

THE SUITABILITY OF IMMERSION FOR ALL LEARNERS: WHAT DOES THE RESEARCH SAY?

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CARLA
RESEARCH CONVOCATION
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OVERVIEW

1. Why is research on at-risk students important?
2. Canadian studies on majority students in immersion:
 - low SES
 - low academic ability
 - poor L1 abilities
 - minority ethnic group (but English-speaking)
3. U.S. studies on ELLs:
 - low SES
 - ethnic background (Black, Hispanic,
 - special education
4. at-risk for reading difficulty

1. WHY?

BOOKS

The language of globalization is English

(Second of three articles on the status of English)

English

A18 NEWS NA SPEAKING OF LANGU HOWAR

Learning language pays off

Bilingual people earn more money: report

JACK AUBRY
CANWEST NEWS SERVICE

OTTAWA — Paronits take note: a new study shows just how much more money bilingualism will put in your pocketbook — even if you live in Alberta or British Columbia.

Prepared by the Association for Canadian Studies, a special results shows that if you live in Quebec and are bilingual, you will make an additional \$8,000 a year.

In neighbouring Ontario, the report says the "bilingual dividend" adds 10 per cent to your psyche.

The number-crunching shows an additional \$4,000 a year for a bilingual Ontarioan — with an English-only person earning on average \$32,778 a year while someone who is bilingual earns \$36,719.

Titled It Pays to Be Bilingual in Canada, the report says the Canadian average income for a bilingual person is \$32,662 overall, while for someone who only speaks English it is about \$2,000 less, at \$30,576. Meanwhile, a Canadian who speaks only French has an average income of \$22,342.

In Quebec, a French-only speaker is also at the bottom of the economic scale, earning an average of \$22,466 while speakers of only English earn \$24,291 annually. Bilingual speakers top the province's mean scale at \$32,404.

However, those figures can be misleading. Earnings also include investment income, and in Quebec "there's a lot of old money in the anglophone community that you have to factor into it," said Jack Jedwab, executive director of the Montreal-based Association for Canadian Studies.

MAIL

LAST IN THE GAZETTE, MONTREAL SUNDAY, FEBRUARY 29, 2004

INSIGHT

SHARE OF NATIVE ENGLISH SPEAKERS SLIPS WORLDWIDE

RANDOLPH E. SCHMID
ASSOCIATED PRESS

WASHINGTON — The world faces a future of people speaking more than one language, with English no longer seen as likely to be dominant, a British language expert says in a new analysis.

"English is likely to remain one of the world's most important languages for the foreseeable future, but its future is more problematic — and complex — than most people appreciate," language researcher David Graddol says.

He sees English as likely to become the "first among equals" rather than having a "monolingual speaker of any variety of English — American or British — will experience increasing difficulty in employment and political life, and are likely to be bewildered by many aspects of society and culture around them," Graddol says.

The share of the world's population that speaks English as a native language is falling, Graddol reports in a paper in Friday's issue of the Journal Science.

It's auld lang syne for the world's English speakers

The glory days when anglos the world have long since passed

DECLINING INFLUENCE

kindness yet" (i.e., consume another alcoholic beverage) for auld lang syne" (i.e., for old times sake).

Ironically, this Scottish song was heard mainly in English-speaking countries — in those places the U.S. writer James C. Bennett has called "the anglosphere." This is not the "anglosphere" defined as a "network city" in the United States and Britain.

It also extends to "the anglosphere" of Canada, Australia, Ireland, and New Zealand.

It would be cheating to believe there is still a future for this distinctive culture (as opposed to its more "conveniently easy language").

Why isn't always des- looking a lot of the population of Australia identified as "anglo-cesh" (or English, Irish or Scottish ethnic origin). Today that figure is 70 per cent, and by 2025 it could be closer to one in 15.

By 2020, it might be as low as one in 17. Moreover, such calculations leave out of account the enormous effects of migration on Britain and its former colonies. If immigration continues at current levels, according to one recent estimate, the immigrant population will rise to 20 per cent by 2017.

Some people get dyspeptic about this kind of thing, just as they get nostalgic about the days when the English speakers ruled the world. But the study of history and the study of the anglo-cesh and anglo-cesh resemble the ruins of Nispepura and Yvre: exhibits in the great Museum of Delinquent Empires.

It was in that solemn spirit that I jolied in the straggle spirit day night. Yes, let's have a drink for auld lang syne — for we English speakers have our best

DECLINING INFLUENCE

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WHY?

- Ethical issues:
 - Should at-risk student be excluded from these benefits?
- Pedagogical issues:
 - Can we identify at-risk students?
 - Are some forms of immersion more suitable?
 - Students who are identified after enrollment
 - Provision of support services for students who stay in program
 - Nature of those services
 - Competence of teachers to provide support

2. CANADIAN RESEARCH

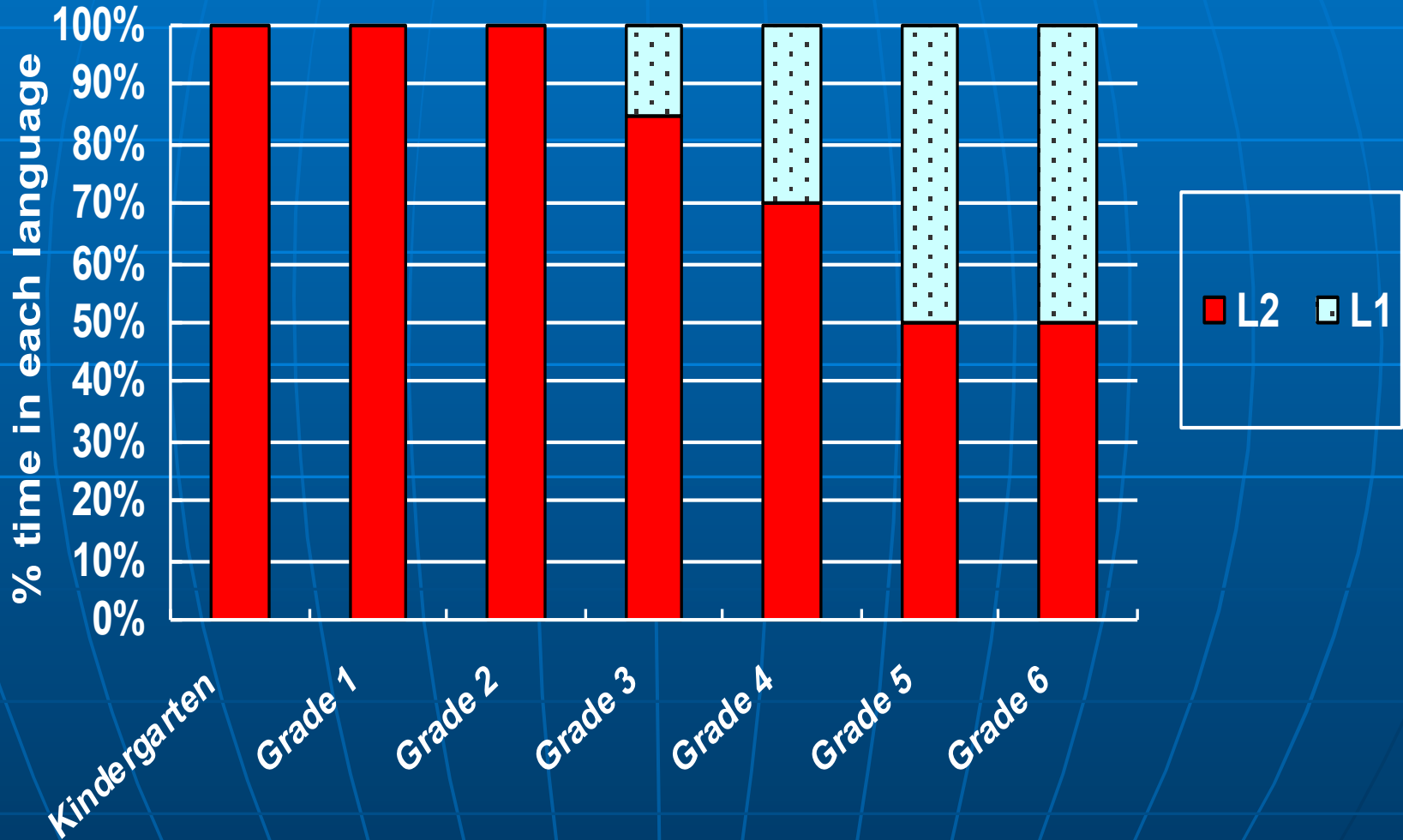
**AT-RISK IMMERSION
STUDENTS**

L1 outcomes
L2 outcomes
academic
outcomes



**AT-RISK
L1 COMPARISON
GROUP**

EARLY TOTAL IMMERSION



IMMERSION STUDENTS from DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS

- Socio-economic disadvantage puts children at risk for low achievement in any school program
- Does socio-economic disadvantage put children at greater risk in immersion than in L1 program?

Immersion Students = Non-immersion students

IMMERSION STUDENTS with LOW ACADEMIC ABILITY

Low levels of general intellectual ability put students at risk for low achievement in any school program

Are such students at greater risk in immersion than L1 program?

below average **below average**
Immersion Students = Non-immersion students

IMMERSION STUDENTS from MINORITY BACKGROUNDS

Students from minority language backgrounds* are often at risk for low achievement in any school program

Are such students at greater risk in immersion than L1 program?

Genesee, 2004

minority Immersion Students = Non-immersion minority students

* speak English=L1

IMMERSION STUDENTS AT-RISK for LANGUAGE IMPAIRMENT

- **Hypotheses:**

- Commonsense view:

- for children with language impairment, learning an L2 is a burden and jeopardizes L1 development

- Alternative view:

- children with language impairment have difficulty learning any language, & impairment in L1 is the same whether they learn 2 languages or only 1

IMMERSION STUDENTS with LANGUAGE IMPAIRMENT

- Bruck (1978, 1982, 1984): grade 3

Immersion students with impairment = Non-immersion students with impairment

3. U.S. RESEARCH

- **low SES:**
 - TWI students => mainstream students/state norms (Lindholm-Leary Block, 2010; Lindholm-Leary, 2011)
- **ethno-linguistic background:** African American, Hawaiian, Latino, Asian-American
 - dual language students => mainstream students/state norms (Haj-Broussard, 2005; Lindholm-Leary & Hernandez, 2011; Lindholm-Leary, 2011; Wilson & Kamana, 2011)
- **special education:**
 - TWI spec ed = Eng-L1 spec ed on English reading and CA norms for students in spec ed (grades 4-8) (Lindholm-Leary, 2005)

CAVEAT!

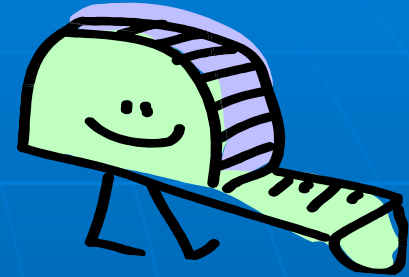
ALL CHILDREN ARE DIFFERENT

**EACH CHILD SHOULD BE CONSIDERED
INDIVIDUALLY**

4. STRUGGLING READERS

- ❖ estimated 7-10% (maybe 20%) of students have reading impairment/difficulty
- ❖ prevalent reason for switching out of immersion
- ❖ students with reading impairment may be entitled to special services
- ❖ the earlier the intervention, the better the outcomes

IDENTIFYING L2 READING DIFFICULTY/IMPAIRMENT



- L2 students are NOT at greater risk for reading impairment
- L2 students may be at greater risk for reading difficulty
- L2 students with reading difficulty/impairment are at greater risk of receiving delayed support
 - ⇒ wait-and-see approach – wait until students have been in school long enough to rule out inadequate time to learn L2
 - ⇒ wait-to-fail – critical additional support is delayed

McGILL AT-RISK READING STUDY

Erdos, Genesee, Savage & Haigh, 2010, in press

L1 language predictors
L1 reading predictors
control measures

L2 language outcomes
L2 reading outcomes
academic outcomes

Fall
K

Spring
K

Spring
Grade 1

Spring
Grade 2

Spring
Grade 3

Spring
Grade 6

predictors

outcomes

FINDINGS

- **QUESTION 1:** Can we use L1 indices to predict L2 reading outcomes & difficulties?

YES: correlations of .35* to .45*

- **QUESTION 2:** How early in schooling can L1 indices be used to predict L2 reading outcomes?

K-Fall predictors are reasonable, but K-Spring predictions are better

- **QUESTION 3:** How accurately can we predict risk for reading and/or language difficulty 2 or 3 years later?

Quite accurately (74% --84% accuracy)

OTHER FACTORS

- **Community:** what is the use of or need for L2?
- **Family:** what is the significance of L2 in the near and extended family?
- **School:** can the school provide the additional support child needs?
- **Parents:** do parents have the resources, energy & patience to support the child & the school?
- **Individual differences** in children's ability to cope with their additional learning challenges

SUMMARY

- There is no evidence that students (mainstream or minority language) at-risk for poor academic performance are at greater risk in immersion than in English-only programs.
- At-risk students can become bilingual and attain levels of language and academic ability commensurate with their learning challenges.
- At-risk students' achievement is not at greater risk in immersion than in monolingual program
- We can identify some at-risk learners early and provide additional support early.

GAPS & FUTURE DIRECTIONS

- o no research on children with severe cognitive, perceptuo-motor, or emotional difficulties
- o research using current definitions of impairment
- o research in U.S. and other settings
- o long term outcome studies
- o identification studies
- o intervention studies

thank you