

Language skills and participation through the language awareness and multiliteracies

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The aim of this presentation is to give an overview on education of migrants in Finland. We will give a brief overview on legislation, funding, national core curricula, teaching arrangements, and learning outcomes. We will consider more closely for example instruction preparing for basic education and instructions of second language (L2) and mother tongue. We will also discuss these topics with relation to current research on second language learning.

In very crucial point of this presentation will be the role of language. How can we help the integration of migrants with thinking of language awareness, for example:

- Everyone speaks "School" as a second language.
- Everyone is multilingual.
- Multiliteracy can be promoted through every subject.
- Every teacher is a teacher of the language of his or her subject/discipline.
- Everyone can grow to his or her full potential through the participation of the society.

The Finnish system in a nutshell:

- Common goals and principles in the instruction of all pupils.
- The pupil's cultural background and linguistic capabilities are taken into account.
- Supporting the pupils' plurilingualism.
- The pupils' backgrounds and initial situations, including their mother tongue and culture and the length of their stay in Finland, are taken into account in the instruction.
- An effort is made to offer the pupils instruction of their mother tongue.
- The pupils are also given support in other aspects of learning to allow them to achieve equal learning capabilities.

Regarding research on second language learning, the following principles are generally understood as fundamental:

- L2 learning takes place in (social) interaction and through language use (Cadierno & Eskildsen 2015).
- Learners get socialized into academic and subject-related language use through involvement in the classroom interaction and activities (e.g. Duff 2019). Thus, participation in language use communities is a prerequisite for learning.

These principles are emphasized e.g. in the national core curricula across the education system, and they are also considered an important guideline for the overall planning of education of migrants.

References

Cadierno, T. & S. W. Eskildsen (eds.) 2015. Usage-based perspectives on second language learning. Berlin: De Gruyter Mouton.

Duff, P. 2019. Social Dimensions and Processes in Second Language Acquisition: Multilingual Socialization in Transnational Contexts. *The Modern Language Journal*, Vol 103, Issue S1, 6–22.