



Do you speak your grandma 'a language: intergenerational communication and attainment of immigrant children in Western countries of immigration

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Contemporary immigration

During the last decades immigration became a fact of Western life. Previously we spoke about “immigration countries” such as US, Canada, Australia, etc. while Europe was relatively “low immigration” zone.

Now almost every European country could be defined as “immigration country”.

Contemporary immigration is increasingly becoming a family immigration.

Immigrants inflows evolved from single adult individuals to entire family groups, including infant children and those born to immigrants.





Immigrant children



- Children-immigrants or children born to immigrant parents consist a disproportionately large proportion of children in Western immigration countries:

Italy-10%;

United Kingdom-16%;

France-17%;

the Netherlands and the United States -22% each;

Germany 26 %;

Australia 33 %;

Switzerland 39 %.

- Soon they would become a very large proportion of working age population in immigration countries



Aspirations of immigrant parents and communication between parents and children



Assimilation/adaptation of immigrant children

- II generation vs. I generation
- I generation immigrates in some countries (eg USA, Israel) doing better than II generation on immigrants
- I generation has better educational and occupational and occupational destinations that it could be predicted by their parents social class
- II generation often assimilated into a particular segment of the host country i.e. urban poor.
- For them parental social class affects strongly their destination



What influence the educational attainment?

First of all, characteristics of students' families:

1. Socio-economic background

Parental education

Parental occupation/socio-economic class

Family wealth

2. Family composition

single parent-two parent family

number of siblings

3. Family's cultural capital

educational resources

cultural resources

4. Ethnicity /Origin

language at home

5. Individual characteristics of students:

Aptitude

Motivations

Amount of effort

Aspirations

PARENTAL ASPIRATIONS

The diagram illustrates the influence of Parental Aspirations on student characteristics. A blue rectangular box on the right contains the text 'PARENTAL ASPIRATIONS'. Two blue arrows originate from the right side of this box and point towards the left. The top arrow points to the word 'Motivations', and the bottom arrow points to the word 'Aspirations'. Both 'Motivations' and 'Aspirations' are enclosed within a red hand-drawn oval.

Why second generation immigrant children doing not as well as the first generation?

A. Portes:

Immigrant parents have a very high level of aspirations about their children education

- First generation immigrants are capable to communicate their aspirations to their children
- Second generation immigrant children often do not speak their parents' language
- Hence communication gap and inability to transfer aspirations from parent to children
- Hence II generation immigrant children assimilate into the correspondent segment of the host country

PISA study

- Good data to check this hypothesis:

Second generation immigrant children who speak at home language other than the host country language would have better communication/connection/shared identity with their parents/grandparent;

hence their parents would be able to transfer their values and aspirations to their children;

Therefore these children would have better attainment than those second generation immigrant kinds who speak only host country language

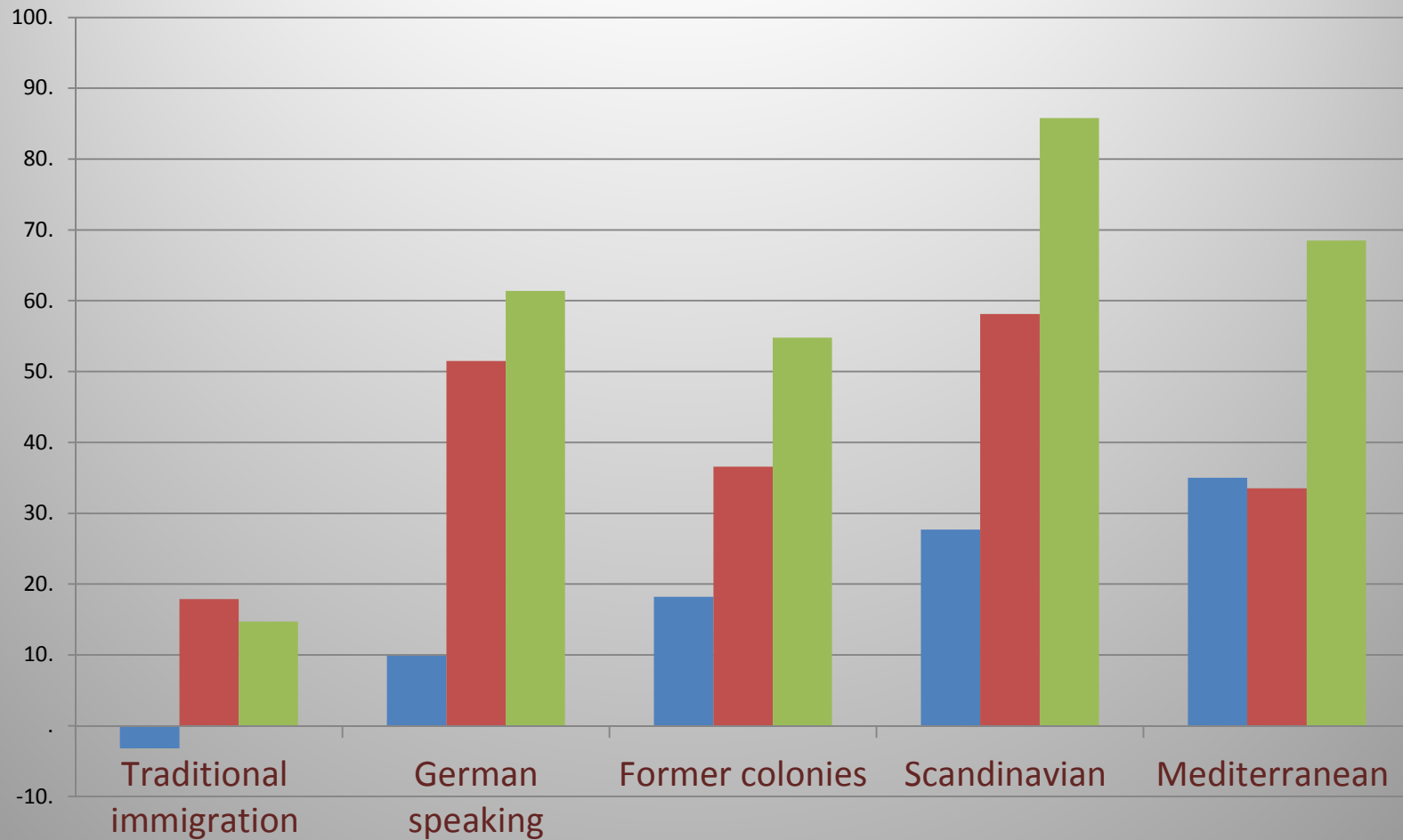
Proportion of the I and the II generation immigrants among 15 year old children

Traditional immigration (80%)	German speaking countries (83%)	Former colonies (88%)	Scandinavian countries (92%)	Mediterranean countries (93%)
Australia: Native 77 Second gen. 12 First gen. 11	Austria Native 85 Second gen. 10 First gen. 5	France Native 87 Second gen. 10 First gen. 3	Denmark Native 91 Second gen. 6 First gen. 6	Spain Native 91 Second gen. 1 First gen. 8
Canada Native 76 Second gen. 14 First gen. 11	Switzerland Native 77 Second gen. 15 First gen. 8	United Kingdom Native 89 Second gen. 6 First gen. 5	Finland Native 97 Second gen. 1 First gen. 1.5	Greece Native 91 Second gen. 3 First gen. 6
Israel Native 80 Second gen. 13 First gen. 7	Germany Native 82 Second gen. 12 First gen. 6	Ireland Native 92 Second gen. 1 First gen. 7	Norway Native 93 Second gen. 3 First gen. 3	Italy Native 95 Second gen. 1 First gen. 4
New Zealand Native 75 Second gen. 8 First gen. 17	Netherlands Native 88 Second gen. 9 First gen. 3		Sweden Native 88 Second gen. 8 First gen. 4	Portugal Native 94 Second gen. 3 First gen. 3
United States Native 81 Second gen. 13 First gen. 6				

SINCE BETWEEN COUNTRY VARIATION IS LARGE I AM GOING TO COMPARE NOT THE ATTAINMENT OF IMMIGRANT CHILDRENT ACROSS THE COUNTRIES BUT **THE ATTAIMENT GAPS**

Traditional immigration		Australia	Canada	Israel	New Zealand	United States
	maths	514.34	526.81	446.86	519.30	487.40
	reading	514.90	524.24	473.99	520.88	499.83
Mediterranean countries		Spain	Greece	Italy	Portugal	
	maths	483.49	466.10	482.91	486.89	
	reading	481.04	482.78	486.05	489.33	
German speaking country		Austria	Switzerland	Germany	Netherlands	
	maths	495.91	533.96	512.78	525.84	
	reading	470.28	500.50	497.31	508.40	
Scandinavian countries		Denmark	Finland	Norway	Sweden	
	maths	503.28	540.50	497.96	494.24	
	reading	494.92	535.88	503.23	497.45	
Former colonies		France	United Kingdom	Ireland		
	maths	496.78	492.41	487.14		
	reading	495.62	494.18	495.64		

Immigrant attainment gaps



- Mean differences in reading score between second and first generation immigrants
- Mean differences in reading score between native and second generation immigrants
- Mean differences in reading score between native and first generation immigrants

country group	Speak another language at home		N	Mean	Std. Deviation
		Immigration status			
traditional immigration		Native	3125907	498.90	86.387
	No	First-Generation	89560	502.01	97.624
	Yes	First-Generation	196387	482.35	85.993
German speaking		Native	820688	530.18	89.496
	No	First-Generation	13348	486.29	90.309
	Yes	First-Generation	34413	466.79	91.557
former colonies		Native	1178601	504.04	85.723
	No	First-Generation	18505	452.89	94.673
	Yes	First-Generation	33303	455.63	89.076
Scandinavian		Native	256921	514.80	80.961
	No	First-Generation	1383	461.76	85.004
	Yes	First-Generation	6181	439.05	96.541
Mediterranean		Native	828987	491.89	84.798
	No	First-Generation	26939	428.73	82.349
	Yes	First-Generation	30585	420.12	83.272

Maths					
country group	Another language at home	Immigration status	N	Mean	Std. Deviation
traditional immigration		Native	3125907	498.90	86.387
	No	Second-Generation	256653	484.35	86.613
	Yes	Second-Generation	251596	462.70	80.842
German speaking		Native	820688	530.18	89.496
	No	Second-Generation	48688	494.26	89.429
	Yes	Second-Generation	47788	463.64	84.736
former colonies		Native	1178601	504.04	85.723
	No	Second-Generation	65910	470.88	84.209
	Yes	Second-Generation	31462	450.12	93.130
Scandinavian		Native	256921	514.80	80.961
	No	Second-Generation	5689	468.20	82.876
	Yes	Second-Generation	7380	449.37	81.654
Mediterranean		Native	828987	491.89	84.798
	No	Second-Generation	10106	458.81	86.594
	Yes	Second-Generation	4334	449.52	89.960

Variables

- ❖ Educational attainment –scores in MATHS,
- ❖ Net Attainment gap: - differences in educational attainment between students from migrant and non-migrant background who otherwise have comparable characteristics of family background
- ❖ Immigrant status:
 - First-generation immigrants—foreign-born persons who have immigrated to the host country and did not have that country's citizenship at birth.
 - Second-generation immigrants—those born in the host country to at least one parent who is foreign-born .
 - Parental SES: International Socio-Economic Index (ISEI)
 - Index of family wealth
 - Index of home educational resources
 - Language at home
 - Family composition (both parents, siblings, grandparents)

Modelling maths attainment

Standardized Coefficients Beta

	country_group				
	Traditional immigration	German speaking	Former colonies	Scandinavian	Mediterranean
Highest parental HISEI	.245	.256	.299	.220	.256
HISEI first generation	-0.008	.069	.022	-0.040	-0.021
HISEI second generation	↓ -0.062	↓ -0.014	.021	.022	↓ -0.019
first	.074	-.107	-.127	-.059	-.100
second	.073	-.089	-.092	-.110	-.014

Modelling maths attainment

Standardized Coefficients Beta

	country_group				
	Traditional immigration	German speaking	Former colonies	Scandinavian	Mediterranean
Highest parental education 5 A+	.119	.097	.093	.081	-.031
4 A	.005	.055	-.058	-.031	-.038
2 A -	.000	-.084	-.033	-.087	-.098
Parental education I generation 5A +	-.033	.007	-.012	.039	.014
I gen 4A	↓ -.019	-.005	↓ .015	↑ .004	.005
I gen 2A	↓ -.041	.012	.019	↑ .000	-.019
Parental education II generation 5A +	↓ ○ -.012	.022	○ ↓ -.023	○ ↓ -.005	.013
II gen 4A	↓ -.003	↑ .006	↑ .002	↑ .006	-.008
II gen 2A	○ ↓ -.031	.042	↑ .026	↑ .000	-.005
first	.074	-.107	-.127	-.059	-.100
second	.073	-.089	-.092	-.110	-.014

Modelling maths attainment

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4 A	.005	.055	-.058	-.031	-.038
2 A -	.000	-.084	-.033	-.087	-.098
Grandparents	-.098	-.045	-.076	-.097	-.060
Both parents	.087	.049	.038	.057	.045
Siblings	-.032	.018	.000	.025	-.016
gender	-.104	-.108	-.123	-.034	-.114
Home educational resources	.142	.182	.178	.094	.158
Wealth	.086	-.041	-.037	-.099	-.005
Language first generation	-.021	-.072	.050	-.054	-.019
language second generation	-.015	.018	-.051	.015	-.000
Grand parents first generation	.029	-.016	-.006	.017	.013
Grandparents second generation	.000	-.013	.006	.020	-.014
first	.074	-.107	-.127	-.059	-.100
second	.073	-.089	-.092	-.110	-.014

Is it about better communication between generations?

- Some evidence found that supports this hypotheses although variations between different types of immigration countries are large. Still with the exception of “Former colonies” speaking at home other language while has a large negative impact on the attainment of the first generation immigrants children

has a smaller negative or a moderate positive effect on the attainment of the attainment of the II generation of immigrant children



Modelling maths attainment

Standardized Coefficients Beta

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Highest parental HISEI	.245	.256	.299	.220	.256
Highest parental education 5 A+	.119	.097	.093	.081	-.031
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2 A -	.000	-.084	-.033	-.087	-.098
Grandparents	-.098	-.045	-.076	-.097	-.060
Both parents	.087	.049	.038	.057	.045
Siblings	-.032	.018	.000	.025	-.016
Grand parents first generation	.029	-.016	-.006	.017	.013
Grandparents second generation	.000	-.013	.006	.020	-.014
first	.074	-.107	-.127	-.059	-.100
second	.073	-.089	-.092	-.110	-.014

Is it about better communications between generations?

- If presence of grandparents at home could be considered as a proxy of better connection and communication between generations then yes, presence of grandparents at home has a positive impact on the attainments of both the first and the second generation of immigrant children in many countries.

