

## Chapter 18

# Ethnolinguistic Inclusion of Migrant Students in Europe: A Comprehensive Literature Review

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### ABSTRACT

*Included in education, focusing on the importance of their integration. It examines how globalization affects identity, showing a trend towards more flexible identities and the critical role of language in education, identity building, and social integration. The research reviews literature using databases like ERIC, SCOPUS, and Journal Citation Report, and employs tools such as Zotero and Atlas.ti for thorough analysis. It outlines the challenges and strategies for success in education, emphasizing the need for culturally responsive teaching and the complexities of language and identity in policy. The study advocates for more inclusive linguistic and cultural policies and practices, pointing out the need for further research and policy improvements to enhance the educational experiences and outcomes of ethnolinguistically diverse students.*

### INTRODUCTION

In the era of an increasingly globalized society, it is essential to delve into the nuanced interplay between globalization and local identities, particularly through the lens of liquid modernity proposed by (Bauman & Haugaard, 2008), which suggests a departure from traditional, ethno-symbolic identity constructs towards more fluid and hybrid forms of self-identification (Lal et al., 1997). This review examines the complex relationship between individual identity and societal structures, where identity emerges as a dynamic endeavor requiring individuals to actively negotiate their place within the arena of evolving societal norms (Bucholtz & Hall, 2007). Despite the extensive scholarly attention it has garnered, the concept of identity remains a theoretical enigma, capable of embodying a vast amalgam of human values and symbols, often articulated through dichotomies of conflict and alliance (Bowman, 2014; De Andrés-Díaz, 2007; Lewis et al., 2012). The core aim of this literature review is to elucidate the processes of

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ethnolinguistic inclusion within educational frameworks, focusing on the case of migrant students in Europe. This literature review underlines the importance of recognizing ethnolinguistic inclusion as a complex, multifaceted process, where language serves not only as a medium of instruction but also as a crucial tool for identity construction and social integration, thereby advocating for educational policies and practices that promote linguistic and cultural inclusivity.

In this literature review, we delve into the complex set of relationships between identity and language within socio-educational landscapes, emphasizing the role of language inclusion for migrant students and refugees in their educational, cultural, and social integration. Identity is conceptualized as a negotiated, multidimensional, and flexible construct, shaped by an amalgam of socio-structural elements and individual responses. This perspective is informed by seminal works across various disciplines (Erikson, 1980; Gort & Sembiante, 2015; Jenkins, 2020), which collectively highlight identity's dynamism and its construction through both sameness and opposition, often in relation to ethnic markers.

Bowman (2003) and Clastres (1994) discuss how identity formation involves the dialectic of the 'Self' against the 'Other,' a process that reinforces group identity through perceived threats to its autonomy or power. This reactive construction is observable across various contexts, including political discourses, conflicts, and notably, educational settings, where it impacts migrant students and refugees profoundly (Berasategi Sancho et al., 2017). The literature suggests that opposition and alliance formation, while not necessarily violent, are key mechanisms through which identities are negotiated and redefined, rooted in the distinct life conditions or experiences of individuals and groups (Schmidt & Schroder, 2003).

The importance of language as a means of cultural control and identity assertion cannot be overstated, especially for immigrants and refugees who must navigate and integrate into new linguistic landscapes. Language functions not only as a tool for constructing reality but also as a medium through which individuals exert control and articulate opposition, rejection, or subversion (Ashcroft et al., 2006). Studies by (Codó & Patiño-Santos, 2014) in Catalonia and (Canagarajah, 2009) highlight the challenges faced by migrant students in educational settings, where language practices can either facilitate or hinder their integration and academic success. These studies underscore the ways in which language inclusion or exclusion in schools influences migrant students' identity construction and their perception of belonging within their new communities (Etxebarrieta et al., 2020).

Furthermore, in certain regions such as the Basque Country, the ethnographic context illustrates the complexities of language and identity among migrant students in ethnically diverse educational environments (Pérez-Izaguirre & Roman, 2020). The co-official status of Basque and Spanish, alongside the historical and contemporary efforts to normalize Basque, sets a unique backdrop for exploring how language policies and practices within schools affect migrant students' integration and identity formation (Cenoz & Gorter, 2017; Roman, 2015; Urla, 1993). The division of students into different linguistic models based on the language of instruction exemplifies the intersection of language policy with ethnic and social divisions, highlighting the critical need for inclusive language practices that support all students' educational and social integration (Pérez-Izaguirre, 2018).

This literature review underscores the complexity of identity and language dynamics within socio-educational frameworks, particularly for migrant students and refugees. It highlights the necessity of inclusive language policies and practices in facilitating these individuals' integration into their new societies, ultimately contributing to more cohesive and inclusive educational environments.

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