Chapter 4

The EMAS and Its Role in the ESL Instruction to Immigrants in England

María Teresa Borelli
https://orcid.org/0000-0002-7564-1377
Colegio Maria Teresa, Spain

Juana María Anguita Acero
https://orcid.org/0000-0002-8390-857X
Universidad Rey Juan Carlos, Spain

Francisco Javier Sánchez-Verdejo Pérez
https://orcid.org/0000-0003-1112-5995
Universidad de Castilla-La Mancha, Spain

ABSTRACT

This chapter presents the results of a quantitative research carried out through the administration of a questionnaire to the Multilingual Education Assistants who are part of the Ethnic Minority Achievement Service (EMAS) at the Coventry City Council (UK). Authors investigate the importance and impact the EMAS service has in the reception of foreign students newly arrived in England. In particular, the strategies implemented to promote students' integration within the new socio-cultural context are analysed. A revision of the most important theories related to the teaching-learning process of an L2 is carried out. An overview of migration in the 21st century and how intercultural education can foster the coexistence of cultures, ethnic groups, and languages is provided. This chapter concludes that Multilingual Education Assistants can help to encourage dialogue between individuals, promoting the overcoming of linguistic obstacles and developing the linguistic competence of foreign children who have just arrived in England.

INTRODUCTION

Education is undoubtedly an important element for the integration of foreign children (Department for Education, 2003; 2014). The provision of language teaching in the language of the host country is often variable in quality and accessibility: some foreign children may need specific help as they could arrive without any previous educational experience. Fortunately, some countries have more or less comprehensive national programs available to provide specific support to newly arrived children, which could have a direct effect on their ability to achieve good results at school and to be adequately integrated into the host country. The Ethnic Minority Achievement Service (EMAS) program in Coventry (UK), for example, has had some impact on the process of adaptation and academic results for newly arrived migrant children (Di Bartolomeo & Bonfanti, 2014).

Having had the opportunity to work as a Multilingual Education Assistant and seeing the challenges faced by newly arrived children, and the importance of cultural integration processes for the correct functioning of the socio-cultural mechanisms of the host country, the authors identified the need to deepen the effects of the program as well as objectively quantifying its impact to reach a bilingual level in the L2.

School admission of newly arrived foreign children certainly poses specific didactic problems, but also calls into question the school and the educational services in their generality. Considering the needs of foreign students means in fact pondering the communication methods to be adopted, the development of their linguistic competence in L2 and the relationship with others.

The presence of these children in schools can be considered a moment of enrichment of the educational proposal thanks to the attention paid to new needs and the diversity of abilities in the classroom. In addition, the newly arrived foreign students are children who are faced with specific urgent requirements and challenges: learning of English as a second language, adaptation and re-orientation with respect to space, time, the explicit and implicit rules of the new environment, all within ever-expanding cultural references. This is why it is important that the school is organized to be able to welcome and guide foreign students.

The EMAS service offers not only the newly arrived foreign pupil but also the school the possibility of being able to count on a welcome, orientation and teaching network, because it is fundamental for a child to be accepted, recognized and valued. The Multilingual Education Assistant allows linguistic facilitation, encouraging moments of interaction with the class group, promoting the ability to communicate, express, learn, thus fostering the development of English as L2.

The idea of this contribution is essentially to resolve the lack of previous observations and research in the context of the EMAS program of the Coventry City Council (UK) and to see the impact of this program on accelerating the acquisition of knowledge and language skills in the L2 of newly arrived children in the United Kingdom. Additionally, the authors will try to determine through a statistical survey whether a "competent" reception can facilitate the admission and integration of foreign students into an English school, also to examine the contribution of the EMAS service, demonstrate how essential it is to promote as well as strengthen school support actions and linguistic-cultural support, in order to make the school an inclusive socio-educational space.

BACKGROUND

The Role of L1 in L2 Learning

According to Rogers (2009, p. 120), "Second Language Acquisition (SLA) is the process by which people learn languages in addition to their native language(s)", and is intended as acquisition of any second language learned after the native language (known as "first language", "L1", or "source language" "SL"). Rogers states that the language to be learned is often referred to and known as "L2" or "target language" ("TL"). Regardless of the nationality students learning English of a second language may have, they go through very similar stages of development.

The term "interlanguage" is rather recent and has been introduced in 1970s by Selinker who defines it by stating:

[...] in the making of the constructs relevant to a theory of second-language learning, one would be completely justified in hypothesizing, perhaps even compelled to hypothesize, the existence of a separate linguistic system (interlanguage) based on the observable output which results from a learner's attempted production of a TL norm. (Selinker, 1972, p. 214).

Interlanguage is not simply a language that is halfway between the first and second language; it is a linguistic system in formation with which the learner tries to get as close as possible to the L2 or the target language.[1]

According to Selinker (1972), this autonomous system, in its own right, is made up of an internal set of rules, which in part coincide with those of the L2, and of the L1, but at the same time they are also independent. These rules lead learners to produce sentences that, from the point of view of the target language, may contain errors and deviant forms. If they are interpreted from an interlanguage perspective, they can be considered as the systematic attempts learners make to try to communicate in any second language:

[...] this set of utterances (the L2 utterances produced by learners) for most learners of a second language is not identical to the hypothesized corresponding set of utterances which would have been produced by a native speaker of the TL had he attempted to express the same meaning as the learner. (Selinker, 1972, p. 214).

The process of acquisition of the second language (L2) is uncertain and it could last for years. The learner goes through different stages of linguistic competence that tend to gradually approach the target language, although not necessarily. These different phases that mark the learning path give rise to interlanguage dynamic systems (Brooks-Gunn, Linver, & Fauth, 2005).

In the 60s and 70s, the Error Analysis Theory, that was later both criticized and supported, appeared as a new way to describe the evolution in the learning of the second language (Al-Khresheh, 2016). As clearly expressed by Dulay, Burt and Krashen (1982), errors were considered a deviation from the norm. They specified that: "Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm or mature language performance" (Mishra, 2005, p. 37).

Richards (1972) claims that learners' shortcomings and uncertainties could be interpreted as the things that were not yet internalized or difficult to be said. According to the author, "in the foreign language setting all differences between the learner's use of English and overseas English are mistakes (=errors) or sign of incomplete learning" (Mishra, 2005, p. 37).

With the notion of interlanguage, the perspective changes and the learner becomes an active subject who formulates hypotheses about the target language and builds a temporary system. Errors become signs of regularity indicating a logical language development. They are no longer seen as indicators of emptiness, and deviation. Moreover, the causes leading to errors stop from being only attributed to interferences. Other reasons and learning strategies (such as simplification, over-generalization and the reduction of complexity) are also foreseen (Adjemian, 1976, Tarone et al. 1976, and Eckman, 1991).

With the analysis of interlanguage, the learner's language is observed as an unstable system in continuous change in each phase. Its specific and systematic grammar does not correspond to that of the L1 or the L2.

The scientific study of the second language learning process, with a clear focus on the learner, started in the fifties - sixties of the previous century. Various theories have been developed in an attempt to look for the best methodology to teach second languages. In the fifties, two lines of research, both of structuralist imprint, set the basics of the discipline. One of them was related to the study of languages in contact in individuals and bilingual communities (Weinreich can be considered one of its main scholars). While the other focused on the Contrastive Analysis (CA), that is to say, predicting and explaining learner problems based on a comparison of L1 and L2 to determine similarities and differences (Lado, 1957).

Weinreich in his Languages in Contact (1953) compared the structures of L1 and L2. He argued that any speaker of two languages will tend to identify sounds, words, structures and meanings in one language with corresponding elements in the other language. That is to say, speakers of two or more languages are engaged in a process of making "interlingual identifications". He also tried to understand the nodes and points of contact and the moments in which a learning crisis would occur in his/her learning path. This analysis was based on the comparison of structural differences between languages. Weinreich contended that the greater the distance between the two languages was, the more time it would take to learn and the greater the possibility of interference.

Lado developed the study of "contrastive analysis". Contrastive Analysis focuses on a rigorous and precise comparison between the structure of L1 and that of L2. With him the language is read as a system that consists of finite structures, which allow producing an infinite number of sentences. Such structures would be learned through repetitions, according to the behavioural scheme "stimulus-response-reinforcement". In this context, language learning, in the case of L1, is substantially reduced to the formation of habits; in the case of L2, to the replacement of old habits (linguistic) with new habits. Lado sustains that:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture-- both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practised by natives. (Lado, 1957, p.2).

Lado's aim, and other linguist sharing his point of view, was to predict the difficulties that a learner with a certain L1 might have in learning an L2, comparing the structure of the two languages and focusing attention on those structures considered more difficult.

In the sixties, thanks to the research done by Chomsky on linguistics and cognitive psychology, a new learning scope is developed.

According to Chomsky (1965), the man has a gift that no other living being possesses: a language with a complex syntax and rich semantics that can be continuously enriched. For the author, man, unlike animals, has a Universal Grammar, a "system of principles, conditions, and rules that are elements or properties of all human languages" (Dirven, 1982, p. 80) to elaborate a language so rich and with a truly infinite potential for expression. This grammar must be universal because every child is able to acquire in a very short time the complex language of adults and to express new and never first learned statements. According to Chomsky (1957), children are born with an innate scheme, an instinct of language that allows them to learn and develop independently any language. The theory of universal grammar does not specifically describe one language or the other, nor does it postulate that all languages have the same grammar but aims to identify a set of innate rules that would explain how children acquire languages and how they learn to build valid sentences.

Chomsky's fundamental purpose is to illustrate the universal grammar that every human being has in him/herself since birth, which gives him/her the ability to learn languages. Chomsky's generative approach appeals to an innate universal grammar to explain the acquisition of a language and in particular its syntax. For the author, only a universal grammar can guide the learner, limiting his/her expectations on the grammar of the language he/she is learning, providing him/her with assumptions and hypotheses of reference.

From Chomsky's point of view, learning a language consists in learning the way in which the principles of universal grammar apply to this and the parameters that concern it, positioning them on the appropriate value for the central grammar of that language; it is also about acquiring the lexicon and the more peripheral elements of grammar, connected or not to the universal grammar.

The most important theoretical methods related to language learning in general identify the learning characteristics, the inputs coming from the external environment, the modes and the qualities of the communicative interaction as essential components of this path. If the speaker positively perceives the conversation in the new language, and himself/herself as an actor within it, it is probable that the subsequent times will have a greater self-esteem, and consequently a greater chance of success (Burgess, 2014; Ellis et al., 2014). Social factors profoundly influence language learning, as do individual differences (emotional aspects).

Krashen (1985) has conducted studies on language learning in the context of migration and has developed interesting hypothesis, in particular:

- **The Acquisition-Learning Hypothesis**: Acquisition, which is different from learning, is a basic process that takes place in meaningful and natural settings. It would also be necessary to create contexts similar to the real ones in the classroom to get as close as possible to a "natural" process.
- **The Monitor Hypothesis:** It describes a way to communicate with a monitor, which corrects the form the learners apply the knowledge of a new language; this monitor internally works scanning for errors before he/she completes an utterance. The learner makes assumptions on the new language: learning takes place therefore in a creative and constructive context.
- **The Natural Order Hypothesis:** Krashen claims that the grammar of a language, that is, the rules that lead to the formation of a correct and intelligible phrase, are acquired spontaneously according to an order that defines "natural", from the simplest structures to the most complex structures.

- **The Input Hypothesis:** The input provided must be understandable, and for the purposes of accessibility it should be: adequate to the learners, neither too low nor too high. Under these conditions the Input can become intake, that is, it can be internalized and acquired.
- **The Affective Filter Hypothesis:** A low level of anxiety, a sufficient motivation and a good level of self-esteem facilitate the acquisition process. On the other hand, a lack of motivation and mental blocks can form the basis for the phenomenon of "linguistic fossilization", which occurs when the learning process stops and crystallizes at a low level.

Completely opposed to innatism are the studies on language learning in migratory contexts conducted by Schumann (1978). His hypothesis focuses on the social and emotional conditions within which this type of learning takes place. His theory emphasizes the external factors of acquisition, the environmental factors. Schumann's model of acculturation, enunciated in 1978, examines the social phenomena and affective conditions within which language learning takes place, and which can contribute to the development or blocking of interlanguage. This socio-psychological model interprets the learning of L2 as a process of acculturation, of gradual appropriation of L2 and of the associated culture, "acculturation as a remote cause brings the learner into contact with TL-speakers and verbal interaction with those speakers as a proximate cause brings about the negotiation of appropriate input which then operates as the immediate cause of language acquisition" (Larsen-Freeman, 1991, p. 265). In the paths of acculturation two components act: the social distance and the psychological distance (individual) of the learner towards the language and its speakers, their culture. The level of social and psychological integration of the pupil in the L2 group depends on these variables.

The nature of contact and the cultural and affective distance between the individual groups that make up the social fabric are therefore at the basis of the process of acquiring L2. Social variables (social dominance, level and integration strategies, degree of closure and sharing, the characteristics of the group to which they belong) define the relationship between the group of natives and the group to which the migrant belongs.

The individual and affective variables (the linguistic and cultural shock, the motivation, the permeability of the ego) regulate the linguistic and psychological distance between the individual and the group of natives (Ali, 2003).

The greater the social and/or psychological distance, the more limited the acquisition will be.

Schumann (1978) indicates the social variables that identify the relationship between autochthonous and foreigners that can encourage or limit the proximity between the two groups. One of them is the social dominance that occurs when a group, with its culture and its language, takes on a role of superiority over another. Then there are the type, degree and strategies of integration, which can tend towards three attitudes: assimilation, enhancing the target language and neglecting the language and culture of origin; maintenance, defending one's mother tongue and considering identity-threatening L2; adaptation, trying to maintain the mother tongue code while still engaging in the learning of the target language. Another social variable is the degree of closure or sharing among the groups: belonging to an open or impermeable group to the outside can favour or inhibit contact. Finally, the degree of similarity between the cultures of the original group and that of the speakers the target language, the hostile or favourable attitude of the two groups and the migratory project, so the intention to stay more or less long in the country host, they represent other social variables for Schumann.

Furthermore, Schumann (1978) inserts individual and affective variables into his model of acculturation. Among these there is the motivation to learn L2, which may be due to the desire to build their own

future or to establish friendly and instrumental relationships (learning the L2 is useful for the job). There is also the culture shock, which has to do with the disorientation towards values, norms, daily practices that can be distant and different from those of their place of origin. Yet the linguistic shock is found, an emotional context in which one can have experiences such as the ability to tolerate the frustration that comes from trying to understand and being understood with few and insufficient linguistic means or the fear of ridicule. Finally, Schumann (1978) speaks of the permeability of the ego by referring to the linguistic identity: each has its own personal and cultural identity and its own "linguistic ego". This can be stiffer or more open to new sounds, rhythms, words, and meanings.

All these variables, as well as social variables, can affect the learning of the second language and the intensity of relationships built between cohabiting groups.

Thus, for Schumann, "the acquisition of the second language is only one aspect of acculturation, and the level at which a learner becomes accustomed to the target language group will determine the degree of acquisition of the second language" (Leder, 1996, p. 81).

Schumann also proposes some strategies to promote the acquisition of L2:

- Reduce the distances between groups by increasing the communication opportunities between native and foreign students.
- Promote political, social and cultural activities to promote equal opportunities and the integration of migrants and minorities.

Bilingualism represents a great opportunity for cognitive development for pupils who are children of migrants and / or belonging to minorities (Coneth, 2012; Di Bartolomeo, & Bonfanti, 2014). Conforming to Cummins theory (1981), for this to happen, it is necessary that the student has at least one of the two languages skills similar to those of a native speaker of the same age, otherwise bilingualism rather than promoting learning hinders it. The ideal condition is to have good skills both in L1 and in L2. Cummins' question is to know if the situation of bilingualism in which migrant children and adults find themselves is an obstacle or a chance in other words, the situation of bilingualism creates an advantage or a damage to those who have to learn a second language? To give an answer to this doubt Cummins proposes the Iceberg Theory.

The part of the iceberg above the sea level is composed of two separate cones that symbolize the specific characteristics of the two languages; the lower part, in which the two cones merge, represents the central system, in common, through which the two languages operate. With his scheme, Cummins graphically makes his hypothesis of close interdependence between the two systems of the mother tongue and of the L2.

With this metaphor, Cummins (1979, p. 314) highlights the five fundamental points of his model that can be summarised as:

- Whatever the language used by the speaker, the thought that accompanies his/her listening, speaking, reading or writing comes from the same central engine;
- Bilingualism and plurilingualism have the possibility to exist in a single learner because more linguistic codes can be stored in a single central engine;
- Cognitive functions and effective learning can develop through two languages just as well as through one;

Figure 1. Cummins' Iceberg Theory. Source: Baker et al. (1998)
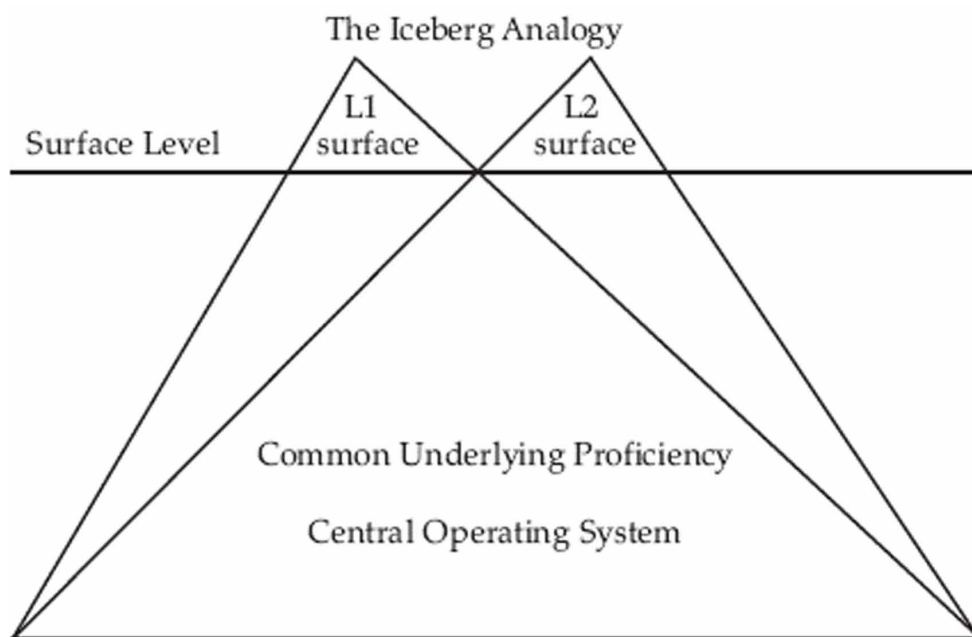
- This can be done provided that the language is sufficiently developed to be able to perform the required functions, in other words, the learner must have a native speaking competence in at least one of the two languages. If a child has no age-appropriate language skills at least in one of the two language codes, neither language will be useful for his cognitive growth;
- Being competent in both languages helps to develop the cognitive system, but if the learner is asked to act with a language that is not yet sufficiently evolved, the underlying cognitive system will not be able to work properly, since being competent in two or more languages helps to advance the cognitive system. Because bilingualism is a chance and not an obstacle, Cummins states that the learner must have a speaking competence at least in one of the two languages.

To represent other different situations of bilingualism, Cummins uses the Threshold Hypothesis (1979). It assumes that "those aspects of bilingualism which might positively influence cognitive growth are unlikely to come into effect until the child has attained a certain minimum or threshold level of competence in a second language" (Lyon, 1996, p.57). He postulates that at the lowest level are children who are not sufficiently competent in both languages and who are therefore in a state of semilingualism: this leads to unfavourable consequences for learning in general. Deprived of basic knowledge in at least one of the two languages, foreign pupils may encounter greater linguistic and learning obstacles than those of monolinguals. On the second threshold there are the learners who have a competence equivalent to that of native speakers in one of the two language codes. In this case the outcomes on global learning are neutral, neither negative nor positive: their chances of success are equal to those of a monolingual classmate. On the highest step are foreign children and adults who are proficient both in their mother tongue and in L2. This situation of bilingualism is advantageous because it increases the linguistic effectiveness and efficiency of the general cognitive system (Smyth, 2003).

In order to evaluate the time necessary to overcome the obstacles that a foreign pupil encounters in the scholastic insertion, Cummins (1984) defined the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Linguistic Competence (CALP, Cognitive Academic Language Proficiency).

The BICS represent the linguistic competence necessary to face the difficulties related to interpersonal communication, while CALP are instead the expression of linguistic competence that deals with cognitively superior operations (to compare, to establish logical relations, to make synthesis, to argue, to express causal and temporal relationships, etc.), they are transversal to all disciplines and play a central role in scholastic success.

So, in the learning process of an L2 one must distinguish between BICS and CALP: the language to communicate and the language of study. Foreign and/or minority students must often develop the two types of language at the same time (DfEE, 2000; DfES, 2003; DfES, 2006): being able to communicate every day with other children and adults who meet daily and master the L2, be able to study, learn the different disciplines and specific languages and sector (Bhattachayyara, Ison, & Blair, 2003).

Krashen (1982), Schumann (1978) and Cummins (1981) have dealt specifically with their research into second language acquisition in the context of migration and of children and adults belonging to cultural and linguistic minorities, with the aim of identifying key parameters, to specify the circumstances and conditions of the process, to experiment and revise the general theories underlying language learning.

It is believed that their researches are an indispensable point of reference for those who study the acquisition of L2 and teach the second language to children and young people who are part of the process of migration. According to their models there is a close interdependence between L1 and L2.

Migratory Flows

History from its origins has been full of migratory movements. People, for the most varied reasons, have always gone around looking for a better condition than the one left behind. Climate, fertility, natural resources, wars, poverty, drought and even a simple spirit of adventure have moved millions of people from one side of the Earth to the other, just like what happens today.

Population movements are a phenomenon that has always accompanied the moments of population growth, technological changes, and political and ethnic conflicts (DfEE, 2000; DfEE, 2013; Strand, & Lindsay, 2009). For this reason, the European territory since ancient times has always been the scene of massive movements of people in search of better living conditions. According to the OECD (2009), it is possible to distinguish two types of migrations and factors: they can be internal to the country of origin (push factors) or external, present in the destination countries (pull factors).

According to Payne and Nassar (2015), push factors are the motives why people leave an area:

- Lack of services
- Lack of safety
- High crime rate
- Crop failure
- Famine
- Flooding
- Scarcity
- War

Whereas pull factors (Payne and Nassar, 2015) are the reasons why people move to a particular area:

- Higher employment
- More wealth
- Better services
- Good climate
- Safer, less crime
- Political stability
- More fertile land
- Lower risk from natural hazards

As believed by Fraser and Howard (2017), migration usually happens as a result of a combination of these push-and-pull factors that create the attractiveness of the move.

Generally, the push factors influence mainly the poorest, induced to flee their country from conditions of extreme poverty, caused by wars and famines; often, migrants move from their country to another neighbouring one, in not much better economic conditions (Di Bartolomeo & Bonfanti, 2014). The pull factors are instead effective on the less poor who can, for example, bear the expense of a long journey. Much more generally the motivations that push a person to leave their country are the search for a job that can improve their living conditions; the continuation of studies or education; tourism; marriage or family reunification; escape from your country for political, ethnic, religious or environmental reasons (Payne and Nassar, 2015).

As stated by Felbermayr et al. (2014), a phenomenon that is undoubtedly closely linked and interdependent to immigration is that of globalization, to the point that migration could be considered causes and effects of globalization. Everything that globalization implies: the development of a global economy, the liberalization of capital movements, the development of technology and telecommunications or the freer movement of citizens, facilitates and promotes emigration. The link that exists between globalization and immigration is mainly economic, just think of the various waves of migration that have affected the world during these last two centuries.

One of the most important waves of migration (Solimano and Watts, 2005), which developed between the 70s of the nineteenth century and the First World War, concerned above all some flows coming from the European continent and directed the so-called "New World" (USA, Latin America, Australia). The class affected by this first wave was of rural origin, very poorly educated and little specialized in work and was motivated especially by the rampant unemployment (Gillborn, & Mirza, 2000).

The second wave involved the years immediately following the Second World War up to around the 70s of the twentieth century (Dickinson, 2018). Due to the reconstruction work resulting from the war and the strong growth in labour demand in the manufacturing industry, the workers were induced to emigrate to the northern European countries.

With the third wave of migration the authors refer to what, from the 80s up to today, has interested and affects a part of the population coming from Africa, Eastern Europe and the Balkans and directed in European countries such as Germany, France, Great Britain, Spain and Italy (Veenkamp, Bentley and Buonfino, 2003) This migratory wave is characterized by the demand for labour, concentrated on activities with a low level of manpower, such as those required in the construction, catering, tourism and personal services sectors, but also in a very selective demand from sectors that they employ manpower with high levels of education (Di Bartolomeo, & Bonfanti, 2014).

Figure 2. Patterns of Global Migration, 1840-1900. Source: Oakes et al. (2009)
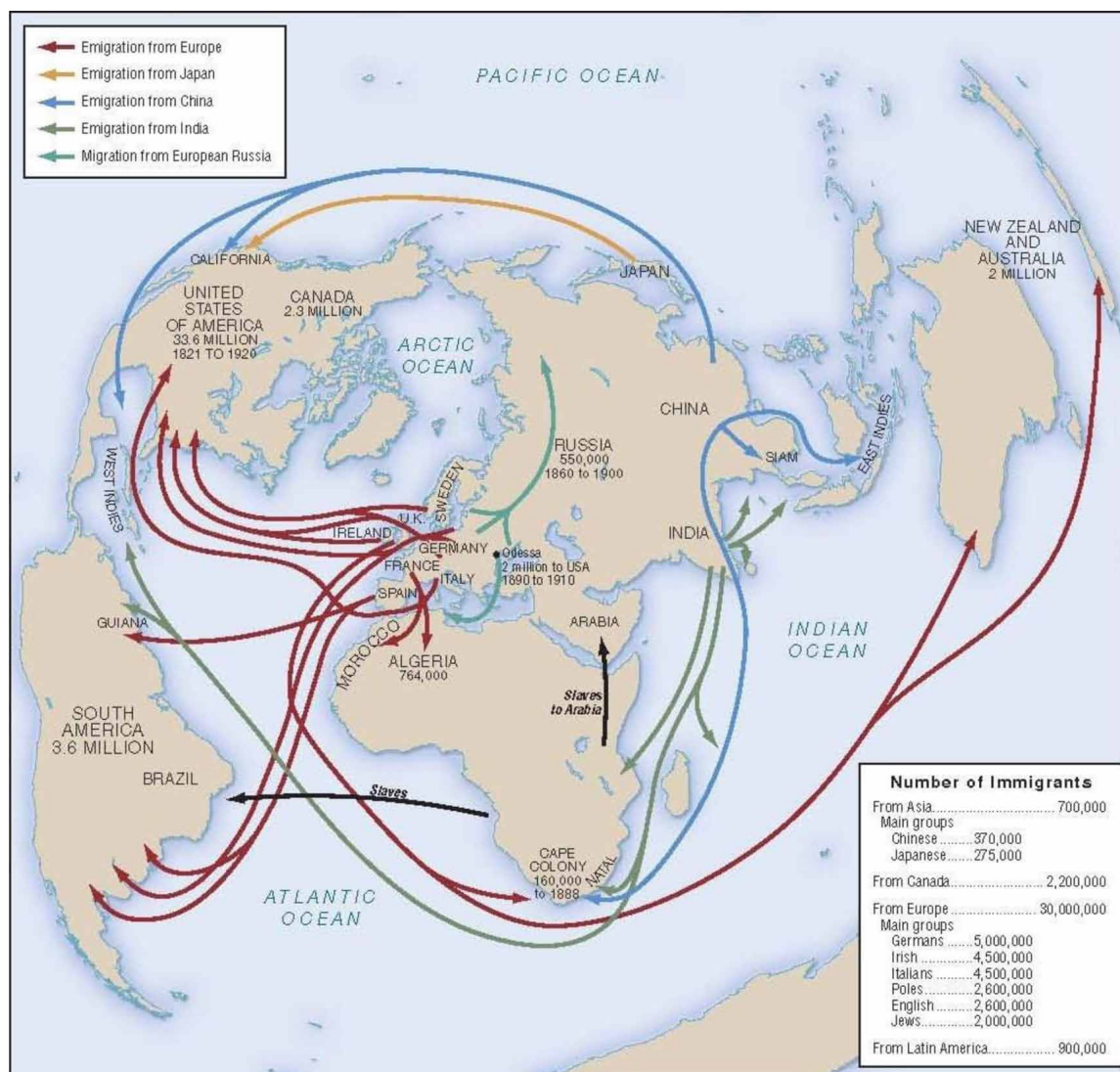
As claimed by Veenkamp et al. (2003), the migration policies introduced by the most influential countries at international level have undergone major changes. Initially pro-immigration policies adopted since the second half of the nineteenth century and up to the first world conflict thereafter, progressively more restrictive policies have been adopted to arrive today in policies concerning the free movement of labour. Point 11 of the Tampere Summit (1999) states that:

The European Union needs a comprehensive approach to migration addressing political, human rights and development issues in countries and regions of origin and transit. This requires combating poverty, improving living conditions and job opportunities, preventing conflicts and consolidating democratic states and ensuring respect for human rights, in particular rights of minorities, women and children. To that end, the Union as well as Member States are invited to contribute, within their respective competence

Table 1. Foreign population (in thousand persons) in selected European countries, 1950-98

	1950	1960	1970	1980	1985	1990	1998
North Europe							
Denmark	na	Na	91.0	100.1	117.0	160.6	256.3
Finland	108.0	186.7	404.2	421.7	388.6	483.7	552.0
Ireland	na	Na	na	82.0	79.0	80.0	111.0
Norway	16.0	25.0	76.0	82.6	101.5	143.3	165.1
Sweden	na	Na	na	na	17.0	37.6	85.1
United Kingdom	1576.3	2219.9	2904.3	1637.0	1731.0	1723.0	2208.0
West Europe							
Austria	849.0	Na	605.0	na	304.4	456.1	737.3
Belgium	353.0	444.0	681.0	885.7	846.5	904.5	892.0
France	1737.0	2170.0	2621.0	3714.0	3680.0	3596.6	3231.9
Germany	na	583.0	2509.0	4453.3	4378.9	5342.5	7319.6
Luxembourg	36.7	46.9	59.3	na	97.0	113.1	152.9
Netherlands	104.0	118.0	252.0	520.9	552.5	692.4	662.4
Switzerland	278.0	570.0	1054.0	892.8	956.0	1163.2	1347.9
South Europe							
Italy	47.0	63.0	121.0	298.0	450.0	863.0	1250.2
Portugal	21.0	30.0	32.0	58.1	95.0	107.8	177.8
Spain	93.0	68.0	148.0	182.4	242.0	278.8	719.6
Total	5219.0	6524.5	11557.8	13328.6	14036.4	16146.2	19869.1
Memo item EU-15	4925.0	5929.5	10427.8	12353.2	12978.9	14839.7	18356.1

Source: Boeri, Hanson and McCormick (2002, p. 7)

under the Treaties, to a greater coherence of internal and external policies of the Union. Partnership with third countries concerned will also be a key element for the success of such a policy, with a view to promoting co-development.

The intent is to abolish any forms of discrimination and to guarantee foreigners the same treatment as nationals of the host state, thus sanctioning the freedom of every human being to emigrate. It has to be remarked that this particular point of view may change the day Brexit becomes a *fait accompli*.

Intercultural Education

The social, economic and cultural transformations, linked to the phenomenon of globalization, have provoked an enrichment between different languages and cultures (Aspinall, 2003). In this context the world becomes a multicultural village that poses challenges and opportunities, where more cultures coexist in a space characterized by wide diversity (Northcote, 2014), accentuated by the uneven demographic composition of the population coming from the series of migratory phenomena (Christian, 2000).

Therefore, the priority of society is not to accept the coexistence of different cultures in a more or less positive way, but rather to make them draw comparisons and enter into a relationship, i.e. to undertake the necessary path towards interculturality.

In consequence, the international community joins in echoing this particular social situation. As stated by UNESCO (2013), interculturality represents a "bridge" that guarantees interaction, comparison, exchange and mutual enrichment free from prejudice and stereotypes. Interculturality takes its first steps and becomes established in the pedagogical field, with the birth of so-called intercultural education.

[…] education systems need to take into account the multicultural character of society and aim at actively contributing to peaceful coexistence and positive interaction between different cultural groups. There have traditionally been two approaches: multicultural education and Intercultural Education. Multicultural education uses learning about other cultures in order to produce acceptance, or at least tolerance, of these cultures. Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups. (UNESCO, 2006, p.18).

UNESCO and the United Nations have authored several such texts aimed at the development of a transcultural and multicultural pedagogy[2]. However, the Council of Europe may be considered one of the first organisations to implement these changes in a meaningful way (Carrera, & Vankova, 2019). In a first phase, the organization took care to safeguard the rights of the children of emigrants coming from the member states and to facilitate their possible and successful living back (or so-called reintegration) into the society of origin. Thus, Intercultural Education is an education that goes beyond the awareness and respect of all differences.

Interculturality involves being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to engage and interact with others and, potentially, to act together for common purposes. Interculturality, finally, involves evaluating one's own everyday patterns of perception, thought, feeling and behaviour in order to develop greater self-knowledge and self-understanding. Interculturality thus enables people to act as mediators among people of different cultures, to explain and interpret different perspectives. Interculturality does not involve identifying with another cultural group or adopting the cultural practices of the other group. (COE, 2009, p. 6).

Attention was therefore focused on education of European pupils in the most common countries to which they emigrated (Di Bartolomeo, & Bonfanti, 2014). As was the case for most of the territories of the old continent, at the turn of the 70s and 80s they were transformed from countries of origin into destinations of international migration. Therefore, the Council of Europe had to adapt to the new condition of the states it represented. A working group was set up to reflect on the training to be given to European teachers and on the best line to follow to meet the needs of new companies. The concept of intercultural education thus appeared in the intergovernmental sphere and gained greater strength with a series of pilot projects, resolutions and recommendations.

Finally, in 1992, within the International Conference on Education held in Geneva, the participating countries espoused intercultural education as a strategy for development based on equality, justice and freedom (Buchmann, & DiPrete, 2008). In the following years, the intercultural vision was extended, always starting from the initiatives promoted by the Council of Europe, to an increasingly broader di-

mension, merging in 2002 into a White Paper for Intercultural Dialogue. According to the White Paper for Intercultural Dialogue:

[…] intercultural dialogue is understood as a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect. It requires the freedom and ability to express oneself, as well as the willingness and capacity to listen to the views of others. Intercultural dialogue contributes to political, social, cultural and economic integration and the cohesion of culturally diverse societies. It fosters equality, human dignity and a sense of common purpose. It aims to develop a deeper understanding of diverse world views and practices, to increase co-operation and participation (or the freedom to make choices), to allow personal growth and transformation, and to promote tolerance and respect for the other. (COE, 2008, p.17).

Therefore, the need to recognize the diversity inherent in globalized societies (multiculturalism) and to bring all the cultures of this diversity to a desired similar level, the innovation of the intercultural vision, lies precisely in being able to break away from the concept of culture itself and to succeed in extending it to encompass all aspects of social relations and human diversity, thus allowing a real dimension of exchange and enrichment (British Council, 2014; Northcote, 2014). According to Andreas Schleicher:

How school systems respond to migration has an enormous impact on the economic and social well-being of all members of the communities they serve, whether they have an immigrant background or not. Some systems need to integrate large numbers of school-age migrants and asylum seekers quickly; some need to accommodate students whose mother tongue is different from the language spoken in the host community or whose families are socioeconomically disadvantaged; some systems are confronted with all three challenges at once. (OECD, 2015, p.1).

In Great Britain, in 1985, an important official document called the Swann report dealt with the educational situation of foreign children living in the country. The preparatory work lasted six years, in a commission of inquiry, the Committee of Enquiry into the Education of Children from Ethnic Minority Groups, established by the Labour government in 1979. Several other groups participated in its draft stages, institutional and otherwise, including the national training agencies for teachers. The establishment of the Commission was strongly advocated by the Antillean and Indian communities, concerned about the disastrous school results achieved by their children. The Swann Document is one of the most important reference documents for those involved in intercultural education and anti-racism in Britain. The document is divided into 5 parts. The first part outlines the tasks of education in a multi-ethnic society. In the relationship, the assumption of diversity as a value and as a means of cohesion of the nation appears fundamental.

We consider that a multiracial society such as ours would in fact function most effectively and harmoniously on the basis of pluralism which enables, expects and encourages members of all ethnic groups, both minority and majority, to participate fully in shaping the society as a whole within a framework of commonly accepted values, practices and procedures, whilst also allowing and, where necessary, assisting the ethnic minority communities in maintaining their distinct ethnic identities within this common framework. Clearly the balance between the shared common identity of society as a whole and the

distinct identities of different ethnic groups is crucial in establishing and maintaining a pluralist society […]. (Swann Report, 1985, p.5).

In the second part, the history of migratory policies is analyzed, underlining the passage from a dimension of "assimilation" to a dimension of "integration".

In the third part, the most problematic areas are presented in a multicultural perspective. The authorshighlight issues such as language, religion and school. A need for an educational path aimed at teachers is underlined urgently.

In many respects, ethnic minority children's language needs serve to highlight the need for positive action to be taken to enhance the quality of the language education provided for all pupils. We feel that a broader approach to language education would be justified even if we did not have in this country substantial communities for whom English is not a first language. Since however we have the additional resource within our society of bilingual, and in many cases, multilingual communities, it is surely right and proper that the education system should seek to build on the opportunities which this situation offers. Linguistic diversity provides the opportunity for all schools, whether monolingual or multilingual, to broaden the linguistic horizons of all pupils by ensuring that they acquire a real understanding of the role, range and richness of language in all its forms. (Swann Report, 1985, p.386).

In the fourth and fifth parts, the demographic data on the ethnic communities residing in Great Britain are provided. Politicians are recommended to ensure that education for everyone becomes a reality. The principle concern that emerges from reading the report is the need for education for all that understands a variety of needs and can produce specific programs and paths. A conscientious, student-centred path is therefore required. The Swann report indicates the priorities for the future and for the present. The following aims are emphasized within the document (Swann Report, 1985):

- Understand the values of society as a whole
- Appreciate and respect diversity
- Develop a cultural attitude free from ethnocentric stereotypes
- Know how to read the situation of British society with a certain critical capacity
- Contribute to building the future of the nation, through a common framework of values
- Strengthen confidence in one's cultural identity
- Develop national identity from an international perspective

Within the report, precise directions are provided. For example, it is clearly stated that decisions that work towards making interculturalism a reality can be enacted at school level if teachers are properly trained and prepared.

We have already made clear that we see all schools having a responsibility to offer their pupils an education which reflects the realities of life in today's multi-racial Britain. We regard 'Education for All' as essentially synonymous with a 'good' education, since an education which is not based on sound educational principles and which fails to take account of the variety of cultural, religious and linguistic backgrounds which now make up British society, and, more broadly, which fails to incorporate a global perspective, would be anachronistic and would prepare pupils, both those from the various minority and

the majority communities, for an unreal world. Similarly a curriculum which does not acknowledge and seek to challenge manifestations of racism at both individual and institutional level, through enhancing pupils' political literacy and particularly their appreciation of how power is exercised, and by whom, in this society, would, in our view constitute a fundamental mis-education and would certainly fail to lay the foundations for the kind of genuinely pluralist society which we envisaged at the opening of this report. If a genuine pluralist approach to education is thus justified as desirable and indeed essential on educational grounds, then it is clear that in order to be equipped, in professional terms, to offer their pupils a full and balanced education all teachers must be given the appropriate knowledge and skills for providing such an education. (Swann Report,1985, p.552).

It also expresses strong political dissent against those who would like special schools for immigrant children, where English is learned as a second language. Even today, despite being over thirty years, the Swann report, in the opinion of many experts (Richmond, 1985; National Council for Mother Tongue Teaching, 1985; Taylor, 1986)[3] remains a milestone in education.

To sum up, the key points which enable integration in relation to education can be listed as follows (Swann Report, 1985):

- Support for language acquisition properly shaped to meet the needs of migrants, whether children, young people or adults, and from whatever ethnic and national origin they come;
- Targeted support to help migrants convey structures and arrangements at every level of the education system;
- School admissions and organisational policies which emphasise integrative arrangements rather than those which segregate, either by age, gender or ability, as between native students and those of migrants;
- Improved training of teachers at all levels to ensure they are sensitive and equipped with the skills to work with a range of cultures and ethnic and national origins;
- Ensuring that the needs and weaknesses of specific and particularly more susceptible groups of migrants (especially refugees, those seeking asylum, and their children, undocumented migrants and some outlying groups of vulnerable migrants) are not submerged beneath a generalised concern with migrants as a whole;
- The building of relationships between schools, the children's parents and the communities in which the schools are situated

MAIN FOCUS OF THE CHAPTER

The main focus of the present work is to understand if the provision of interpretation services (EMAS) is an encouragement to language learning and therefore to integration and future bilingualism and whether a lack of interpretation services could disadvantage migrants in the early periods of their adaptation to a new country and of their future language proficiency (Parekh, 2000; NALDIC, 2013a; NALDIC, 2013b)**.**

Issues

Early learning of an L2 allows pupils to develop intellectual abilities and agility and broaden cultural horizons and is also a non-negligible factor in academic success (Ellis et al., 2014). If such exposure occurs in the socio-cultural context of L2 (referring to the learning of English in an English-speaking country), the linguistic competence in the aforementioned L2 by non-native speakers will be highly satisfactory (Smyth, 2003): in many cases a total bilingualism will occur.

The early teaching of the English language therefore assumes an educational and training value from a cognitive, expressive, communicative and cultural point of view.

Certainly, the teaching-learning processes to achieve an excellent domain of L2 can be different and are never free from difficulties.

Being integration one of the main issues of this work, the authors will try to study how the integration path within the school can support a bilingual competence (NALDIC, 2013a; NALDIC, 2013b). That is why the theoretical framework is focused on analysing the different theories on the acquisition of a second language and highlighting stages and acquisitions related to L2, and on how didactic pathways can make a difference by positively influencing the speed of acquisition and by facilitating the achievement of more advanced levels of competence in L2 in immigrant children.

In order to fulfill the objectives previously proposed and to understand the difficulties the EMAS at Coventry City Council faces every day, a questionnaire has been designed and administered. The authors have to highlight that the EMAS provides expertise, support and advice to Black (Maylor et al., 2009) and Minority Ethnic children and young people, and those who speak English as an additional language.

It could be shown that the Multilingual Education Assistants (henceforth MLAs) in the academic field is a professional figure who acts as a bridge between the immigrant student and the school world. Indeed, the MLA provides adequate support to the school regarding the reception and inclusion of students from "other" cultures, favouring the learning process of the L2 and the consequential academic success (Parekh, 2000; Ellis et al., 2014). In this perspective, the EMAS service emphasizes the need to make school interaction increasingly more meaningful and rich within globalized society. Hence, the MLA, with its intervention, helps to activate a relational, motivating and enriching process that helps students to coexist and interact with each other despite their differences. Furthermore, it helps the literacy process in order to promote bilingualism in immigrant children (Smyth, 2003).

Dealing With The Issues Through A Questionnaire

Population and Sample

In order to deal with the issues and objectives formulated, a questionnaire was created for teachers who teach English as L2 to small groups of primary school pupils aged between 5 and 12 years.

The statistical survey was conducted at the EMAS of Coventry City Council where the Multilingual Education Assistants (henceforth MLAs) that participated apply the principle that emerges from the Swann Report, i.e. the need for education for all that understands a variety of needs. So, it helps producing specific programs and conscientious, student-centred path.

The individuals chosen for the questionnaire were the 50 MLAs of the aforementioned EMAS, although only 13 of them volunteered to participate. They deal with the processes of reception and integration of

foreign children in the various schools of the city. The service employs highly trained MLAs who are experienced teachers, interpreters and translators from different countries.

All MLAs are required to have a valid and cleared Disclosure and Barring Service (DBS) certificate. This certificate helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. Within the MLAs team, it is possible to have access to more than 70 languages and staff with a detailed understanding of educational and cultural conventions and practice from around the world.

The MLAs help students to understand the organization, rules, behaviours and activities of the new school in England (DfE, 2008; DfE, 2009; DfE, 2013a; DfE, 2013b; DfE, 2013c; DfE, 2013d; DfE, 2014). Furthermore, they facilitate the understanding of the subjects' contents in the L2, leading the pupil towards acquiring language proficiencies in the L2. Additionally, she/he provides adequate support to English teachers regarding the reception and integration of newly arrived students, helping them to understand the initial difficulties, behaviours and previous academic skills of immigrant students, encouraging their learning and the consequent scholastic success (Ellis et al., 2014).

Instrument

Three main parts can be differentiated in the aforementioned questionnaire related to: personal information of the participants in the questionnaire; usefulness of the service offered in order to integrate newly arrived foreign students into the UK education system; and usefulness of the service offered to achieve eventual bilingualism[4].

1. Introduction with four questions related to the personal data of the interviewees.
2. Three specific questions related to the tasks the EMAS service carries out.
3. Two specific questions related to future expectations according to the EMAS service experience.

Therefore, the questionnaire provided to the MLAs consisted of nine questions, (please refer to *Appendix I*). Most of the questions were close-ended (single or multiple choice). There were also open-ended questions where participants had the opportunity to work out their answers.

In the open-ended questions information about personal opinions of the tasks the EMAS service carries out and future expectations according to EMAS's service experience are requested. Information on the participants' personal data and on the usefulness of the EMAS service offered by the Coventry City Council (UK) are requested in the close-ended ones.

Data Analysis

As it has been previously mentioned, 13 individuals answered the questionnaire. Questions are divided into three sections (A, B and C))) described above. Consequently, the results obtained can be classified as:
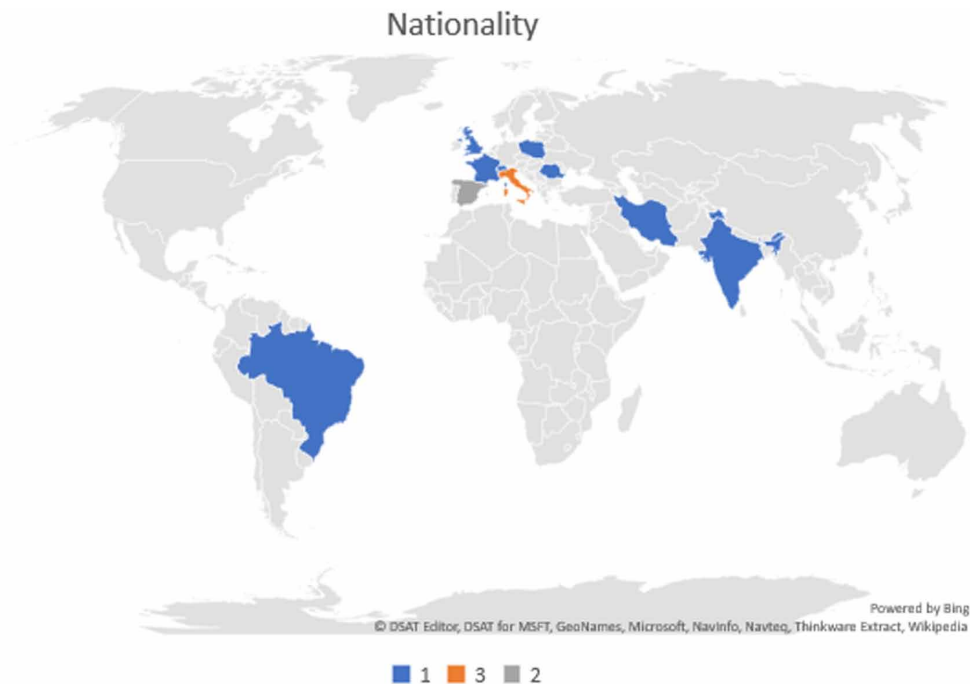
Section A: Questions related to personal data
   A1. What is your nationality?

As it can be seen in the following figure, 23% of the respondents are Italian, 15% are Spanish, 8% are Romanian, Brazilian, Iranian, Polish, Swiss, French, Indian and English.

Figure 3. Nationality of the participants. Source: Authors' own elaboration

As it can be seen from the above figure, there are a large number of nationalities associated with the program in order to cover the needs of newly arrived children to English territory.

A2. How old are you?

As described in the Figure 4, the percentages in descending order by age group in the MLAs sample group are 51-60 (7.7%), 41-50 (15.4%) 31-40 (53.8%) and 20-30 (23.1%).

76.9% of the survey participants are under 40, well-matched with the age range of immigrants seeking better opportunities in the British territory.

A.3. What is your education profile? (e.g: teacher, journalist, translator, interpreter, etc)

The background of the MLAs is mixed.

As can be seen from the Figure 5 most of the respondents were teachers in their country of origin, but some worked as interpreters, journalists, human resources and lawyers.

A4. Why did you move to the UK?

The MLAs were asked why they moved to the United Kingdom. As can be seen from the the following figure, the main reason for the transfer was the reunification of the family (38.4%).

As discussed in the section on migratory flows, general motivations that push a person to leave their country include searching for a job that can improve their living condition or family reunification; in fact, this is confirmed in the graph 4: the two reasons for the transfer are economic reasons and family reunification.

Figure 4. Age of the participants. Source: Authors' own elaboration
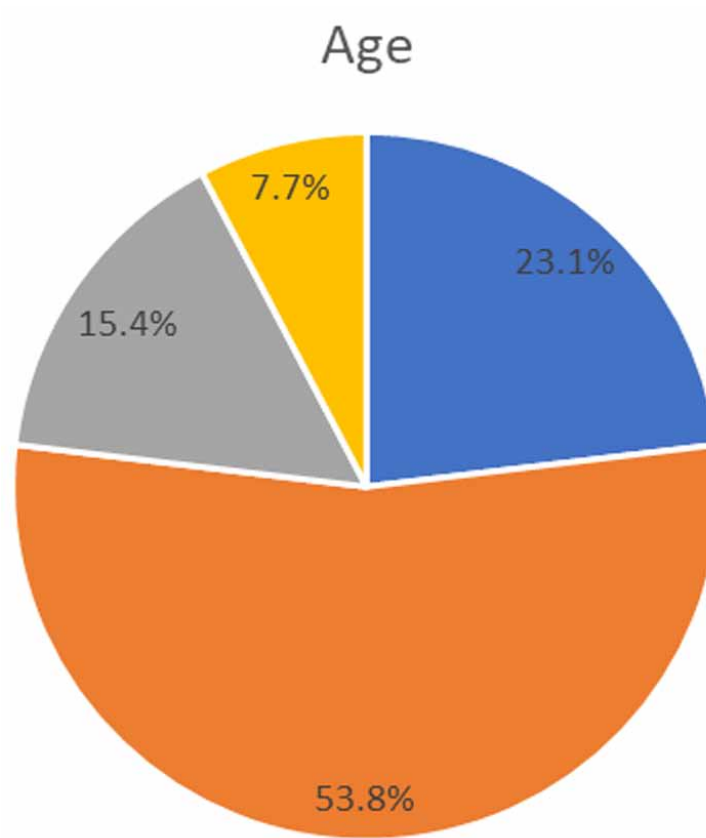
Figure 5. Previous job of the participants. Source: Authors' own elaboration
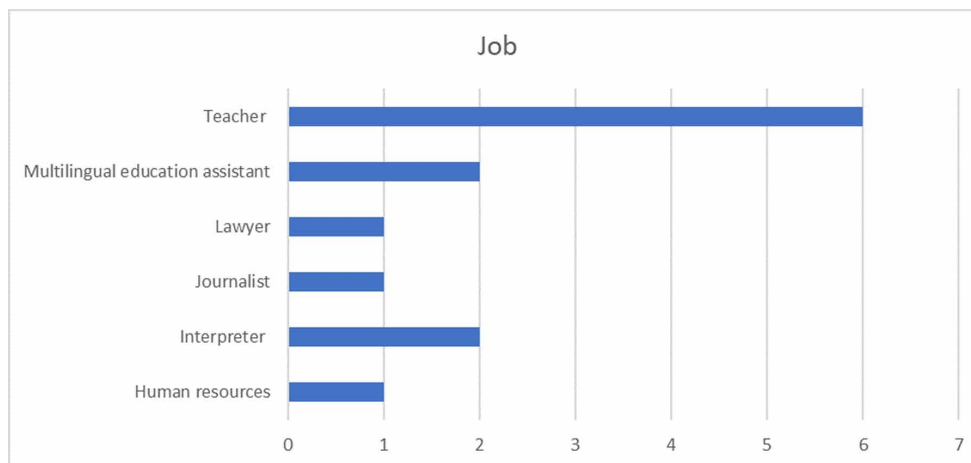
Figure 6. Reason why MLAs moved to the UK. Source: Authors' own elaboration
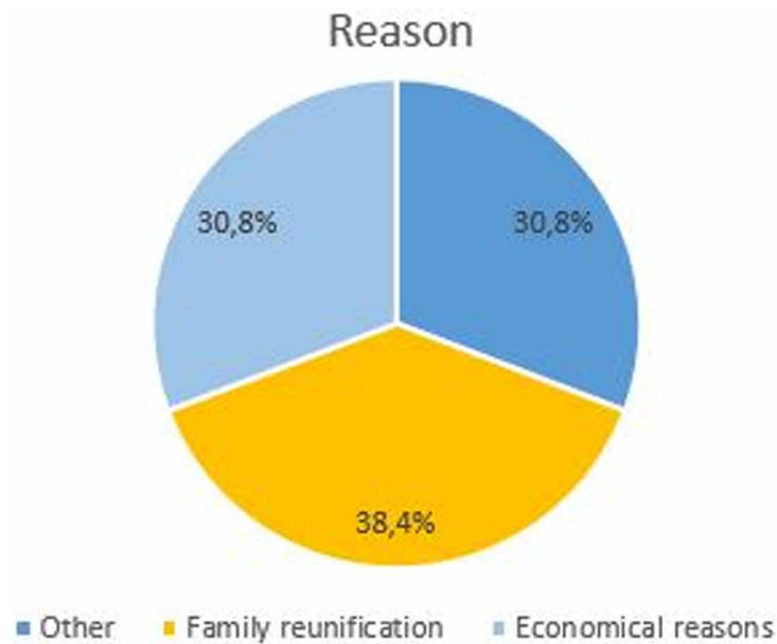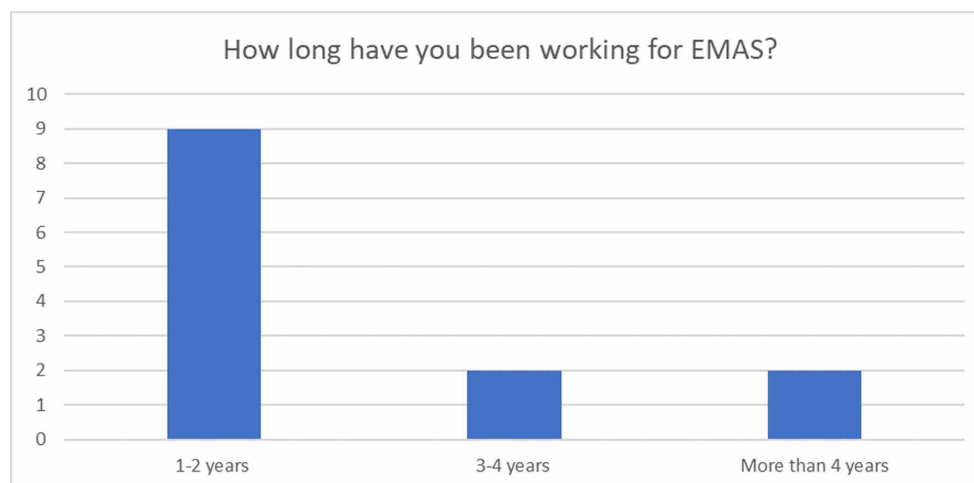

Section B: Questions related to the tasks of EMAS service

    B1. How long have you been working as an EMAS? (Months, years...)

    All respondents have at least one or two years of field experience and therefore have sufficient experience to be able to understand the workings of the system.

Figure 7. How long have you been working for EMAS? Source: Authors' own elaboration

B2. Do you think the program is useful?

The first step was to evaluate the perception of the utility of the service offered by the Coventry City Council to foreign students. 100% of respondents believe the service is effective. They were also asked to indicate the reason for their response. The answers are:

Table 2. Answers to question 6 of the questionnaire (B2)

Do you think the program is useful?		
MLA	**Yes/No**	**Why?**
1	Yes	It helps students settle in the school in a protective way. They feel safe and they are more prone to learn the new language.
2	Yes	I feel it gives support to those newly arrived, however does not give continuation.
3	Yes	There are children who have no understanding of English and they need support.
4	Yes	Help new students to understand and get familiar with new environment.
5	Yes	It supports children with English as a second language.
6	Yes	It helps a lot the foreigners communities.
7	Yes	It helps vulnerable pupils so as to be more confident.
8	Yes	Because It helps the children to be adapted and to have the proper support during the adaptation period.
9	Yes	It helps children to integrate faster to the new environment.
10	Yes	because it helps to welcome students at school.
11	Yes	Because the newly arrived children will be safe in a unknown environment.
12	Yes	learning new things.
13	Yes	Because it helps those that need the most help.

Source: Authors' own elaboration

Among the responses recorded there is certain homogeneity: most of the respondents believe that thanks to the EMAS support service, immigrant children are introduced to the new educational context in a protective way. Therefore, as they feel more protected, they are more likely to learn the new language and to integrate more quickly into the new environment. As stated by UNESCO in the section on Intercultural Education, the school has a duty to contribute actively to dialogue, to a positive interaction between the various cultures: simply passively tolerating their coexistence is inadequate

B3. Do you think it is possible to implement this program in other countries? If so, indicate which one(s) and why. If not, indicate why.

Participants were asked to indicate if they think it is possible to implement this program in other countries. As can be seen in Table 3, respondents generally believe that it is possible to implement this program in any country affected by migration processes.

From the answers provided, participants argue that this program can help in the integration process, thus avoiding the segregation of ethnic minorities (OFSTED, 2004a; OFSTED, 2004b; NASUWT, 2012; Strand, 2014a; Strand, 2014b). As can be seen from the answers, some countries have more or less comprehensive national programs available to provide specific support to newly arrived children.

The EMAS and Its Role in the ESL Instruction to Immigrants in England

Table 3. Answers to question 7 of the questionnaire (B3)

Do you think it is possible to implement this program in other countries?		
MLA	**Yes/No**	**Which ones? Why?**
1	Yes	I think many countries already have policies in place when newly arrived students come to the country. I think it's important to have support from the initial appointment with authorities, so that students and families understand the schooling system in that particular country and how this differs culturally from their country of origin.
2	Yes	I think you could implement this program in a lot of countries because in this way students are not segregated but are integrated in the academic context.
3	Yes	It could be implemented in countries like Germany, Spain, Italy.
4	Yes	Any country with immigrants needs this support for new arrival students.
5	Yes	It is possible to implement this program in other countries if there's a need for interpreters at schools with different languages.
6	Yes	The places where receive the foreigners and can help them to feel comfortable in the specific country.
7	Yes	Italy could be one of the countries because there are more and more foreign students without such a kind of assistance.
8	Sure	In any country/language having someone to help you to learn from your "understanding" if the situation would work.
9	Yes	The programme has been really successful in UK and I do believe it can be applied to other countries with a material inflow of immigrants like Spain, Italy, France, US, etc.
10	Yes	It could be implement this program in other countries.
11	Yes	In Switzerland we have similar program.
12	Not sure	n/a
13	Yes	Countries which are mainly English speaking or speak English as a second language attract a lot of students and could benefit from it.

Source: Authors' own elaboration

Furthermore, among the responses of the interviewees, it is worthwhile to highlight the widely held belief that it is important to have support from the initial appointment with authorities, so that students and families understand the school system in that particular country and how this differs culturally from their country of origin.

Section C: Specific questions related to future expectations according to the EMAS service experience
  C1. In the teaching-learning process of English as L2, do you think this program contributes to it slowly or quickly?

Respondents were asked to give their opinion about the process of learning English as L2 within the program. The analysis of the answers reveals differences among the participants. Some believe that the service can contribute quickly to the learning process, while others think the service is not very useful in this respect.

The responses of the participants show how sometimes the program is not very consistent, probably due to a lack of funds, and how in some cases six weeks are not sufficient in the process of adaptation and integration. Other participants argue that the process of teaching-learning is not fast enough as it depends not so much on the support service offered but on the child's motivation and on the teacher's abilities. Conversely, some respondents argue that the EMAS service contributes quickly to the learning-

Table 4. Answers to question 8 of the questionnaire (C1)

In the teaching-learning process of English as L2, do you think this program contributes to it slowly or quickly?	
MLA	**Answers**
1	It boosts their skills.
2	I think this programme offers initial support for up to six weeks is not enough. In this time the student is still familiarising themselves with the new context. It would be better if these resources were used as part of the integration process, helping the student to make friends and feel welcome. Most of us are not trained to teach l2, and are classed as interpreter s, whereas I feel we support the child in their first few weeks within a new and different environment.
3	It depends on child's motivation and on teacher's background. Generally, it doesn't work very quickly.
4	Slowly.
5	It contributes slowly as in many cases program is not consistent. Or there's not enough funding.
6	I am not sure. It depends the system of teaching-learning and the skills of the people-tutor.
7	I think this program is a tool to learn English as L2 quickly.
8	It depends on how deep you go with this program, but in any case It contributes to a quicker learning.
9	It certainly helps pupils to have a smother adaptation process. The learning process become more enjoyable and less traumatic.
10	It surely helps students to settle in the school in a less traumatic way.
11	It contributes quickly because children don't feel abundant by this program and they will feel reassured and keen in learning.
12	Slowly.
13	Quickly.

Source: Authors' own elaboration

teaching of L2 and boosts their skills precisely because it helps to make the adaptation process more enjoyable and less traumatic.

The EMAS service, therefore, confirms Schumann's theory that it is necessary to promote the acquisition of L2, reducing the distances between groups by increasing the communication opportunities between native and foreign students and also promoting equal opportunities and the integration of migrants and minorities.

For the purposes of this project it was crucial to establish whether it was possible for students to become bilingual in the near future (Smyth, 2003).

C2. Do you think the students will be bilingual in the future? Yes/No. Why?

The questionnaire asked the respondents to indicate if, according to their perception, the students could be bilingual in the future. As shown in Table 5, most respondents believed they would.

Of the 13 interviewees, 11 gave reasons for their answers and 2 have not provided relevant information for the investigation (for example: Yes, Yes of course). The answers provided by the participants highlight a strong possibility of bilingualism in immigrant students, both because they are exposed to the L2 daily and because the process of adaptation to the new context is smoother and less traumatic. The answers obtained confirm Krashen's Affective Filter Hypothesis, according to which a low level of anxiety, a sufficient motivation and a good level of self-esteem facilitate the acquisition process. On the other hand, a lack of motivation and mental blocks can form the basis for the phenomenon of "linguistic fossilization", which occurs when the learning process stops and crystallizes at a low level.

Table 5. Answers to question 9 of the questionnaire (C2)

Do you think the students will be bilingual in the future?		
MLA	**Yes/No**	**Why?**
1	Yes	Because every day they are exposed to the L2.
2	Yes	I think they will, but this comes with time and how much they interact with fellow peers, and how much they are able to participate within the classroom.
3	Yes	The world become smaller and people move to live in suitable countries. The place that they can find a job and live better.
4	Yes	They would speak language they learn and mother language too.
5	Yes	Because they are young and have the opportunities to know about the culture and the language.
6	Yes	It depends on how long they will stay in this country. For sure they have many chances to learn English at a high level.
7	Yes	Because nowadays adults/parents are more conscious about how important is to speak English to manage yourself in the global world.
8	Yes	I have always been amazed with the learning capacity of the children in school age. I can guarantee that almost all my students are now fluent in English.
9	Yes	It certainly helps pupils to have a smother adaptation process. The learning process become more enjoyable and less traumatic.
10	Yes, of course	It could be implement this program in other countries.
11	Yes	Because of this program they will learn easily second language among their mother tongue.
12	Yes	
13	Yes	Most non-English speaking countries already teach English as a second language and English speaking countries tend to offer a second language of the students choice such as Spanish etc.

Source: Authors' own elaboration

Some of the interviewees also state that the possibility of becoming bilingual is also due to the strong awareness of the parents of immigrant pupils of the importance of speaking the L2 (in our case English) fluently (Smyth, 2003; Michelle LaRocque et al., 2011). This is in accordance with Schumann's explanation that the motivation to learn an L2 may be due to the desire to build their own future or to establish friendly and instrumental relationships.

Results

When the main focus of the chapter and the issues were described, it was hypothesised that learning English in an English-speaking country would produce a highly satisfactory linguistic competence in the L2 by non-native speakers, in many cases reaching total bilingualism. This was upheld by the results obtained from the survey: in general, learning tends to be very fast and the provision of an interpreting service reduces trauma and produces bilingual speakers. Results are going to be presented according to the aforementioned sections under *Data Analysis.*

From *section A*, related to the respondents' personal data, it is known that:

- Respondents almost always belong to the predominant immigrant groups in Coventry City (Italians, Indians, Poles, Rumanians, etc.).

- The average age of respondents is less than 40 years, and the reason for their transfer was the re-unification with the family or economic.
- The majority of the interviewees were teachers by profession in their country of origin, so it could be inferred that the work of MLA is carried out by vocation and not for purely economic reasons.

In *section B*, which deals with questions related to the work carried out by the EMAS service, it is shown that:

- 100% of respondents consider the program useful for adaptation in the new social context.
- For most respondents it would be possible to implement this program in countries with high migrant flows to allow them to integrate, thus avoiding the segregation of ethnic minorities and learning the new language more quickly.
- Some of the interviewees say that, in some cases, it is necessary to extend the program for a period of over 6 weeks in order to give greater consistency to the service offered and to be able to have more results.

In *section C*, which includes questions related to future expectations, according to their experience of EMAS services, it is clear that:

- Most respondents think that children will eventually reach a bilingual linguistic competence in L2, not just because of the influence of the program itself but also because of the fact that they are surrounded by L2 on a daily basis.
- Some of the interviewees argue that, in some cases, more stability in the service offered is necessary in order to obtain a bilingual competence.

Discussion

The research carried out at the Coventry City Council partly confirms what it was said about the integration of foreign students. The results demonstrate how fundamental it is to promote and enhance school support and linguistic-cultural mediation actions, in order to make the school an inclusive socio-educational area.

Research shows that a good reception is an essential step towards a fruitful future for the child. It would be desirable to admit that with the help of the EMAS service, foreign students could easily integrate within the scholastic context, as a welcoming atmosphere is created where the pupil feels increasingly motivated and made aware.

However, some interviewees mention the need for greater economic resources in order to better promote the integration process as a concern. Currently, this process is sometimes limited to only six weeks, which is not necessary to build a targeted literacy program.

From the interviews point of view, a general attitude of openness and acceptance of foreign children emerges, especially those who do not speak English yet.

The school, therefore, becomes a meeting point between different cultures, which allows students to equip themselves with the tools necessary to face a future in a foreign country with a bilingual competence (Parekh, 2000; NALDIC, 2013a; NALDIC, 2013b).

FUTURE RESEARCH DIRECTIONS

With respect to the further research, the authors believe that the work carried out can constitute the basis for deepening the understanding of immigrant pupils in multiple aspects. One possibility would be extending the study to a national framework within the United Kingdom to understand the phenomenon from the perspective of the immigrants and to quantify the different realities throughout the English territory, with a more detailed investigation, in order to obtain more relevant results from different points of view so as to be able to confirm our hypothesis more extensively.

Concerning to ideas for the future, in particular, it could be very interesting from a research perspective to objectively assess the linguistic competence of foreign children at the time of their arrival in England, after the adaptation process of the EMAS service, and finally one year after their arrival in order to effectively evaluate their linguistic competence in L2. The variables "nationality" and "age" will be taken into account in the three assessment moments.

CONCLUSION

According to the results obtained from the research carried out, most of the interviewees praise the effectiveness and exemplariness of the interpretation services (EMAS) as an encouragement to language learning and, therefore, to integration and future bilingualism of migrants in early periods of their adaptation to a new country (United Kingdom) (Parekh, 2000; Smyth, 2003). There are few interviewees who think it has little implications for obtaining a proficiency level. The lack of interpretation services are mainly associated with the short term nature of the program in some cases, which is in turn related to the lack of sufficient funds for the development of said services.

Based on the data gathered, a competent reception can facilitate the admission and integration of foreign students into an English school. It is essential to promote and strengthen school support actions in all senses in order to make the school an inclusive socio-educational space. These tasks are carried out by the EMAS. Therefore the authors can say that the EMAS has led to total success in these areas.

The authors can also highlight that:

- It is essential to promote integration and reception policies for newly arrived foreign children so as to better manage linguistic and cultural differences within the school context. An instrument like the EMAS service allows the management of relationships between different cultures that live in the same area and the awareness of diversity in all its forms.
- It is important to support newly arrived foreign children in the process of gaining first literacy for learning English as L2. The MLA figure helps the non-native pupil adapt to the new language and the world it represents.
- The EMAS service can help to build a targeted course of teaching English as a second language, treating each child in a specific way, with their needs, their characteristics and their knowledge, which becomes the starting point for a new and more extensive knowledge. Thanks to the EMAS service, all the students are given the opportunity to actively participate in the welcoming process and the cultural linguistic exchange, facilitated by the MLA. The student is thus put in a position to give the best of his skills.

● The school can become an inclusive socio-cultural space precisely because the foreign pupil is not a problem but becomes an opportunity for everyone

REFERENCES

Al-Khresheh, M. H. (2013). A Review Study of Error Analysis Theory. *International Journal of Humanities and Social Science Research*, *2*, 49–59.

Ali, S. (2003). *Mixed-race, post-race: gender, new ethnicities and cultural practices*. Oxford, UK: Berg.

Aspinall, P. (2003). The conceptualisation and categorisation of mixed race/ethnicity in Britain and North America: Identity options and the role of the state. *International Journal of Intercultural Relations*, *27*(3), 269–296. doi:10.1016/S0147-1767(03)00012-9

Baker, C. J. (1998). *Encyclopedia of Bilingualism and Bilingual Education*. New York, NY: Multilingual Matters.

Bhattachayyara, G., Ison, L., & Blair, M. (2003). *Minority ethnic attainment and participation in education and training: the evidence*. London, UK: Department for Education and Skills.

Bialystok, E. (2018). Bilingualism and executive function. What's the connection? In D. Miller, F. Bayram, J. Rothman, & L. Sersatrice (Eds.), *Bilingual Cognition and Language: The state of the science across its subfields* (pp. 283–306). Amsterdam, The Netherlands: John Benjamins. doi:10.1075ibil.54.13bia

British Council. (2014). *Language levels of EAL Learners*. Retrieved from https://eal.britishcouncil.org/teachers/language-levels-eal-learners

Brooks-Gunn, J., Linver, M. R., & Fauth, R. C. (2005). Children's competence and socioeconomic status in the family and neighborhood. In A. J. Elliot, & C. S. Dweck (Eds.), Handbook of Competence and Motivation (pp. 414–435). New York, NY: The Guilford Press.

Buchmann, C., DiPrete, T. A., & McDaniel, A. (2008). Gender inequalities in education. *Annual Review of Sociology*, *34*(1), 319–337. doi:10.1146/annurev.soc.34.040507.134719

Burgess, S. (2014). *Understanding the success of London's schools. University of Bristol: Centre for Market and Public Organisation*. CMPO.

C. O. E. (2009). *Multicultural societies, pluricultural people and the project of intercultural education*. Strasbourg, France: Council of Europe.

Carrera, S., & Vankova, Z. (2019). *Human rights aspects of immigrant and refugee integration policies: a comparative assessment in selected Council of Europe member states*. Retrieved from https://rm.coe.int/168093de2c

Christian, M. (2000). *Multiracial identity: an international perspective*. London, UK: Palgrave. doi:10.1057/9780230501744

Coneth, J. (2012). *Teaching Bilingual and EAL Learners in Primary Schools*. London, UK: Sage.

Council of Europe. (2008). *White Paper on Intercultural Dialogue: Living Together as Equals in Dignity.* Strasbourg, France: Council of Europe.

Department for Education. (2003). *Every Child Matters.* Retrieved from http://webarchive.nationalarchives. gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/CM5860.pdf

Department for Education. (2008). *Youth Cohort Study and Longitudinal Study of Young People in England: The activities and experiences of 16-year-olds: England 2007*. London, UK: Department for Education.

Department for Education. (2009). *Youth Cohort Study and Longitudinal Study of Young People in England: The activities and experiences of 17-year-olds: England 2008*. London, UK: Department for Education.

Department for Education. (2013a). *Early years foundation stage profile attainment by pupil characteristics, England 2013 (SFR 47/2013)*. London, UK: Department for Education.

Department for Education. (2013b). *GCSE and equivalent attainment by pupil characteristics in England 2011/12 (SFR 04/2013)*. London, UK: Department for Education.

Department for Education. (2013c). *National Curriculum assessments at Key Stage 2 in England, 2013 (Revised) (SFR 51/2013)*. London, UK: Department for Education.

Department for Education. (2013d). *Schools, pupils and their characteristics January 2013 (SFR 21/2013)*. London, UK: Department for Education.

Department for Education. (2014a). *GCSE and equivalent attainment by pupil characteristics in England 2012/13 (SFR 05/2014).* Retrieved from https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013

Department for Education. (2014b). *Schools, pupils, and their characteristics: January 2014*. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335176/2014_SPC_SFR_Text_v101.pdf

Department for Education and Employment. (2000). *Removing the barriers: Raising achievement levels for minority ethnic pupils: Key points for schools*. London, UK: Department for Education and Employment.

Department for Education and Skills. (2003). *Aiming High: Raising the achievement of ethnic minority pupils*. London, UK: Department for Education and Skills.

Department for Education and Skills. (2006). Ethnicity and education: The evidence on minority pupils aged 5-16. London, UK: Department for Education and Skills.

Di Bartolomeo, A., & Bonfanti, S. (2014). *Calling into question the link between educational achievement and migrant background*. Retrieved from http://ssrn.com/abstract=2434478

Dickinson, E. (2018). *The world in the long twentieth century: an interpretative history*. Oakland, CA: University of California Press.

Dirven, R. R. (1982). *Issues in the Theory of Universal Grammar*. Tübingen, Germany: Gunter Narr Verlag.

Ellis, S., Carette, B., Anseel, F., & Lievens, F. (2014). Systematic reflection: Implications for learning from failures and successes. *Current Directions in Psychological Science*, *23*(1), 67–72. doi:10.1177/0963721413504106

Gillborn, D., & Mirza, H. (2000). *Educational inequality: mapping race, class and gender: a synthesis of research evidence*. London, UK: Office for Standards in Education.

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental Involvement: The Missing Link in School Achievement. *Preventing School Failure*, *55*(3), 115–122.

Larsen-Freeman, D. L. (1991). *An Introduction to Second Language Acquisition Research*. New York, NY: Longman.

Leder, G. R. (1996). *Ab initio language learning: a guide to good practice in universities and colleges. The example of German*. London, UK: CILT.

Lyon, J. (1996). *Becoming Bilingual: Language Acquisition in a Bilingual Community*. New York, NY: Multilingual Matters.

Maylor, U., Smart, S., Kuyok, K. A., & Ross, A. (2009). *Black Children's Achievement Programme Evaluation (DCSF-RR177)*. London, UK: Department for Children, Schools and Families.

Mishra, K. C. (2005). Correction of Errors. In *English. A Training Course*. New Delhi, India: Sarup and Sons.

NALDIC. (2013a). *Gap widens for bilingual students at GCSE*. Retrieved from http://www.naldic.org.uk/eal-advocacy/eal-news-summary/260113

NALDIC. (2013b). *The latest information on how well EAL learners do in standardised assessments compared to all students*. Retrieved from http://www.naldic.org.uk/research-and-information/eal-statistics/ealachievement

NASUWT. (2012). *Ethnic minority achievement*. Birmingham, UK: National Association of School-teachers and Union on Women Teachers.

National Council for Mother Tongue Teaching. (1985). The swann report: Education for all? *Journal of Multilingual and Multicultural Development*, *6*(6), 497–508. doi:10.1080/01434632.1985.9994223

Northcote, A. (2014). Responding to linguistic diversity. In T. Cremin, & J. Arthur (Eds.), *Learning to teach in Primary School*. London, UK: Routledge.

OECD. (2015). *Helping immigrant students to succeed at school – and beyond.* Retrieved from https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf

OFSTED. (2004a). *Managing the Ethnic minority Achievement Grant: Good practice in primary schools (HMI 2072)*. London, UK: Office for Standards in Education.

OFSTED. (2004b). *Managing the Ethnic minority Achievement Grant: Good practice in secondary schools (HMI 2172)*. London, UK: Office for Standards in Education.

Parekh, B. (2000). *The future of multi-ethnic Britain. The Parekh Report*. London, UK: Profile Books.

Payne, R. J., & Nassar, J. (2015). *Politics and culture in the developing world*. New York, NY: Routledge.

Richmond, A. H. (1985). The Swann Report: Before and after the Swarm Report. *New Community*, *12*(2), 223–227. doi:10.1080/1369183X.1985.9975891

Rogers, P. L. (2009). *Encyclopedia of Distance Learning* (2nd ed.). New York, NY: Information Science Reference. doi:10.4018/978-1-60566-198-8

Selinker, L. (1972). Interlanguage. *IRAL. International Review of Applied Linguistics in Language Teaching*, *10*(1-4), 214. doi:10.1515/iral.1972.10.1-4.209

Smyth, G. (2003). *Helping Bilingual Pupils to Access the Curriculum*. London, UK: David Fulton Publishers.

Solimano, A., & Watts, N. (2005). *International migration, capital flows and the global economy. Santiago de Chile*. United Nations Publications.

Strand, S. (2014a). Ethnicity, gender, social class and achievement gaps at age 16: Intersectionality and 'Getting it' for the white working class. *Research Papers in Education*, *29*(2), 131–171. doi:10.1080/02671522.2013.767370

Strand, S. (2014b). School effects and ethnic, gender, and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*, *40*(2), 223–245.

Swann. (1985). *Report of the Committee of Enquiry into the Education of Children from Ethnic Minority Groups: Education for All*. London, UK: Her Majesty's Stationery Office.

Taylor, M. J. (1986). Education for All: Some Ethical Dimensions of the Swann Report. *Journal of Moral Education*, *15*(1), 68–80. doi:10.1080/0305724860150108

UNESCO. (2006). *UNESCO: Guidelines on Intercultural Education*. Paris, France: UNESCO.

UNESCO. (2013). Intercultural Competences: Conceptual and Operational Framework. Paris, France: Intersectoral Platform for a Culture of Peace and Non-Violence, Bureau for Strategic Planning.

Veenkamp, T. G., Bentley, T., & Buonfino, A. (2003). *People flow: managing migration in a New European Commonwealth*. London, UK: Demos.

Weinreich, U. (1979). *Languages in Contact: Findings and Problems*. New York, NY: Walter de Gruyter. doi:10.1515/9783110802177

ADDITIONAL READING

Chiswick, B. R., & Miller, P. W. (2014). *Handbook of the Economics of international migration*. Amsterdam: Elsevier.

Douglas, H. (2000). *Principles of language learning and teaching*. New York, NY: Longman.

Ellis, R. (1997). *Second Language Acquisition*. Oxford: OUP Oxford.

Gallagher, E. (2008). *Equal Rights to the Curriculum: Many Languages, One Message*. New York, NY: Multilingual Matters. doi:10.21832/9781847690692

Macaro, E. (2010). *The Continuum Companion to Second Language Acquisition*. London: Bloomsbury Publishing.

McKenzie, R. (2010). *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*. London: Springer Science & Business Media. doi:10.1007/978-90-481-8566-5

Short, P., Moazem, H., & Khan, M. A. (2017). *South-South Migration: emerging patterns, opportunities and risks*. New York, NY: Routledge. doi:10.4324/9781315198125

Singleton, D., & Ryan, L. (2004). *Language Acquisition: the age factor*. New York, NY: Multilingual Matters. doi:10.21832/9781853597596

Thomas, A. M. (2017). *Teaching Early Years: Theory and Practice*. Los Angeles, CA: SAGE.

KEY TERMS AND DEFINITIONS

Ethnic Minority Achievement Service: The name given to the different support teams of specialists who contribute to the integration of students from different nationalities in schools of the United Kingdom. Families and hosting schools are also given support.

Integration: The action, process or phenomenon by which people with a particular origin successfully joins a new society. When integration is effective, it means that the coming people are totally accepted by the hosting society.

Intercultural Education: A type or a style of education that promotes the knowledge, acceptance, respect and understanding of people who have different cultures, traditions, customs, history and all aspects related to idiosyncrasy.

Interculturality: The action, process or phenomenon by which people from a given culture integrate and interact with people from other cultures, customs and traditions. It is essential that both the coming and the hosting people enrich one another and get involved in the process.

L2: Any foreign language that is learnt after the mother tongue. It is also known as Second Language.

Linguistic Competence: The unconscious knowledge or the ability to communicate in a language both orally and in writing.

Migration: The action, process or phenomenon by which people move from one place to another for different reasons and by different means.

Multilingual Education Assistant: A language specialist who works for the Ethnic Minority Achievement Service in the United Kingdom. This person helps foreign students in their school integration by focusing mainly on linguistic aspects, among others.

Teaching-Learning Process: The interaction between teachers and students where teachers try to transmit knowledge and contents to students according to their age, capabilities, skills and living conditions.

ENDNOTES

[1]   Although the authors recognize there is no consensus in the literature about these terms, for the sake of this study second language (L2) is used to refer to any language except the L1.

[2]   Transculturality could be defined as the phenomenon by which two coexisting cultures can influence each other remarkably or when one culture influences another one significantly. This influence usually involves the loss or replacement of certain own cultural aspects by others from the most influential culture. While multiculturality can be considered the situation in which several cultures coexist in a place at a time. This coexistence does not necessarily involve any further relationship. In the Council of Europe portal several documents concerning its actions in education within the context of migration, young people and human rights can be found:

https://www.coe.int/en/web/compass/migration

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806aff75

https://rm.coe.int/ref/CommDH/IssuePaper(2007)1

https://rm.coe.int/ref/CommDH/IssuePaper(2016)2

[3]   The European Commission also supports this idea at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.550.1399&rep=rep1&type=pdf

[4]   In this work and according to Bialystok (2018), bilingualism will be understood as the language proficiency that enables a given individual to use two different languages. There are different second-language proficiency levels that may evolve. This means it is not necessary that the L1 and L2 are equally developed.

103

APPENDIX

EMAS Survey

1. What is your nationality?
2. How old are you?
    - ☐ 20-30
    - ☐ 31-40
    - ☐ 41-50
    - ☐ 51-60
3. What is your education profile? (e.g.: teacher, journalist, translator, interpreter, etc)
4. **Why did you move to the UK?**
    - ☐ Economic reasons
    - ☐ Family reunification
    - ☐ Religious reasons
    - ☐ Political reasons
    - ☐ Other
5. How long have you been working as an EMAS? (Months, years...)
6. Do you think the program is useful?
    - ☐ Yes
    - ☐ No
    Why?
7. Do you think it is possible to implement this program in other countries? If so, indicate which one(s) and why. If not, indicate why.
    - ☐ Yes
    - ☐ No
    Why?
8. In the teaching-learning process of English as L2, do you think this program contributes to it slowly or quickly?
9. Do you think the students will be bilingual in the future?
    - ☐ Yes
    - ☐ No
    Why?