Project Update

Language training and settlement success: are they related?

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Structure of the presentation

- Motivations for the study
- Research questions
- Methodological approach to the study
- The data
- Participants’ profile
- Planned outcomes
- Categories from the data
- What are your thoughts?
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Motivations for the study

- Fine-grained understanding of AMEP clients’ language needs
- Empirical evidence of what these needs are
- How the AMEP cater to these needs
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Research questions

- What kinds of interactions in English (spoken, written and computer-mediated) do contemporary AMEP clients engage in inside and outside the classroom during their time in the AMEP and afterwards?
- How are the two related and how can their fit be improved?
- How are interactions in English different for different learner groups and how can language training be customized to meet the language needs of different client groups?
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“It is a key assumption of ethnography that social phenomena such as language learning need to be explored in context and that the researcher needs to become a participant observer in order to understand that context.” (Piller, 13 March 2008 QW1)
Ethnography

- Language is a social practice operating in a social context
- What are the social and institutional conditions in which people use language?
- What do people do with language?
- Why and how does language matter?
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Broad categories

- Participants involved in language learning
- Researcher on site (observation)
- Contexts in which participants learn (inside/outside the classroom)
The data

Participants

- Life story interviews (quarterly intervals)

On campus

- Class observation
- Teaching materials
- Assessment portfolio
- Interactions with peers at break time
The data

Out of campus

- Social interactions in English (family and friends)
- Goal-oriented interactions in English (various transactions)
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Who are our participants?

- 152 participants across 11 centres
- across all CSWE levels
  - Pre CSWE + CSWE 1 = 57
  - CSWE 2 = 22
  - CSWE 3 = 73
- 112 females and 40 males
47 language backgrounds

- Mandarin (29)
- Arabic (20)
- Vietnamese (12)
- Korean (8)
- Thai (7)
- Spanish (7)
- Cantonese (7)
- Tagalog (5)
- Farsi (5)
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PD, report, forum

- PD material on *Pronunciation*
- Final Research Report to DIAC
- National Forum in November
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Participants’ views of the AMEP

- Classes
- Non-language
- Macro skills
- 510 hours
Fit between learning in the AMEP & settlement

Language learning

Non-language
Language learning

- Formal/informal
- At the AMEP
- Pre-migration
- Strategies
Pronunciation

- Own assessment
- Understanding Australian E
- Perceptions of intelligibility
- Instances of unintelligibility
Settlement/communities

- Participation
- Opinion
- Australian community
- Ethnic community
- Local community
- Attitudes
Expectations/needs/goals/aspirations

- For themselves
- For their family
- Work/Future study
- Expectations on LL & settlement
Family

Use of English

Use of other Ls

Comparison: self & family in regards LL & settlement

support
Use of English

Use of other Ls

Comparison: self & friends in regards LL & settlement

Friends

support
Significant events

- Critical incidents
- Inside/Outside class
- Cause of satisfaction
- Measure of achievement
Use of English

Prior to migration

Language network

Views on English

settlement
Use of other Ls

Prior to migration

Use of L1 in Australia

Views of their use of L1

Specific activities
Non-AMEP Education

- Formal/informal
- During/Post AMEP
- Prior to migration
Migration & Citizenship

- Reasons/motivations
- Migration process
- Long term plans
- Attitudes
Identity

- Perceptions of themselves
- Multilingual identities
- Gendered experiences
- Perceptions of their family
Pre-migration
Change or development
What are your thoughts?

What kinds of insights would you like to see resulting from our interrogation of these rich data?
Thank you for your invaluable input.
2 Past

1 Present

3 Future