



Language and Acculturation among Chinese Immigrants: Qualitative Study

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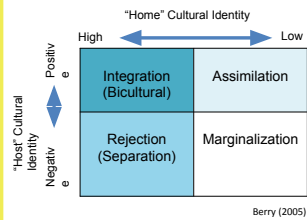
STUDY HIGHLIGHTS

1 Participants scored higher in Canadian Language Benchmark (CLB) adapt better to Canadian culture but not for participants who apply English for only mandatory purposes.

2 Participants using English under mandatory conditions adapt worse to Canadian culture, while others using English under voluntary conditions adapt better to Canadian culture

INTRODUCTION

4 Acculturation Strategies:



Chinese immigrants faced many difficulties to adapt to the Canadian society due to English proficiency, different ethnic identities and more. Researches discovered people with different English learning attitudes and English usage experiences may have different level adaptation which is determined through participant's perception of their ethnic identities and then specified into four acculturation strategies.

Akresh, Massey, Frank (2014) & Yeh et al. (2008) suggests language usage is a vital indicator for acculturation level which may facilitate better cultural adjustments.



RESEARCH QUESTION

Research Question: How does Chinese immigrants level of English skills and their attitude toward English-language impact their ethnic identity status and type of acculturation?

METHODS

Demographic information:

- 6 Chinese immigrants (Gender: 2 males, 4 females; Age: 33-51, M= 40)
- 2 groups participants are divided by the duration that they have been staying in Canada (3 participants, less than 6 months vs. 3 participants, 3-4 years)

Procedures:

- Chinese interviews(30-40 minutes, all interviews were recorded after the permission from participants) and questionnaires were studied.

Measures:

Interview questions consists of:

Ethnic questions:

- 1) "How much do you consider yourself as a Chinese?"
- 2) "How much do you consider yourself as a Canadian?"
- 3) "Do you agree if your English proficiency increases would enhance your Canadian identity?"

Situational questions:

- 1) "What is your experience in overall language learning and its application?"
- 2) "In what circumstance do you think you are Chinese?"
- 3) "In what circumstance do you think you are Canadian?"

➤ **Questionnaire Question used:** What is your CLB score?

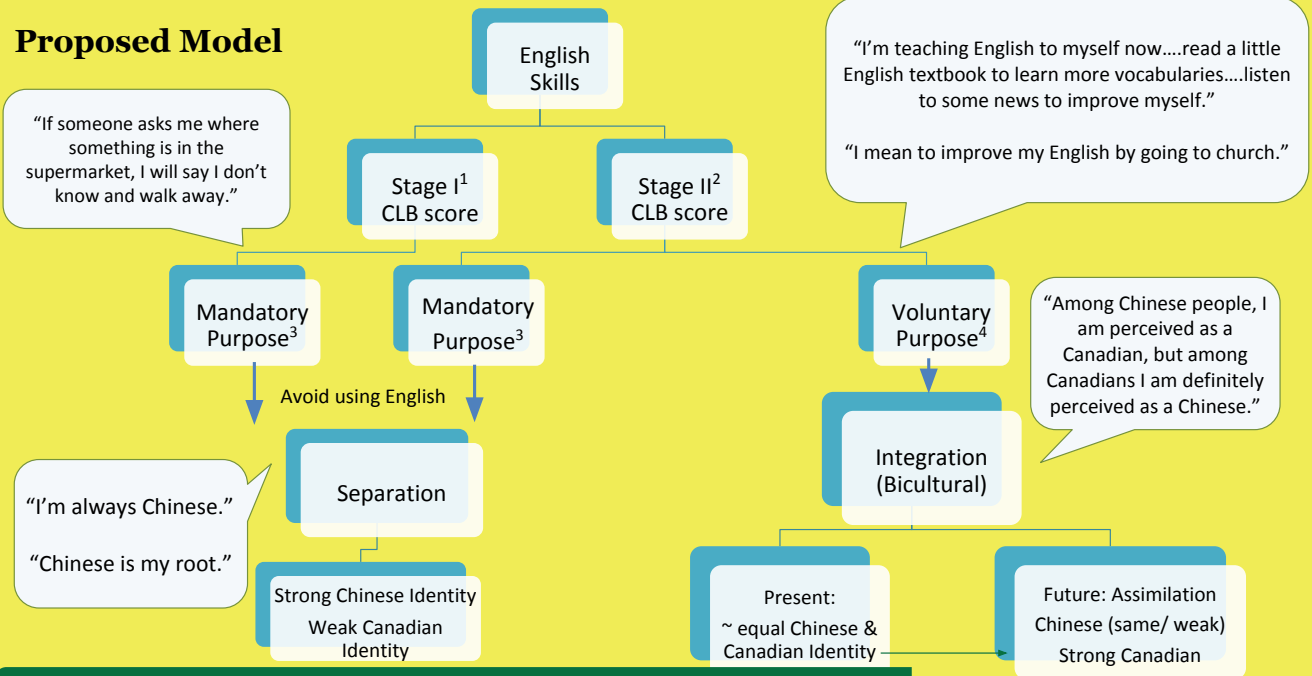
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RESULTS & DISCUSSION

Proposed Model



LIMITATIONS & IMPLICATIONS

Limitations:

1. The CLB score is an examination participants wrote in the past, and does not indicate participants' present English proficiency.
2. This study only recruited participants of ≤ 4 years, and cannot explain longer duration such as 10 years.

Implications:

Policy making suggestions:

English proficiency is not the only factor to judge individuals acculturation and adjustment level in Canada. Government proposal on the policy of mandatory language tests for immigrants may be too arbitrary.

Daily English support programs:

Non-profit organizations, teachers and people in the education agencies is recommended to design courses that not only improving linguistic skills but highlighting individuals' attitude and usage toward English. Some suggestions include adding more Canadian trending news for listening and reading tests, or reading more stories on Canadian history and social norms.

1. Stage I CLB Score: 1-4 (Beginner level English proficiency)
2. Stage II CLB Score: 5-8 (Intermediate level English proficiency)
3. Mandatory Purpose: learning using English only when absolutely necessary.
4. Voluntary Purpose: learning and using English even when optional.