Language training and settlement success: are they related?

An introduction

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Language training and settlement success: are they related?

Research Questions

- What kinds of interactions in English 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?
Language training and settlement success

- DIAC funded
- Multi-site - 11 centres around Australia
  - Teacher researchers and academic researchers
  - Unique access and trust
- Longitudinal – 1 yr
- Qualitative/ethnographic - a range of data:
  - Interviews
  - Fieldnotes, observations, materials, assessments
  - Digital recordings of goal-oriented and social interactions inside and outside the classroom
- ‘seeks to describe and understand the behaviour of a particular group’ (Richards 2003: 14)

Some context:

- Longitudinal Survey of Immigrants to Australia LSIA 1, 2 and 3
- most comprehensive survey of immigrants ever to be undertaken in Australia.
- aim - to provide government and other agencies with reliable data to monitor and improve immigration and settlement policies, programs and services.
### Characteristics of LSIA 1, 2 and 3

<table>
<thead>
<tr>
<th></th>
<th>(n)</th>
<th>wave 1 – wave 2 – wave 3</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIA 1 ’94 -’99</td>
<td>5,192</td>
<td>6mo. → 18mo. → 42mo.</td>
<td>40%</td>
</tr>
<tr>
<td>LSIA 2 ’00 -’01</td>
<td>3,124</td>
<td>6mo. → 18mo. → ---</td>
<td>40%</td>
</tr>
<tr>
<td>LSIA 3 ’05 -’08</td>
<td>9,865</td>
<td>6mo. → 18mo. → 42mo.</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Some findings wave 2, LSIA 3:

- The unemployment rate wave 2 LSIA 3 was lower than previous LSIAs for most categories of migrants.
- 98% said that they had been made to feel welcome since coming to Australia
- 96% said that they felt that they were settling into Australian society

Language proficiency finding: LSIA 3 wave 1 &2

“There were only very minor changes in self assessed English proficiency between wave one and wave two of LSIA 3. This is slightly surprising, English ability would be expected to improve significantly with an additional twelve months in Australia. Additional experiences of Australian life may have made some migrants more critical of their English ability at wave two.”


The Research Section, DIAC

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LSIA 3 Survey questions

Wave 1:

☑ What language do you speak best?
☑ How well do you speak English:
    - Very well
    - Well
    - Not well
    - Not at all

Wave 2:

Similar ‘How well do you speak/ read/ write question

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LTS project: Rich qualitative data

- 152 demographic profiles
- 524 interviews across four quarters
- 125 recordings of interactions w friends/family
- 70 recordings / observations outside class but in AMEP centre
- 191 workplace / further study recordings / observations
- 97 classroom observations
- 400 sample assessment portfolios
- 134 sets of teaching materials
- 51 centre observations / materials

Our project participants

- Sydney (4), Melbourne (2), Perth (2), Hobart, Adelaide, Brisbane,
- Teacher researchers
- Academic researchers
- In AMEP on project start date May- July 2008
- 152 to 134
- 112 females, 40 males
Our participants: migration stream

**AMEP clients 2003-2007**

- Skilled: 0%
- Family: 14%
- Humanitarian: 30%
- Unidentifiable: 56%

**LTS Project Participants**

- Skilled: 18%
- Family: 1%
- Humanitarian: 67%

Our participants: migration stream

**AMEP Client profile**

Our participants: Most common language backgrounds

<table>
<thead>
<tr>
<th>First language</th>
<th>AMEP (2006)</th>
<th>LTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin*</td>
<td>22.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Arabic*</td>
<td>20%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Vietnamese*</td>
<td>11.3%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>6.4%</td>
<td>2%</td>
</tr>
<tr>
<td>Dinka</td>
<td>5.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Korean*</td>
<td>5%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Dari</td>
<td>4.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Thai*</td>
<td>4.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>3.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Russian</td>
<td>3.4%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
Participants' CSWE level & previous education

Education, gender and age

<table>
<thead>
<tr>
<th></th>
<th>8+ yrs Ed</th>
<th>Female</th>
<th>20-44 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEP 2006</td>
<td>78%</td>
<td>65%</td>
<td>78%</td>
</tr>
<tr>
<td>LTS</td>
<td>93%</td>
<td>74%</td>
<td>83%</td>
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</table>
Marital status

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Married</th>
<th>Defacto</th>
<th>Divor/ Wid/ n/a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>98</td>
<td>3</td>
<td>4</td>
<td>112</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>22</td>
<td>0</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>
Settlement and social inclusion

- What we have found out about participants’:
  - expectations, goals and wishes
  - experiences of speaking and listening in class and in the community
  - perceptions and experiences of literacy
  - perceptions of the AMEP and what topics are covered
  - language use and employment
  - perceptions of progress in English
  - use of English in the community
  - educational pathways post AMEP

Also forum sessions on:
  - Socio-pragmatic competence in the workplace
  - New professional development resource on teaching pronunciation
  - Teacher researcher reflections on their involvement in the project
  - Settlement and social inclusion among Africans in regional Australia

And don’t forget the AMEP RC event ‘celebrate’ tonight