



PCERII Funded Research

Progress Report

Integration and Language Proficiency

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March 1999

1. A brief statement of the research problem and specification of the key research questions

People who have higher levels of proficiency in both languages are more likely to maintain a dual heritage and more likely to integrate into the Canadian fabric productively. If we want people to integrate, we should focus on making sure they become bilingual, not monolingual or semilingual.

2. A brief statement on the research methodology

In this project, I am looking at the language proficiency of Arabic and Mandarin speakers. I am submitting standardized language proficiency tests in both the first and second languages to speakers of Arabic and Chinese. In addition, I am having the subjects fill out a questionnaire as to some details of their language use. There are three major groupings within each language group: subjects who have just arrived in Calgary and are learning English at Bow Valley College, (2) subjects at the University of Calgary, and (3) Highschool leavers born in Canada to speakers of Arabic and Mandarin.

3. Research progress to date

Last year at this time I had the subjects complete the tests and the questionnaire. I have just completed the second probe (1 year later) of the Arabic students (both the Arabic and the English tests) and am about to submit the second probe to the Chinese speaking students.

4. Preliminary or expected findings and expected applications

Results of English tests (1st probe; Bow Valley College):

L1	Listening /45	Grammar /100
Mandarin	20	11
Mandarin	20	24
Cantonese	32	45
Mandarin	34	54
Mandarin	35	39
Mandarin	32	34
Mandarin	28	29
Mandarin	27	36
Mandarin	24	35
Mandarin	25	35
Mandarin	34	50
Mandarin	30	53
Mandarin	17	27
Mandarin	30	25
Mandarin	25	29
Arabic	39	38
Arabic	26	18
Arabic	13	13

Arabic	37	61
Arabic	21	19
Arabic	23	20
Arabic	31	43
Chinese Mean	30.7	35.1
Arabic Mean	27.1	30.3

Arabic Scores (Bow Valley College)

Name	Listening	Quintile	Reading	Quintile	Total (Raw)	Average Scale
	140	5	152	5	81	146
	122	4	122	3	65	122
	71	1	112	2	30	91.5
	130	4	114	2	64	122
	81	1	86	1	33	83.5
	154	5	140	5	82	147
Mean (4th year)	122		124			

Chinese Scores (BVC)

	Listening	Percentile	Reading	Percentile	Structure	Percentile	Total (Raw)
Respondent #1	124	80	122	67	194	99	122
Respondent #2	124	80	124	69	161	96	121
Respondent #3	106	39	103	30	129	82	92
Respondent #4	110	51	129	77	146	93	113
Respondent #5	110	51	108	46	146	93	102
Respondent #6	112	55	122	67	161	96	113
Respondent #7	135	92	145	97	175	99	134
Respondent #8	112	55	100	23	175	99	101
Respondent #9	114	59	131	79	194	99	120
Respondent #10	114	59	103	30	194	99	105
Respondent #11	138	94	134	83	194	99	133
Respondent #12	117	66	118	60	194	99	116

Arabic Speaker (1 University)

	Raw	Scaled	Quintile	Normed Average
Listening	41/50	159	5th	122
Reading	42/50	140	5th	124

English

Listening	44/45
Grammar	84/100

Arabic Speaker (2 University)

	Raw	Scaled	Quintile	Normed Average
Listening	40/50	154	5th	122
Reading	44/50	148	5th	124

English

Listening	45/45
Grammar	87/100

5. Staffing for the conduct of research, i.e., graduate student support

I have been supporting one MA student (Leslie Blair) who is doing a thesis on the L1 attrition of Arabic speakers in Calgary.

6. Dissemination activities (including concrete expressions of interest) associated with the research project, i.e., papers presented, papers published, media interviews, guest talks and/or lectures, theses and dissertations, poster sessions, etc.

- Archibald, J. (1998). Integration and language proficiency. Talk given in the Immigration and Integration Colloquium series coordinated by Yvonne Hebert in the Faculty of Education. March 31st.
- Archibald, J. (1998). Knowledge and ability in bilingual proficiency. Talk given at the conference on Immigration and Integration, at the University of Calgary. March 21st.
- Archibald, J. (1998). Discussant of Dr. Hetty Roessingh's paper "A new curriculum model for ESL students". Talk given in the Immigration and Integration Colloquium series coordinated by Yvonne Hebert in the Faculty of Education. January 27th.

I also organized the following mini-conference:

The Calgary Node
of
The Prairie Centre of Excellence
for Research on Immigration and Integration

Conference Schedule

Saturday March 21st
Social Sciences 814 (large open area)
University of Calgary
FREE

9:00	Monica Boyd Florida State University	Opening Royal Society Lecture Tuesday's or Thursday's Child? Immigrant Offspring in Canada
10:00	Sharon Neary Academic Data Centre	Data resources for Metropolis Researchers
10:30	Coffee	
10:45	Richard Hirabayashi Education	Immigrant Parent's Narratives and the Emergent Political Praxis on Canadian Schooling
11:05	Edit Petrovic Sociology/Anthropology	Recreation of self: immigrant women from ex-Yugoslavia in Canada
11:25	Yvonne Hebert Education	Coherence of identity strategies: a question of collectivity or of individuality?
11:45	Zahra Montazer	TBA
12:05 - 1:30	Lunch	
1:30	John Archibald Linguistics	Knowledge and ability in bilingual proficiency
1:50	Nancy Arthur Educational Psychology	Community services for survivors of torture: considering the needs of both refugees and support providers

2:10	Dave Este & Sarla Sethi Social Work/Nursing	Factors influencing child-rearing practices of recently migrated East Indian and Chinese women with children from infancy to age six
2:30	Jeanne Kariyo Musuki	La construction de l'identité raciale parmi les adolescents noirs urbains de l'Ouest: perceptions communautaires
2:50	Coffee	
3:05	Richard Wanner Sociology	Profit versus prejudice: estimating occupational and earnings discrimination against immigrants to Canada
3:25	Jim Frideres Sociology	Immigrant youth, choices and challenges: From school to work
3:45	Liisa Cormode Geography	Japanese intra-company transferees in Canada 1980-1995
4:05	Baha Abu-Laban Centre Director U of Alberta	Closing Remarks
4:25	General Discussion	

7. Actual or projected dates of completion.

Once the second probe tests are scored, I expect to be able to write up the results of this study by the Fall of 1999.

8. A listing of the number of M.A. and Ph.D. students working on your research project and the number and titles of M.A. and Ph.D. theses and dissertations completed or in progress using data from your research project or from other Metropolis data sources.

Leslie Blair, M.A. in progress. *Language Attrition in Arabic Speakers in Calgary*.

9. A listing of papers, relevant to the mandate of the Prairie Centre, presented at professional conferences.

Archibald, J. (1999). Charting the learning path in second language phonology. Paper presented at EUROSIA 9 in Lund, Sweden. June.

Archibald, J. and T. Mills. (1999). The phonetics and phonology of minimal words in child speech. Poster presented at the Child Language Research Forum at Stanford University. April.

10. A listing of other forms of research dissemination, that are relevant to the mandate of the Prairie Centre.

- Archibald, J. (1998). Integration and language proficiency. Talk given in the Immigration and Integration Colloquium series coordinated by Yvonne Hebert in the Faculty of Education. March 31st.
- Archibald, J. (1998). Knowledge and ability in bilingual proficiency. Talk given at the conference on Immigration and Integration, at the University of Calgary. March 21st.
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11. A listing of publications relevant to the mandate of the Prairie Centre

Archibald, J. (1998). *Second Language Phonology*. Amsterdam: John Benjamins.