

# Discussion

Immigrant Peers and Foreign Language Acquisition - Green, Haaland, and Iversen

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# Main Takeaway (I)

## Research Question

- Previous literature focuses on negative spillovers of students with immigrant background on native students in core subjects
- What about positive spillovers on foreign language skills from (English) native speakers?

## Nice setting

- Compulsary English classes from early primary school
- Test score for all Norwegian eighth graders for 2007 to 2015 (one month upon entry into middle school) + family information from Statistics Norway + information on schools from administrative system
- Note: They observe school/ grade but not the class
- ESB student: if the student or at least one of their parents is from an English speaking country

### Identification

- Within school-cohort variation in the share/number of ESB students holding constant the share / number of immigrant and refugee students

### Finding

- Norwegian primary school children exposed to English speaking peers exhibit higher educational attainment in English

- Read the paper, it's fun and it has a nice flow! Whenever I wrote down a question they answered it in the next sentence.
- Empirical strategy: I was a bit confused by your vector of controls ( $X_{icst}$  or  $X_{cst}$  and measured at 5th or 8th grade) but I found my answer in the table notes ✓
- What is the channel/ mechanism for the spillover? Do ESB students increase quality of English class? Do they speak English during the breaks/ after school...
- “Our results have implications [...] for how foreign languages are taught in school” → Which implications do you have in mind?