das Gelingen verständigungsorientierter internationaler und interkultureller Kommunikation fördert. Man sieht daran, dass auch der alte Hermann Röhrs die neueren Theorieentwicklungen des Faches mit verfolgt hat und dabei zugleich den auf verbessernde Reformen des Bildungswesens gerichteten Absichten seiner jungen Jahre treu geblieben ist.

Dem Honorary Member der Comparative Education Society in Europe, dem Ehrenmitglied der Deutschen Gesellschaft für Erziehungswissenschaft, dem Ehrenpräsidenten der deutschsprachigen Sektion des Weltbundes für Erneuerung der Erziehung, dem Ehrendoktor der Aristoteles Universität Thessaloniki, Griechenland, dem Träger des Bundesverdienstkreuzes, dem Inhaber der tschechischen Comenius-Plakette wurden zum 65. und zum 80. Geburtstag Festschriften mit komparativer Thematik gewidmet („Vergleichende Erziehungswissenschaft“ 1981, „Aspekte Internationaler Erziehungswissenschaft“ 1996). Er hat sich über die Anerkennung gefreut. Wichtiger war ihm aber das Bewusstsein, einen Beitrag zum Wissenscorpus der Vergleichenden Erziehungswissenschaft geleistet zu haben, auf dem in Rezeption, Kritik und Fortentwicklung spätere Forschung und nachfolgende internationale Bildungspraxis aufbauen können.

Volker Lenhart, Ulrich Baumann und Axel Zimmermann
Ruprecht-Karls-Universität Heidelberg

Rezensionen

Mecheril, Paul, do Mar Castro Varela, María, Dirim, İnci, Kalpaka, Annita & Melter, Claus (2010). *Migrationspädagogik*. Weinheim: Beltz, 192 Seiten, 19,80 €.

Im Jahr 2004 erschien die ‚Einführung in die Migrationspädagogik‘ von Paul Mecheril. Seither wurde in wissenschaftlichen Arbeiten immer wieder auf sie Bezug genommen (z.B. in Adick, 2008; Hamburger, 2009; Nohl, 2010). Das als Sammelband strukturierte Buch ‚Migrationspädagogik‘ (2010) der Beltz-Reihe Bachelor/Master stellt eine Überarbeitung des 2004 erschienen Werkes dar. Die Neuerscheinung wurde von renommierten Wissenschaftlern verschiedener Fachbereiche gemeinsam veröffentlicht. Bei allen handelt es sich um Expertinnen und Experten der rassismuskritischen Forschung in ihrem jeweiligen Fachbereich. Paul Mecheril ist Verfasser von drei Beiträgen. In fünf Kapiteln ist er Co-Autor jeweils mit María do Mar Castro Varela, İnci Dirim, Annita Kalpaka oder Claus Melter.

Paul Mecheril ist Universitätsprofessor am Institut für Pädagogik der Fakultät Bildungs- und Sozialwissenschaften an der Carl von Ossietzky Universität Oldenburg. Er ist beim Aufbau des Forschungszentrums ‚Center for Migration, Education and Cultural Studies‘ (CMC) aktiv beteiligt. Seine Lehr- und Forschungsschwerpunkte

liegen im Bereich der Migrationspädagogik.

Das hier zu rezensierende Buch von 2010 versteht sich als eine Einführung in die Thematik ‚Migration, Erziehung und Bildung‘. Es führt Wissensbestände aus den Sozialwissenschaften zusammen und entwickelt ein eigenständiges Konzept der Migrationspädagogik. Das Buch richtet sich primär an Studierende im Bereich der Erziehungswissenschaft.

In der Einleitung (Kap. 1) klärt Paul Mecheril zunächst die Schlüsselbegriffe ‚Migrationsgesellschaft‘, ‚nation-ethno-kulturelle Zugehörigkeit‘ sowie ‚Migrationsandere‘ und markiert damit erste Begriffe einer migrationspädagogischen Redeweise. Verbunden mit dieser Redeweise ist ein Nachdenken über Migration und Bildung, das insbesondere die Dimension der Macht in den Mittelpunkt stellt. Begriffe wie ‚Kultur‘ oder ‚kulturelle Identität‘ werden kritisch hinterfragt und stehen im Fokus der Ausführungen. „„Kulturelle Differenz‘ ist kein bestehender Unterschied, sondern vielmehr eine Praxis des Unterscheidens, auf die unter bestimmten Bedingungen Akteure (z.B. Pädagoginnen und Pädagogen) zurückgreifen“ (S. 19).

Nach einem kurzen migrationshistorischen Überblick (Kap. 2), in dem María do Mar Castro Varela und Paul Mecheril Informationen zu unterschiedlichen Wandertypen aufgreifen, werden die Schlüsselbegriffe ‚Migration‘ (bzw. Migrantin/Migrant), ‚Dis-

kurs‘ und ‚Othering‘ festgeschrieben. Im Weiteren diskutieren die beiden Autoren drei im Migrationsdiskurs geläufige migrationswissenschaftliche Perspektiven (Immigration, multikulturelle Gesellschaft und Transmigration).

In Kapitel 3 thematisiert Paul Mecheril „die Ordnung des erziehungswissenschaftlichen Diskurses in der Migrationsgesellschaft“ unter migrationspädagogischer Perspektive. Demnach sind Ausländerpädagogik und Interkulturelle Pädagogik nur bedingt als historisch abgrenzbare Phasen erklärbar. Sie müssen vielmehr als Paradigmen verstanden werden. Idealtypische Merkmale beider Paradigmen werden im Hinblick auf den Umgang mit dem Topos des Migrationsanderen in einer Tabelle fokussiert. In der anschließenden Auseinandersetzung mit dem Paradigma der Interkulturellen Pädagogik bzw. mit ihrem programmatischen Anliegen werden vier Merkmale (kulturalistische Reduktion, Inseldenken, Inanspruchnahme als Ausländerpädagogik, Kultur als Sprachversteck für Rassenkonstruktionen) herausgestellt. Paul Mecheril artikuliert explizit die politische Brisanz und die Dimension der Macht, die mit dem Thema ‚Migration‘ auf unterschiedlichen Ebenen verbunden ist auch im Bereich Wissenschaft und Forschung (Forschungsförderungspolitiken und akademische Konjunkturen). Dieser insgesamt äußerst gesellschaftskritische Abschnitt zu unterschiedlichen Traditionen und Politiken von Forschung und Wissenschaft endet mit

Hinweisen zu ausgewählten Forschungsansätzen, wie z.B. Schulleistungsstudien, ethnografische Schulforschung, Diskursanalyse, organisations-theoretisch und kulturwissenschaftliche Analysen, biografische Forschung.

In dem darauffolgenden Kapitel 4 präsentieren Annita Kalpaka und Paul Mecheril ein aspektreiches ‚Analyseinstrumentarium‘ zur Einschätzung pädagogischer Ansätze in der Migrationsgesellschaft unter dem Gesichtspunkt ‚Aus- bzw. Einschluss des Migrationsanderen‘. Um das Instrumentarium als praktikables Instrument nutzen zu können, wäre an dieser Stelle eine tabellarische oder grafische Darstellung hilfreich. Das Autorenteam weist im Weiteren auf vier Momente von Kulturalisierung hin (Reduktionismus, Essentialisierung, Nationalkultur und ‚Kultur‘ als Platzhalter für Rasse). Auch aus migrationspädagogischer Sicht sind kulturelle Praxen (hier verstanden als symbolische Lebensweltaneignung und -transformation) und Kultur (verstanden als Deutungs- und Interpretationsperspektive, die spezifische Handlungen nahelegt und soziale Wirkungen hat) eine wesentliche (erziehungswissenschaftliche) Analyse-dimension. Allerdings bezieht sich Migrationspädagogik auf eine allgemeine Perspektive im Hinblick auf ‚kulturelle Differenz‘ bzw. ‚interkulturell‘, damit Zusammenhänge im (sozial)pädagogischen Handlungskontexten angemessen erfasst werden können. Der herausgestellte Merksatz postuliert

eine klare migrationspädagogische Position: „Sobald Kultur als unverständliche, wesenhafte Eigenschaft von Menschen im Zusammenhang größerer sozialer Einheiten, etwa als Nationalkultur und dadurch eher statisch gedacht wird, liegt der Rede und dem Gebrauch von ‚Kultur‘ ein Verständnis zugrunde, das äquivalent zu Rassenkonstruktionen ist“ (S. 87). Es werden drei Aspekte einer professionellen pädagogischen Einstellung in der Migrationsgesellschaft thematisiert: a) Simplifizierungen in migrationspädagogischen Handlungsfeldern erkennen und im Denken überwinden ((Selbst)Beobachtungskompetenz für Begriffsverwendungen) (S. 94). b) Untersuchung der aktuellen Bedingungen, unter denen Menschen ihre kulturellen Lebensformen entwickeln, um Aus-, Abgrenzungs- und Syntheseprozesse herauszufinden (S. 96). c) Unter den Bedingungen kultureller Vielfalt die Bereitschaft aufbringen, die Illusion der „Interkulturellen Kompetenz“ zu verlieren (ebd.).

Das anschließende Kapitel 5 ist nicht in der Veröffentlichung aus dem Jahr 2004 enthalten. İnci Dirim und Paul Mecheril beschreiben hier grundlegende soziolinguistische, ethnografische und erziehungswissenschaftliche Aspekte zum Verhältnis von Sprache(n) und Bildung aus migrationspädagogischer Perspektive. Sie verstehen unter Sprache mehr als nur ein „technisches Kommunikationsmittel“. Der Zugang zu gesellschaftlichen Kontexten ist von der allgemeinen Sprachkom-

petenz und von der Anerkennung der Sprache abhängig. „Im Disput über die Sprache(n), die als legitime Sprache(n) der Migrationsgesellschaft gilt (gelten), artikuliert sich ein Kampf um Zugehörigkeiten“ (S. 105). Auch für Dirim und Mecheril provoziert der ‚monolinguale Habitus‘ (Gogolin, 1994) des deutschen Schulsystems auf unterschiedlichen Ebenen (Wert-)Differenzen zwischen den sprachlichen Praxen der Migrationsgesellschaft und trägt zu einer systematischen Reproduktion gesellschaftlicher Ungleichheit bei. Zum Abschluss des Kapitels wird eine Kontur einer Pädagogik der Mehrsprachigkeit (z.B. Achtung der sprachlichen Pluralität und der individuellen Sprachensituation, professionelles Wissen über Mehrsprachigkeit) benannt.

Im Kapitel 6 thematisieren erneut die Autoren Dirim und Mecheril die Schlechterstellung des Migrationsanderen im deutschen Schulsystem. Das komplexe Zusammenspiel unterschiedlicher Faktoren (z.B. historischer Umgang mit Heterogenität, Normalitätserwartungen des Systems, mangelnde Qualifizierung des Lehrpersonals) erschwert Verantwortungszuweisungen und (einfache) Problemanalysen bzw. -lösungen. Im Weiteren zeigen sie zwei Typen der innerschulischen Schlechterstellung auf: a) ‚Disponiertheit-Kontext-Dissonanz‘ b) schulinstitutionelle Diskriminierung durch Ungleichbehandlung. Der Schlüsselbegriff (habituelle) ‚Disponiertheit‘ wird geklärt und auf den schulischen Kontext bezo-

gen. „Weil Gleichbehandlung bei gegebenen Unterschieden und ungleichen Startbedingungen Benachteiligungen fortschreibt und bestätigt, besteht eine der zentralen Anforderungen an das schulische Bildungssystem darin, den von den Schülerinnen und Schülern eingebrachten *unterschiedlichen* Dispositionen und Disponiertheiten zu entsprechen“ (S. 130). Die Wissenschaftler konstatieren, dass eine Ungleichbehandlung Migrationsanderer aufgrund institutioneller Entscheidungen diskursiv durch selbstverständlich erscheinende Macht- und Herrschaftsverhältnisse legitimiert und von ideologischen Diskursen getragen wird. Gefordert und im Folgenden diskutiert wird eine differenzfreundliche und zuschreibungsreflexive Schule.

Die Schlüsselbegriffe ‚Rassekonstruktion‘, ‚Kultureller Rassismus‘, ‚Institutioneller Rassismus‘, ‚Rassismus‘ und ‚Rassismuskritik‘ werden in Kapitel 7 auf der Basis einer rassismustheoretischen Analyseperspektive, wie sie im anglophonen Raum diskutiert wird (*Cultural Studies*), skizziert. Paul Mecheril und Claus Melter weisen darauf hin, dass das Sprechen über Rassismus im deutschsprachigen Raum durch das historische Wissen und Sprechen über den Nationalsozialismus geprägt ist. Dies erschwert politische und (erziehungs)wissenschaftliche Diskurse über aktuelle Formen von Rassismus (z.B. ‚Ausländerfeindlichkeit‘) in Deutschland. Dies führt u.a. zu einer De-

der pädagogischen Praxis. Die Nichtthematisierung von Rassismus stellt „im eigenen Nahbereich und der eigenen professionellen Wirklichkeit ein potenzielles Mittel der Bewahrung von Privilegien dar“ (S. 167). Die Autoren sehen Rassismuskritik als pädagogische Querschnittsaufgabe an, um einer Verharmlosung und einer Fortsetzung rassistischer Praxen entgegenzuwirken. Sie zeigen drei paradoxe Effekte anti-rassistischer Ansätze auf (Moralismus, Essentialismus sowie Reduktionismus) und markieren grundsätzliche Aspekte einer rassismuskritischen Perspektive auf unterschiedlichen Ebenen.

Im abschließenden Kapitel 8 geht Paul Mecheril noch einmal auf die normative Dimension von Migration ein und erläutert kritisch den Gedanken der Anerkennung von Differenz als Antwort auf Migrationsphänomene. Für ihn zielt der Anerkennungsgedanke unter migrationspädagogischer Perspektive auf eine Pädagogik der Mehrfachzugehörigkeit sowie auf eine Dekonstruktion von binären Unterscheidungspraxen, um implizit nicht an Rassekonstruktionen anzuknüpfen bzw. dominante hegemoniale Ordnungen zu stützen. Dabei sieht es Mecheril als sinnvoll an, unter den vorherrschenden gesellschaftlichen Verhältnissen „die Entwicklung von solchen individuellen Habitusformen strukturell (zwanglos) zu ermöglichen, die *auch* dem durch die dominante Lebensformen geprägten und symbolisierten Kontext antworten“ (S. 186). Das heißt, Fertigkeiten und

Qualifikationen zu erwerben, die die Handlungsfähigkeit in der Dominanzgesellschaft ermöglichen, wie z.B. den Erwerb der deutschen Sprache. Mecheril weist am Ende auf die Paradoxie hin, dass die Anerkennung des ‚Anderen‘ der oder die ‚Andere‘ auch erzeugt. Die Reflexion dieses Spannungsverhältnisses ist Basis professionellen pädagogischen Handelns in der Migrationsgesellschaft und kann „als Möglichkeit der Auseinandersetzung mit dem eigenen Handeln erfahren und so praktiziert werden, dass die pädagogisch Handelnden in einem nicht technologischen Sinne für ‚das nächste Mal‘ etwas gelernt haben“ (S. 191).

Dem Autorenteam ist es gelungen, in den fachlichen Diskurs um Migration, Interkulturalität und Pädagogik einzuführen. Die migrationspädagogische Perspektive zeigt auf, wie Pädagogik zur (Re)Produktion der Zugehörigkeitsordnung beiträgt und welche Möglichkeiten der Veränderung bzw. Schwächung dieser Ordnung gegeben sind und entwickelt werden können. Hierzu gehört ein Nachdenken über Beobachtungen sowie die Analyse von Handlungen und Strukturen in migrationspädagogischen Zusammenhängen. Dies mit dem Ziel einer ‚differenzfreundlicheren‘ und ‚zuschreibungsreflexiveren‘ pädagogischen Arbeit bzw. Schule. Die Leitgedanken des migrationspädagogischen Paradigmas werden anschaulich unter dem Fokus der nation-ethno-kulturellen Zugehörigkeit herausgearbeitet. Dabei wird auf weit-

schweifige Theoriebezüge und Begriffsdefinitionen verzichtet. Dennoch verlangen Informationsdichte, multiperspektivische Zugangsweise und die zum Teil besondere Terminologie des Buches eine intensive Auseinandersetzung mit den Inhalten und Fragestellungen, um die Bedeutung der Migrationspädagogik sowohl für den gegenwärtigen erziehungswissenschaftlichen Diskurs als auch für die eigene pädagogische Praxis einschätzen zu können.

Das Buch erfüllt nicht die Erwartungen jener Leserinnen und Leser, die auf der Suche nach Rezepten für den migrationspädagogischen Alltag sind. Allerdings bietet die theoretische Perspektive der Migrationspädagogik einen normativen Orientierungsrahmen in migrationspädagogischen Handlungskontexten. Darüber hinaus provoziert der Text, über die eigene (migrations)pädagogische Position nachzudenken, und bietet immer wieder Fragen an, die helfen, konkrete Handlungssituationen unter einer migrationspädagogischen Brille zu reflektieren, einzuschätzen und damit erziehungswissenschaftlich beschreibbar zu machen.

Die besondere Redeweise und die punktuell (nur) redundant erscheinende Diskussion stellen vermutlich jene Leserinnen und Leser vor Herausforderungen, die sich erstmals mit dem migrationspädagogischen Ansatz auseinandersetzen. Unterstützend ist hierbei die didaktische Aufarbeitung des Buches. Jedes Kapitel beginnt mit einer knap-

pen, informativen Einführung. Die Kapitel enden in der Regel mit drei oder vier Verständnisfragen. Inhaltliche Strukturierungshilfen (z.B. drucktechnisch hervorgehobene Schlüsselbegriffe, Merksätze, Exkurse) vereinfachen den Leseprozess. Der breite Rand fordert zu eigenen Anmerkungen und Gedankenskizzen auf. Jeweils zwei kommentierte Literaturhinweise am Ende der Kapitel fokussieren überschaubar weiterführende Studien. Ein ansprechendes Layout (wie Glanzcover und blaue Schrift) stimmt positiv auf das Buch ein.

In konzeptioneller Stimmigkeit mit der Lehrbuchreihe des Beltz Verlags, können ergänzendes Material sowie die vollständige Literaturliste online auf der Verlagsseite abgerufen werden. Dabei ist zum Öffnen des Materials (28 Seiten) ein Kennwort notwendig, das sich am Ende des Inhaltsverzeichnisses im Buch befindet. Einerseits ist mit dieser Vorgehensweise eine erhebliche Papierersparnis verbunden (insgesamt 40 Seiten). Andererseits ist für ein intensives Studium des Textes ein unmittelbarer Zugriff auf ein Literaturverzeichnis wünschenswert, um direkt Hinweise und Markierungen zu tätigen. Auch der Zugriff über eine kommerzielle Verlagsseite lässt Kritik aufkommen.

Fazit: In vielen Bereichen der Sozialwissenschaften sind migrationspädagogische Perspektiven (endlich) angekommen, nicht zuletzt durch die Veröffentlichung von Mecheril (2004)

„Einführung in die Migrationspädagogik“. Das hier rezensierte Werk stellt eine aktualisierte, erweiterte und didaktisierte Überarbeitung der Veröffentlichung aus 2004 dar: Die inhaltliche Strukturierung wurde in weiten Teilen beibehalten bzw. durch ein bereicherndes Kapitel ergänzt, die migrationspädagogische Perspektive vom Autorenteam an einigen Stellen klarer herausgearbeitet und in aktuelle Forschungsliteratur und Bildungsstudien eingebunden, zusätzliches Material ist online abrufbar. Dennoch kein leichter, doch ein überaus lohnswerter Lesestoff, der normative Orientierung bietet, in einer Zeit der vermeintlichen Orientierungslosigkeit. Nicht nur für Studierende der Erziehungswissenschaften, sondern auch für jene, die professionell in migrationspädagogischen Kontexten arbeiten eine spannende und spannungsreiche Pflichtlektüre.

Literatur

- Adick, C. (2008). *Vergleichende Erziehungswissenschaft*. Stuttgart: Kohlhammer.
- Gogolin, I. (1994). *Der monolinguale Habitus der multilingualen Schule*. Münster: Waxmann.
- Hamburger, F. (2009). *Abschied von der Interkulturellen Pädagogik*. Weinheim: Juventa.
- Mecheril, P. (2004). *Einführung in die Migrationspädagogik*. Weinheim: Beltz.
- Nohl, A.-M. (2010). *Konzepte interkultureller Pädagogik: Eine systematische Einführung* (2., veränderte Aufl.). Bad Heilbrunn: Klinkhardt.

Bettina Heilmann, M.A.
Ruhr-Universität Bochum

Lang-Wojtasik, Gregor & Klemm, Ulrich (Hrsg.). (2012). *Handlexikon globales Lernen*. Münster: Klemm + Oelschläger, 248 Seiten, 16,80 €.

Jugendliche wie auch Erwachsene sind in der heutigen Zeit mit vielfältigen gesellschaftlichen Entwicklungen konfrontiert, die sich auf weltweite komplexe Prozesse in Ökologie, Ökonomie, Politik und Kultur zurückführen lassen. In der eigenen lokalen Lebenswelt sind diese globalisierungsbedingten Entwicklungen für viele Menschen nicht nachvollziehbar. So ist es z.B. dem Einzelnen oft nicht klar, dass er oder sie mit dem Kauf eines Smartphone aufgrund der wertvollen Rohstoffe, die die Herstellung eines solchen Handys erfordern, indirekt den Bürgerkrieg im Kongo mitfinanziert. Ohne das Wissen um die komplexen Beziehungen des illegalen Handels in afrikanischen Ländern mit den Mineralien zur Herstellung von Handys auf der ganzen Welt, ist dieser Sachverhalt kaum zu durchschauen. Es gibt zahlreiche solcher Beispiele, die sich ausschließlich nur über das Wissen der jeweiligen komplexen weltweiten Verflechtungen verstehen lassen. Doch wie lässt sich ein solches Wissen vermitteln, welche Themen sind dabei überhaupt relevant, welche didaktischen Überlegungen sind hierzu notwendig, und was bedeutet dies eigentlich für das gegenwärtige und zukünftige Handeln jedes Einzelnen in seinem Lebensbereich? Alle die-

se Fragen sind Gegenstand des Globalen Lernens, eines erziehungswissenschaftlichen Ansatzes, der Ende der 1980er Jahre aus der entwicklungspolitischen Bildung entstanden ist. Seitdem hat sich dieses pädagogische Konzept zu einem vielfältigen, in unterschiedlicher Weise interpretierten Ansatz entwickelt, der sich an der Schnittstelle von Theorie und Praxis erziehungswissenschaftlicher Fragestellungen zum Umgang mit der Komplexität von Globalisierungsprozessen und deren pädagogische Bearbeitung in schulischen und außerschulischen Bildungskontexten verorten lässt.

Bislang gab es keine wissenschaftliche Publikation, die es ermöglicht hätte, einen strukturierten allgemeinen Einblick in die mannigfaltigen und sehr unterschiedlichen wissenschaftlichen Diskurse zu den theoretischen wie auch praktisch orientierten Ansätzen des Globalen Lernens zu erhalten.

Mit dem nun in 2012 erschienenen *Handlexikon Globales Lernen* haben die beiden Herausgeber Gregor Lang-Wojtasik und Ulrich Klemm eine Publikation vorgelegt, die genau dieses Defizit beheben soll. Das Handlexikon umfasst insgesamt 68 Beiträge von 48 Autorinnen und Autoren zu zentralen Stichworten des Diskurses um den Ansatz des Globalen Lernens. Ein Schlagwortverzeichnis und ein Autorenverzeichnis runden diesen Band ab. Die Herausgeber haben es durchaus geschafft, zahlreiche Expertinnen und Experten aus dem schulischen und au-

berschulischen Bildungsbereich, die sich explizit mit theoretischen und praktischen Fragen des Globalen Lernens in ihrem Bereich beschäftigen und auseinandersetzen, in einem Band zusammenzubringen. In allgemeinverständlicher Form stellen die einzelnen Expertenbeiträge in unterschiedlicher Ausführlichkeit wesentliche Begriffe sowie Zusammenhänge dar und bieten dem Leser auch weiterführende Fragestellungen und Orientierungen an (S. 5). Alle Artikel sind ähnlich aufgebaut. Jeder Beitrag beginnt mit einem einleitenden Teil, dem ein in zwei bis drei Abschnitte gegliederter Hauptteil folgt, in dem das jeweilige Stichwort in den Diskurs des Globalen Lernens eingeordnet und diskutiert wird. Abschließend folgt dann ein Fazit, im Rahmen dessen z.B. zukünftige Fragestellungen und neuere Entwicklungen in Theorie und Praxis zu dem jeweiligen Begriff formuliert werden. Jedem Beitrag ist auch eine Auflistung von sowohl weiterführender wie auch vertiefender Literatur zum Fachdiskurs angehängt.

Den Kern des Handlexikons bildet das Schlagwort ‚Globales Lernen‘, das bei insgesamt 14 Beiträgen als Oberbegriff verwendet wird. Als Grund hierfür führen die Herausgeber an, dass sich dadurch deutlich machen lässt, wie unterschiedlich die jeweiligen Termini unter dem Begriff des Globalen Lernens gedeutet werden und aufeinander beziehbar sind (S. 6). Schwerpunktmäßig fokussieren die behandelten Diskurse und Ansätze zum Begriff des

Globalen Lernens schulische Kontexte. Neben der schulischen Bildung werden aber auch in weiteren Artikeln Bildungsbereiche explizit betrachtet, die im wissenschaftlichen Diskurs um den Begriff des Globalen Lernens oft vernachlässigt werden wie z.B. die außerschulische Jugendbildung (S. 19–22), die Berufliche Bildung (S. 111–114) oder die Erwachsenenbildung (S. 54–56; 145–148). Trotz einer Fokussierung der Darstellung der Diskurse auf den deutschsprachigen Raum (Deutschland, Schweiz, Österreich) bietet das Handlexikon an einigen Stellen die Einordnung der wissenschaftlichen Diskurse um den Ansatz des Globalen Lernens in internationale Kontexte. Die Beiträge zu den Themen *Globales Lernen im Kontext internationaler Erziehungswissenschaft*, *Internationale Erwachsenenbildung* oder *Internationale und vergleichende Bildungsdiskurse*, um nur einige wenige zu nennen, verdeutlichen dies. Traditionelle Themenbereiche des Globalen Lernens wie die Entwicklungspädagogik, die Menschenrechtspädagogik, das interkulturelle Lernen und die Friedenspädagogik sind genauso Gegenstand von einzelnen Artikeln wie auch neuere Themen. So widmet sich ein Beitrag z.B. dem Aspekt der Gesundheitsbildung und ein anderer dem Thema Netzwerke.

Jedoch werden weder ökologische noch ökonomische Aspekte als Themen des Globalen Lernens im Rahmen eines eigenständigen Artikels behandelt. Dies überrascht insofern, da gerade doch die

Themen ‚Klimawandel‘ oder ‚weltweite Kapitalströme‘ zwei wesentliche Prozesse der Globalisierung darstellen. Zudem fällt auf, dass in Bezug auf die beteiligten Professionen in der Autorenschaft vornehmlich erziehungswissenschaftliche und schulpädagogische Professionen vertreten sind. Es wäre wünschenswert, dass für einen eventuellen zweiten Band des Handlexikons auch Professionen der Sozialpädagogik und Sozialen Arbeit gewonnen würden, die mit Sicherheit eine Perspektivenerweiterung insbesondere hinsichtlich der außerschulischen Bildungskontexte darstellen. Außerdem wäre zudem eine Ausweitung der Beiträge auf den internationalen Diskurs zum Globalen Lernen angemessen und folgerichtig, um auch den ‚globalen‘ Kontext des Diskurses zu würdigen.

Trotz dieser eher marginalen Kritik stellt das Handlexikon eine lang erwartete allgemeine Strukturierung des doch

sehr komplexen Themenbereichs des Globalen Lernens dar. Diese Publikation ist allen jenen zu empfehlen, die in pädagogischen Kontexten mit dem Thema Globalisierung in allen seinen Facetten mit Kindern, Jugendlichen oder Erwachsenen theoretisch und praktisch arbeiten. Es eignet sich dafür, einen ersten Überblick und Einblick in die unterschiedlichen Theoriediskussionen zu erhalten und ist damit auch vor allem Studierenden des Master of Education aller Fächer besonders zu empfehlen. Die Reduktion der Komplexität der Diskurse und Begrifflichkeiten zum Ansatz des Globalen Lernens ist den Herausgebern und den zahlreichen Autorinnen und Autoren der Beiträge mit diesem Handlexikon sehr gut gelungen.

Bünyamin Aslan, M.A.

Technische Universität Dortmund