

Language Proficiency, Achievement & Attitudes in Two-Way Chinese Immersion Students

Immersion Education: Pathways to Bilingualism & Beyond
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PURPOSE

- Examine student outcomes in Chinese two-way immersion programs
 - Cantonese/Mandarin oral language proficiency
 - Mandarin reading/writing proficiencies
 - English language arts/reading
 - Attitudes toward bilingualism, culture, program
- Compare Chinese Immersion student outcomes to peers in English-only mainstream classrooms

Two-Way Immersion Education

- ◆ Program integrates native speakers of English and native speakers of Chinese for content instruction in both languages. The second language (Chinese) is used to teach academic content (e.g., math, social studies) and is used for at least 50% of the instructional day
- ◆ Teachers use specialized strategies to make sure students understand content
- ◆ Goals include bilingual and biliterate proficiencies, academic achievement, and multicultural competencies.

Program & Student Characteristics 2 Public School Districts in California Elementary & middle school

- Program 1 – Cantonese/English:
 - 80/20 Grades K-1;
 - 70/30 Grades 2-3;
 - 50/50 Grades 4-5;
 - Grades 6-8: 1 class period
- Program 2 – Mandarin/English:
 - 70/30 Grades K-1;
 - 60/40 Grades 2-3;
 - 50/50 Grades 4-5;
 - Grades 6-8: 2 class periods
- Teachers -- native Chinese speakers
- 342 Students in Grades 3-8
- Language Proficiency:
 - 3% English Learners
 - 22-32% EL proficient in English
 - Remainder entered school proficient in English
- Ethnicity: 75-80% Chinese background
- Grade Levels
 - 55 3rd
 - 42 5th
 - 52 7th
 - 61 4th
 - 88 6th
 - 44 8th

Assessments

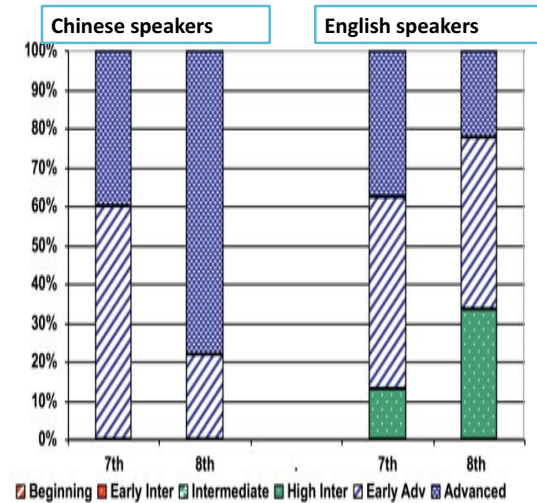
Language Proficiency

Achievement

- Program 1: LALAR** (Language and Literacy Assessment Rubric) district-developed: measures performance across 4 domains: listening & speaking; reading & writing.
- Program 2:** District-developed assessment in Mandarin speaking & listening, character recognition, and reading/writing.
- California Standards Test (CST)** – criterion-referenced achievement test developed by the State of California to assess students’ level of skills development in English language arts and the content areas (i.e., math, science) in grades 2-11; categorizes students into five classifications: Far Below Basic, Below Basic, Basic, Proficient (at grade level), and Advanced (well above grade level).
- California Achievement Test (CAT6):** norm-referenced standardized test to assess academic achievement in English—this measure was given to students in grade 7 only.

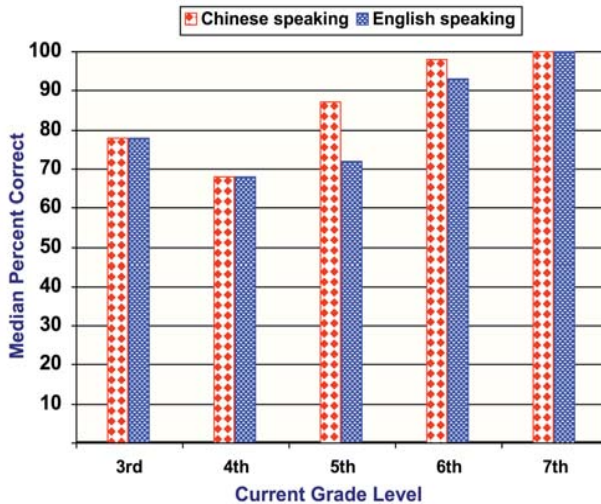
Cantonese Listening and Speaking Program #1 - LALAR

- Most Chinese speakers Early Advanced or Advanced; 8th graders stronger than 7th graders.**
- Most English speakers Early Advanced or Advanced; some High Intermediate.**
- No students are Beginning, Early Intermediate or Intermediate**



Mandarin Listening & Speaking - Program #2 Median Percent Correct

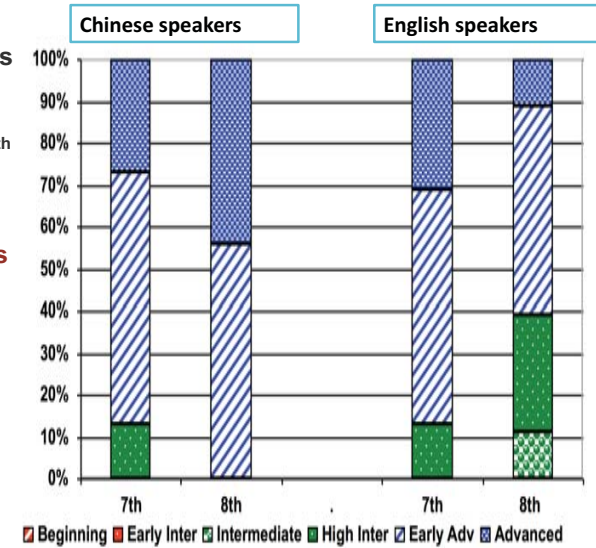
- Students in grades 3 (almost) and 5-7 had fairly high median scores (at/ above 80%); scores were slightly lower for 4th graders and 5th-grade English speakers (70%).**



Median = midpoint where 1/2 of scores above & 1/2 of scores below.

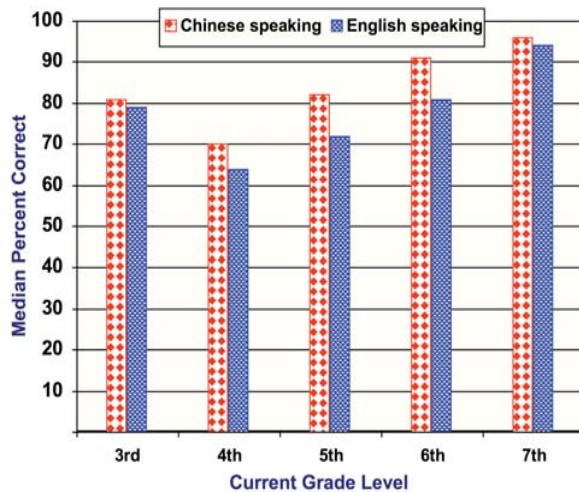
Cantonese Reading and Writing Program #1 - LALAR

- Most Chinese speakers Early Advanced or Advanced; 8th graders slightly stronger than 7th graders.**
- Most English speakers Early Advanced or Advanced; some High Intermediate; a few 8th graders Intermediate.**
- No students are Beginning, Early Intermediate, only a couple Intermediate**



Mandarin Reading & Writing - Program #2 Median Percent Correct

- Students' median scores remained fairly high across grades 3-7 (at or above 80%), but dipped slightly for 4th graders and English speakers in grade 5.



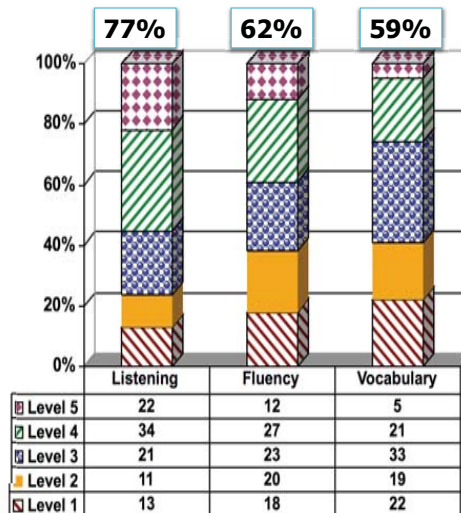
Proficiency in Chinese Self Ratings

❖ **Self rating using rubrics--5 levels:**
 Rubrics differed according to proficiency area:

- Listening comprehension
- Fluency
- Vocabulary
 - Level 1: basic statements, words/structure
 - Level 2: main points, simple words/structure
 - Level 3: participate in many conversations
 - Level 4: more extended discussions
 - Level 5: native-like proficiency

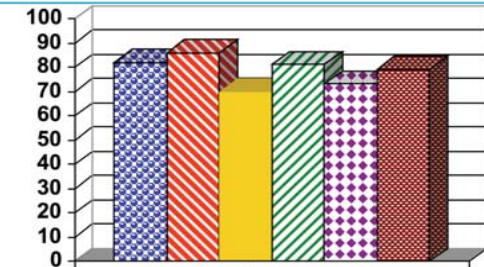
Chinese Proficiency -- Student - Self Ratings

- 59-77% = 3 or higher
- Significant differences between ratings of Chinese & Caucasian students in:
 - Listening comprehension**
 More Chinese rated 3
 More Caucasians rated 2
 - Vocabulary:**
 More Caucasians rated 3
 More Chinese rated 4 or 5
 - Fluency: No difference**



Students - Other Ratings of Oral Language Skills

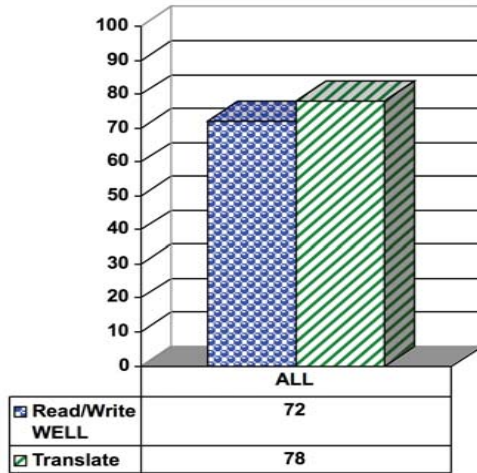
Most students believe they have the following skills:
 (No difference between Caucasian & Asian students)



	Agree
converse with peers	82
provide info	86
express feelings	70
express opinions	81
present info	73
understand -variety topics	79

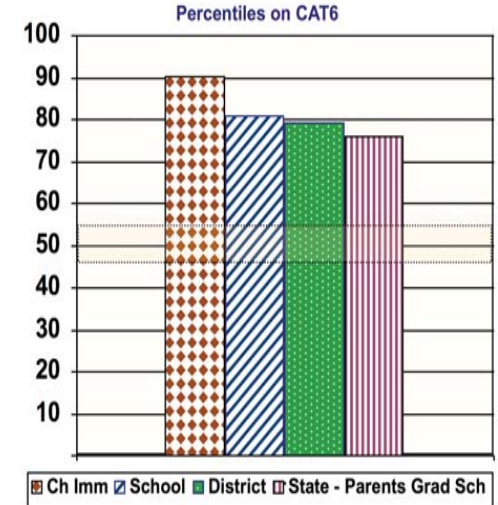
Student Ratings of Literacy Skills in Chinese

- I can read/write WELL in Chinese for my grade level (72%)
- I can translate from English to Chinese or from Chinese to English (78%)
- No difference between Caucasian & Chinese students



English Reading Achievement (CAT6) - Grade 7 Chinese Immersion, School, District & State

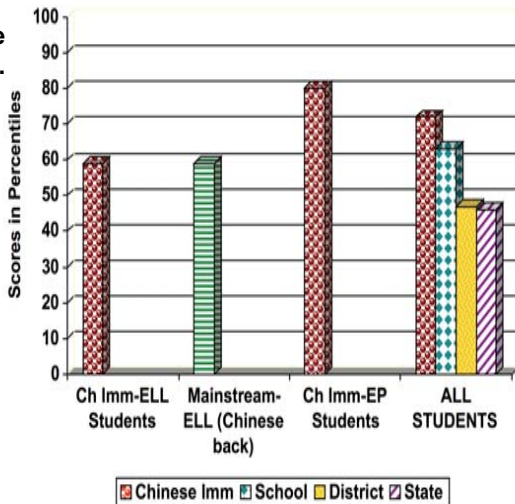
- Chinese Immersion students scored high (90 percentile) in reading achievement.
- Chinese Immersion students performed above their peers studying only in English at the district and state levels.



* State peers had parents who had Grad School background

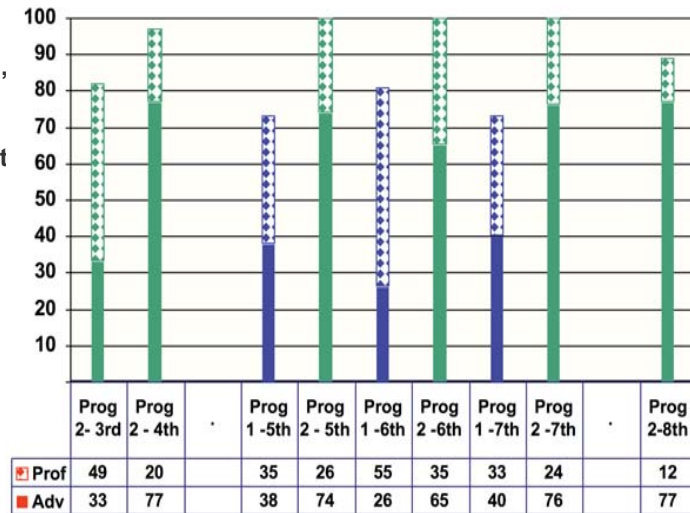
English Reading Achievement (CAT6) - Grade 7 Chinese Immersion, School, District & State

- Chinese Immersion students scored above grade level in reading achievement.
- English Learner Chinese background students outcomes - same in Chinese Immersion & English mainstream
- Chinese Immersion students outperformed students at the same school in English mainstream, district & state averages.



CST -- English Language Arts Program #1 & 2 Chinese Immersion Grades 3-8

At all grade levels, most students are at grade level (Proficient or well above grade level (Advanced).

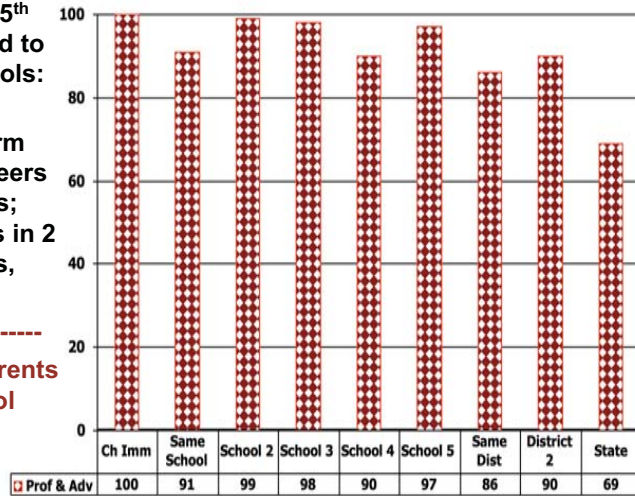


CST - English Language Arts - Grade 5 Comparison of Chinese Immersion to Other Schools, District, State - Program #2

Chinese Immersion 5th graders compared to upper class schools:

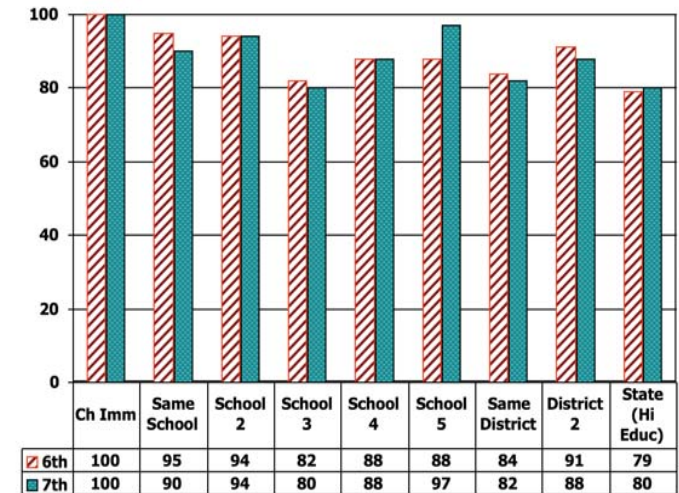
- % Proficient & Advanced: perform fairly similar to peers at 3 other schools; higher than peers in 2 school, 2 districts, state.

* State peers had parents who had Grad School background



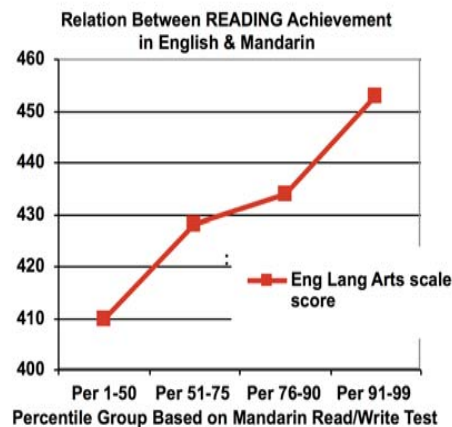
CST -- English Language Arts -- Grades 6-7 Comparison of Chinese Immersion to Other Schools, District, State - Program # 2

- Chinese Immersion 6th & 7th graders:
- perform at higher levels than their peers in all other comparison groups.

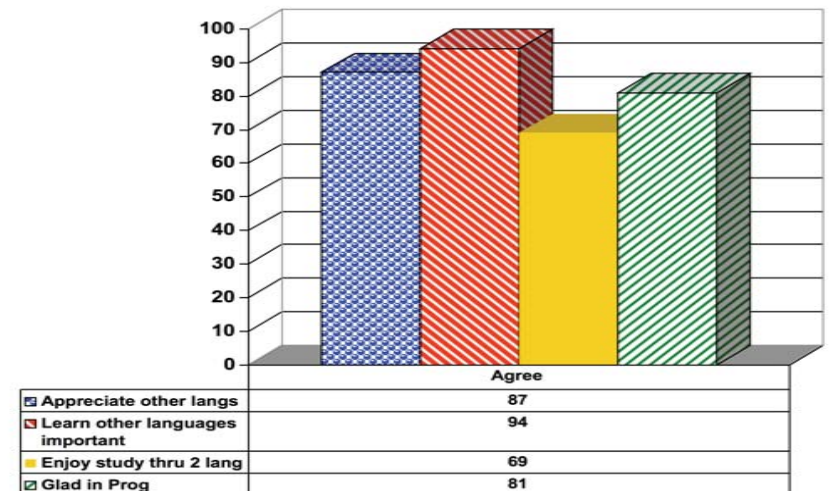


Relationships Across Languages

Highest achievers in English reading are highest achievers in Mandarin reading. Lowest scorers in Mandarin are lowest scorers in English. Significant correlation between reading scores in English & Mandarin.

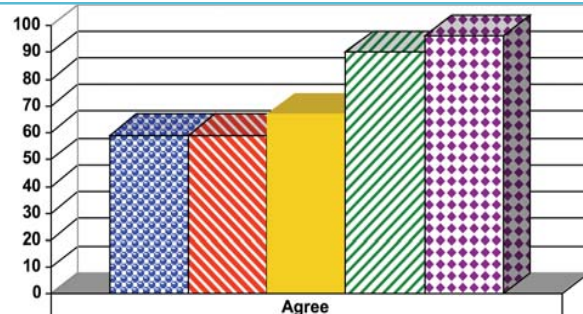


Benefits of Studying Through Two Languages Or Being in Chinese Immersion Program



Student Perceptions Knowledge of Culture

Majority of students have positive perception of and knowledge about Chinese culture: Asian students more likely than Caucasian students to say they understand some aspects of Chinese culture – music, literature, art



More interest-soc studies	59
Attend cult act	59
Enjoy music/art/lit	67
Understand cult	90
some/consid knowledge cult	96

Conclusions In Chinese Immersion:

- English & Chinese speakers develop listening/speaking and reading/writing skills in Chinese & English
 - Students believe they can communicate with others on a variety of topics and they can read/write at grade level in Chinese
- Students score at comparable or much higher levels than their peers in English mainstream
- Achievement is related across the 2 languages
- Students demonstrate positive attitudes