



*Language Use & Attitudes among
Bilingual Graduates of
TWI Programs*

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RATIONALE

Considerable research on bilingual programs, but most research focuses on:

- ❖ Academic achievement outcomes or language proficiency, and little on students' attitudes and non-societal language use.**
- ❖ Elementary level students, and few studies on high school/secondary students.**
- ❖ Language minority or language majority students, but does not separate ethnicity and language background.**



PURPOSE

- ❖ **Examine** the influence that participation in a two-way bilingual elementary program had on graduates' (current high school students) attitudes, proficiency, and use of Spanish.

- ❖ **Compare** outcomes for 3 groups of students:
 - Hispanic --previous English Learners
 - Hispanic -- previous English monolinguals
 - Euro Americans-- previous English monolinguals



METHOD

❖ *142 9th-12th Grade Students*

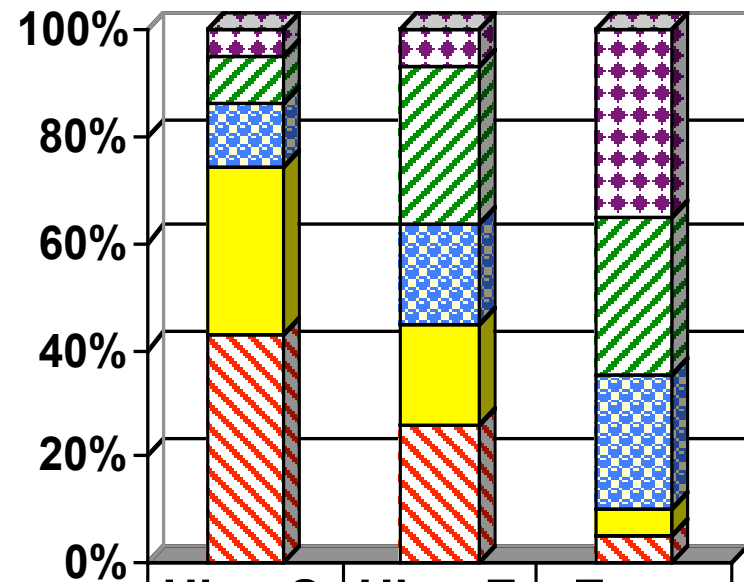
- **Most participated in TWI since early elementary**
- **3 schools**
- **About 1/4 each grade level**
- **About 1/2 boys & 1/2 girls**
- **3 groups of students:**
 - **Hispanic --previous English Learners (66%)**
 - **Hispanic --previous English monolinguals (20%)**
 - **Euro Americans --previous English monolinguals (13%)**

MOM'S LEVEL OF EDUCATION



❖ Students differed significantly in mom's level of education:
Euro > Hisp-E > Hisp-S

❖ 43% of Hisp-S had moms with elementary level education



	Hisp-S	Hisp-E	Euro
❖ Coll Degree	5	7	35
❖ Some Coll	9	30	30
❖ HS Grad	12	19	25
❖ Some HS	32	19	5
❖ Elem	43	26	5



OTHER SAMPLE INFORMATION

❖ *Most students were bilingual*

- **Spanish proficiency in fifth grade:**
 - **100% of Hispanic and 90% Euro fluent**
- **English proficiency in fifth grade:**
 - **100% of Euro, 94% of Hisp-E, and 82% of Hisp-S fluent**

❖ *Students were representative of elementary cohort in SES, language proficiency, reading achievement*



SPANISH PROFICIENCY SELF RATINGS

❖ *Self rating using rubrics--5 levels:*

Rubrics differed according to proficiency area:

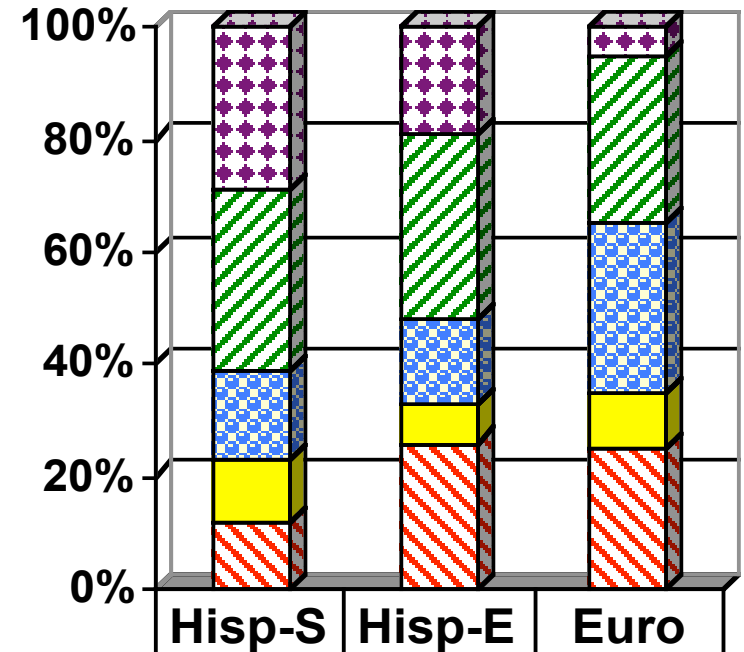
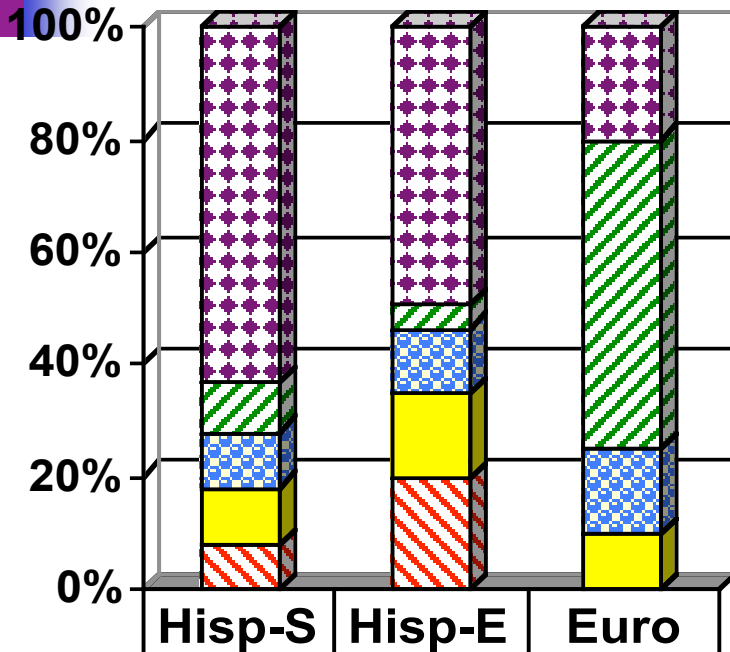
- Listening comprehension
- Fluency
- Vocabulary
- Grammar
- Level 1: basic statements, words/structure
- Level 2: main points, simple words/structure
- Level 3: participate in many conversations
- Level 4: more extended discussions
- Level 5: native-like proficiency

SPANISH PROFICIENCY SELF RATINGS



LISTENING COMPREHENSION

FLUENCY



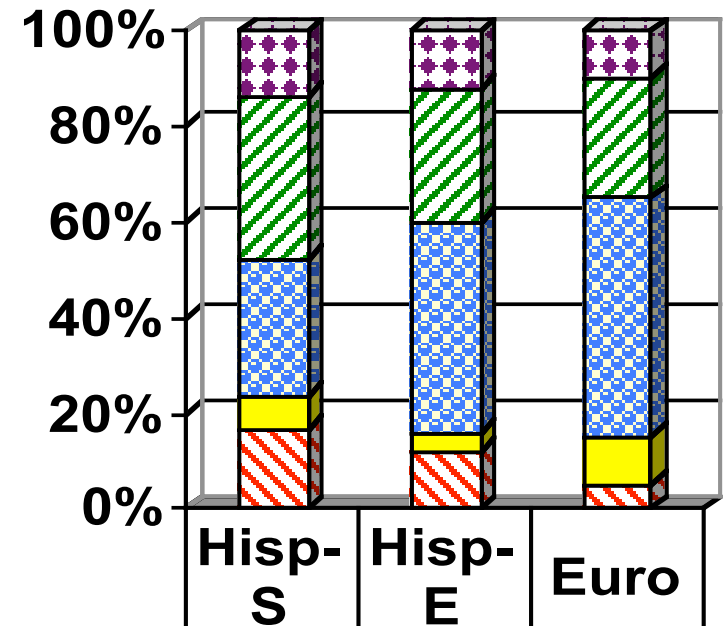
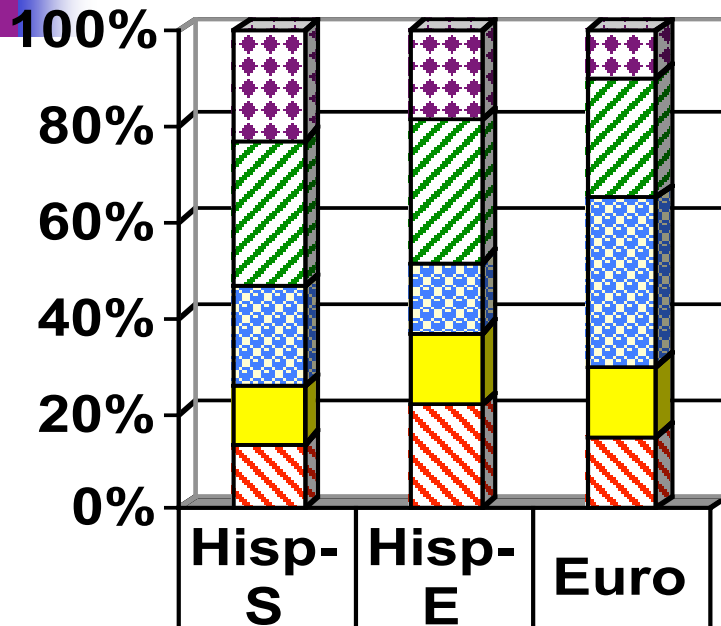
	Hisp-S	Hisp-E	Euro
Level 5	63	48	20
Level 4	9	4	55
Level 3	10	11	15
Level 2	10	15	10
Level 1	8	19	0

	Hisp-S	Hisp-E	Euro
Level 5	29	19	5
Level 4	33	33	30
Level 3	16	15	30
Level 2	11	7	10
Level 1	12	26	25

SPANISH PROFICIENCY SELF RATINGS

VOCABULARY

GRAMMAR



Level	Hisp-S	Hisp-E	Euro
Level 5	23	19	10
Level 4	31	30	25
Level 3	21	15	35
Level 2	12	15	15
Level 1	14	22	15

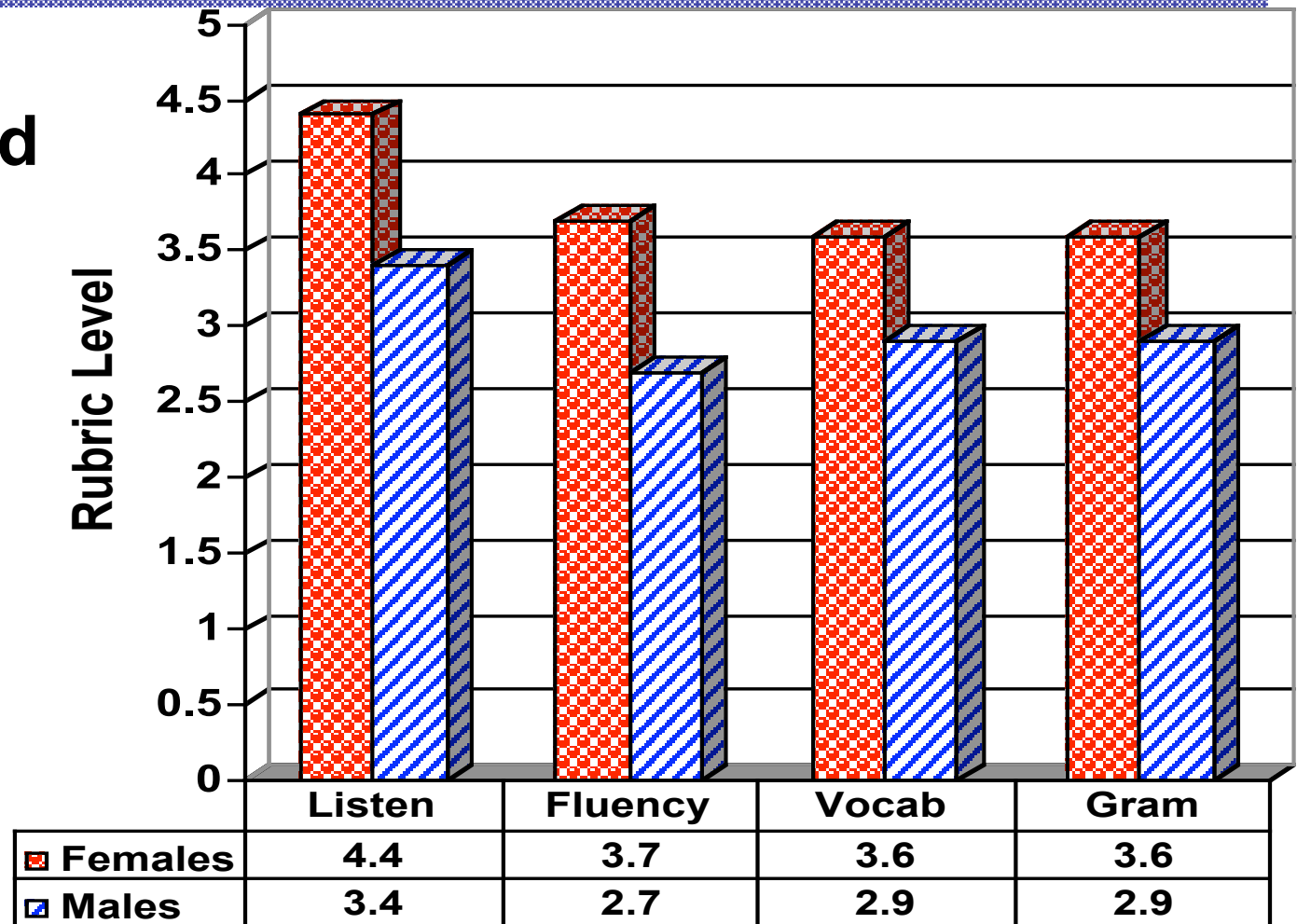
Level	Hisp-S	Hisp-E	Euro
Level 5	14	12	10
Level 4	34	28	25
Level 3	29	44	50
Level 2	7	4	10
Level 1	17	12	5

SPANISH PROFICIENCY

SELF RATINGS BY GENDER



Females rated themselves significantly **HIGHER** in every area than males.



CORRELATION AMONG SPANISH PROFICIENCY MEASURES



	Teacher Rating: Grade 5	Listening	Fluency	Vocabulary	Grammar
Teacher:Gr5	1.0	-.04	.03	-.04	-.04
Listening	-.03	1.0	.46***	.58***	.44***
Fluency	-.02	.66***	1.0	.65***	.52***
Vocabulary	-.04	.70***	.68***	1.0	.49***
Grammar	-.04	.49***	.30^	.58***	1.0

English speakers

Spanish speakers

* $p < .05$, ** $p < .01$, *** $p < .001$

READING ACHIEVEMENT IN SPANISH AND ENGLISH



	Hisp-SB	Hisp-EB	Euro
ENGLISH READING			
Grade 2 (n=24, 11, 9)	15.5	29.8	44.4
Grade 6 (n=26, 14, 6)	46.7	44.6	53.6
Grade 8 (n=10)	50.9		
SPANISH READING			
Grade 2 (n=25, 11, 9)	42.5	45.0	45.9
Grade 6 (n=26, 14, 5)	55.0	49.7	55.8
Grade 8 (n=12)	54.9		

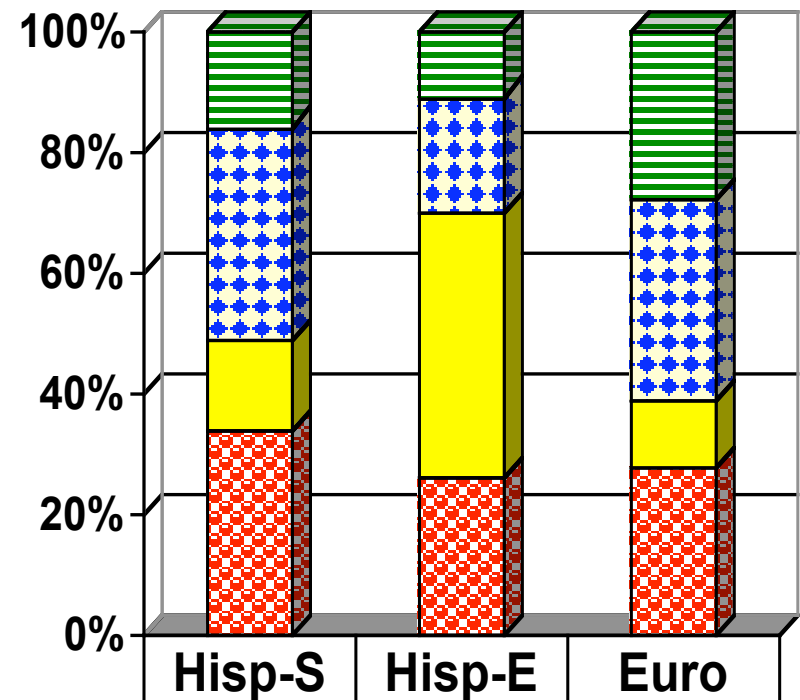
Note. Scores averaged for all students with 2nd or 6th or 8th grade scores.

SELF-REPORTED GRADES

ENGLISH LANGUAGE & SOCIAL STUDIES



- ❖ **Group differences:**
 - **Hisp-S more B/C/D**
 - **Euro more As or A/B**
 - **Hisp-S > Hisp-E**
- ❖ **Grades - correlations**
 - **Not correlated Eng read**
 - **Correlated some Sp proficiency measures**

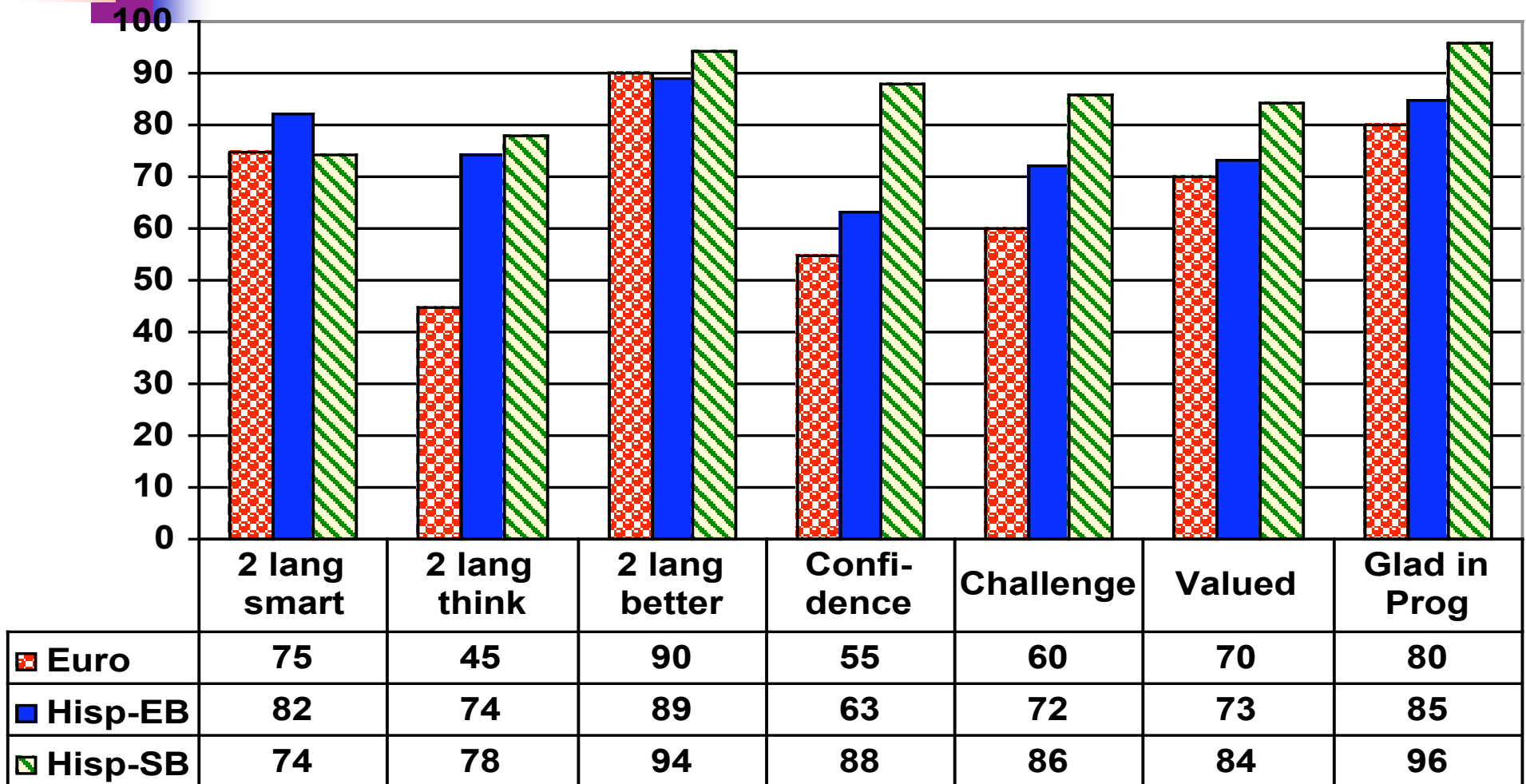


	Hisp-S	Hisp-E	Euro
Mostly As	16	11	28
A & B	35	19	33
B & C	15	44	11
B & C & D	34	26	28



ATTITUDES

BENEFITS OF BILINGUALISM & PROGRAM

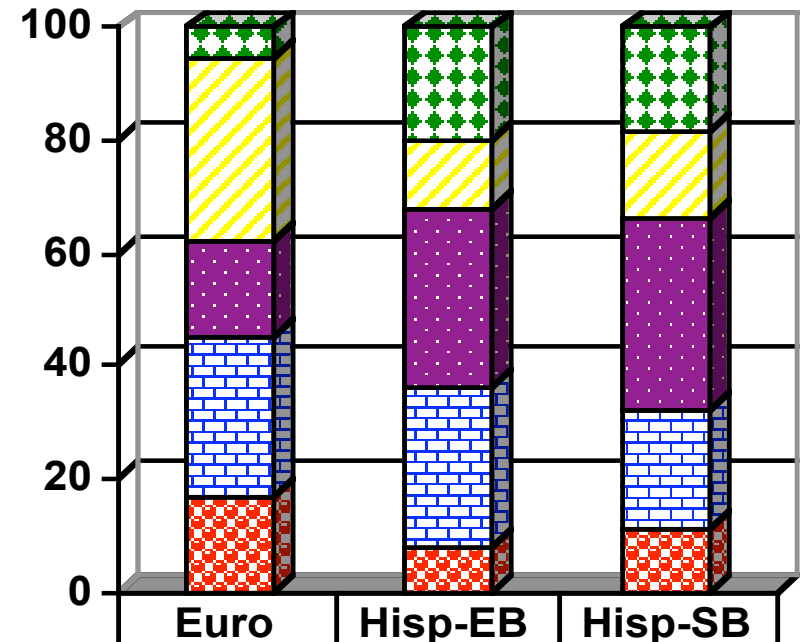


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LIKELIHOOD ENROLLING SPANISH ADVANCED PLACEMENT (COLLEGE CREDIT)



- ❖ **Group differences**
- **1/5 Hisp in AP now**
- **Euro definite plans**
- **Few say NO**
- ❖ **Correlations**
- **Correlated Spanish proficiency measures**
- **Females > Males**

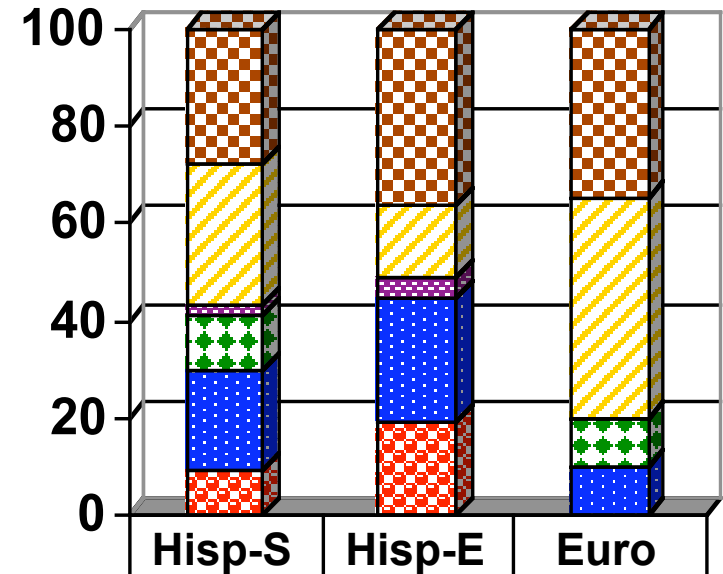


	Euro	Hisp-EB	Hisp-SB
Am NOW	6	20	18
Def Yes	33	12	16
Prob Yes	17	32	34
Not sure	28	28	21
Def No	17	8	11



USE OF SPANISH

- ❖ Use of Spanish
 - Hispanic > Euro
- ❖ Use Span with whom
 - 1/4 Hisp-S and 1/3 Eng speakers did not use Span with family, friends, or social settings
 - Few used Spanish with friends

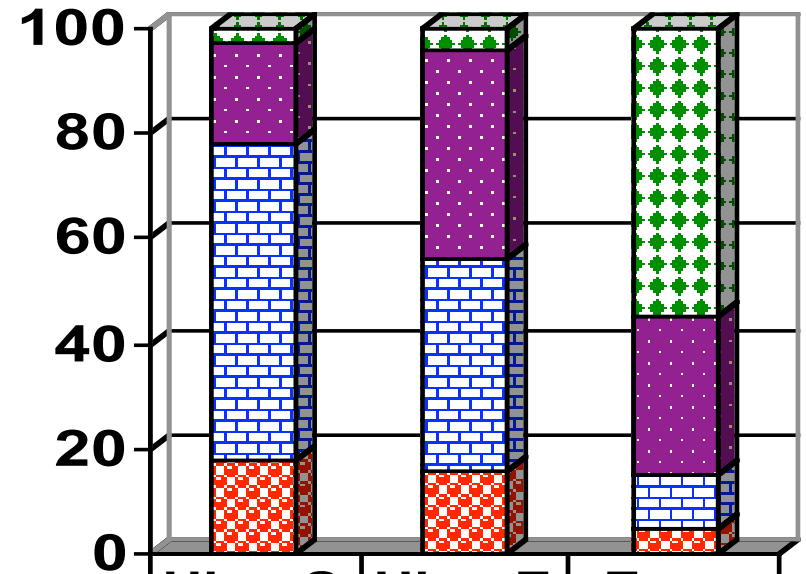


	Hisp-S	Hisp-E	Euro
None	28	37	35
Combo	29	15	45
Friends	2	4	0
Fam Friends	11	0	10
Family	21	26	10
Parents	9	19	0

LANGUAGE USE AT HOME



- ❖ Variation by group
- 1/2 Euro used all English, 1/2 some Sp
- Few Hisp used only Spanish
- Most used combination of languages

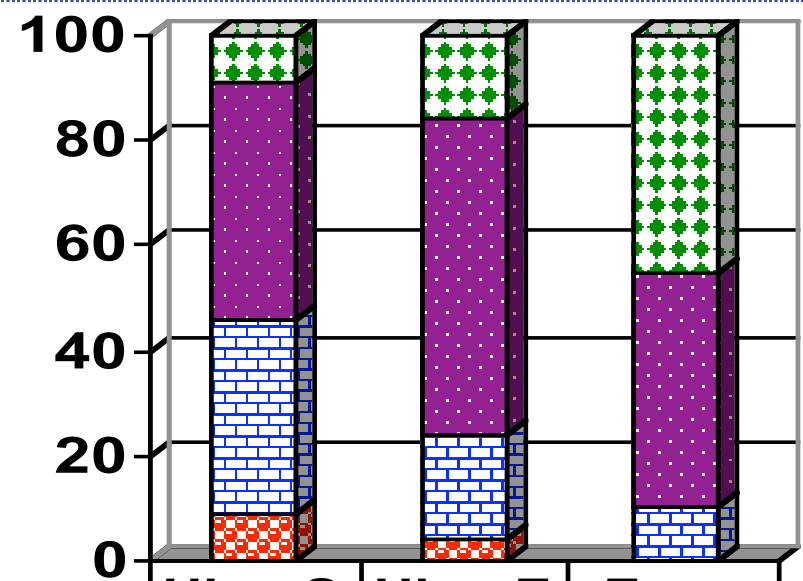


	Hisp-S	Hisp-E	Euro
■ All Eng	3	4	55
■ Most Eng, Some SP	19	40	30
■ Most SP, Some Eng	60	40	10
■ All SP	18	16	5



LANGUAGE USE WITH FRIENDS

- ❖ Variation by group
- Few used only Span
- Most Hisp used both languages, over 1/2 Euro used both
- Few Hisp used all Eng, 1/2 Euro did so

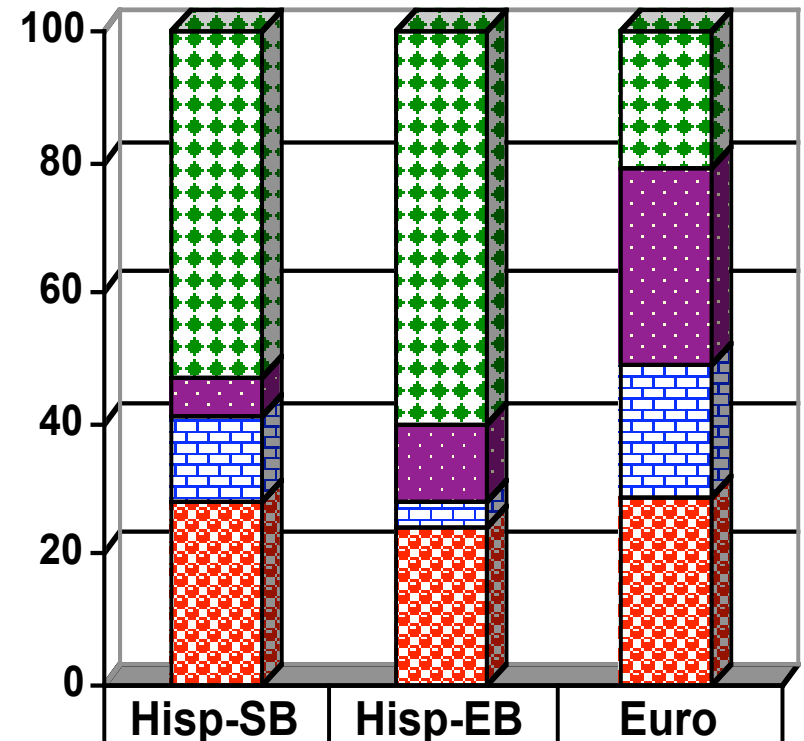


	Hisp-S	Hisp-E	Euro
■ All Eng	9	16	45
■ Most Eng, Some SP	45	60	45
■ Most SP, Some Eng	37	20	10
■ All SP	9	4	0

COMFORT IN SPEAKING SPANISH



- ❖ Variation by group
- Very comfortable: Hisp 2x > Euro
- Very uncomfortable 1/4 of all groups
- ❖ No association between comfort level and self-rated Spanish proficiency
- ❖ Females > Males



	Hisp-SB	Hisp-EB	Euro
Very Comfort	53	60	30
Comfortable	6	12	30
Uncomfortable	13	4	20
Very uncomf	28	24	29



COMPLIMENTS, PRAISE, TEASING & CRITICISM

❖ *How often complimented or praised*

- 1/2 complimented and praised:
 - Euro > Hisp
 - Females > Males

❖ *How often criticized/teased*

- Most felt that teachers did not criticize them for speaking Spanish
- Most said they had never/maybe once been teased when they spoke Spanish
 - Males > Females

CORRELATIONS AMONG PROFICIENCY, ATTITUDES, & USE



	Proficiency Ratings		
	Fluency	Vocab- ulary	Gram- mar
ATTITUDES			
Helped me think better	.25*	.33***	.42***
Made me smarter	.26*	.20*	.40***
Sense of accomplishment	.28**	.31**	.32***
Identity	.27**	.27**	.37***
USE			
How often use Spanish	.40***	.38***	.40***
How many friends speak Sp	.38***	.32***	.34***
Find opportunities use Span	.31**	.32**	.25*

* $p < .05$, ** $p < .01$, *** $p < .001$

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CONCLUSIONS

Students rate themselves at moderate levels of Spanish proficiency.

- **Hisp-S slightly higher ratings of proficiency; they use Spanish more with family & friends than English speakers.**
- **All students use combination of both languages at home and with friends, though English predominates (slightly more for English speakers).**
- **More frequent use of Spanish associated with higher levels of all areas of proficiency.**



CONCLUSIONS

Students have positive attitudes about the benefits of bilingualism and program. Benefits include:

- **Being bilingual/studying through 2 languages made them smarter, think better, do better in school, challenged to think and do better in school, confidence.**
- **Students felt valued in program and were glad they participated, especially for Hispanics.**



CONCLUSIONS

Some significant findings:

- **Females rated themselves higher in Spanish proficiency, felt more comfortable speaking Spanish, perceived more compliments and praise and less criticism/teasing than males, and were more likely enrolled in Spanish AP.**
- **Despite very low socioeconomic levels, Hispanic previous EL students were bilingual, scored average in reading, were likely to be enrolled in Spanish AP, and were receiving fairly good grades in their courses.**



CONCLUSIONS

Some significant findings:

- **Spanish speakers did not rate their level of Spanish proficiency much higher than the English speakers.**
 - **More realistic or less confident?**
- **Hispanic students perceived more benefits to the program and bilingualism than did the Euro students. Perhaps it is the perceptions of these benefits and feeling valued in program that have enabled them to succeed in school while their peers drop out.**