Enhancing Social Integration in Canadian Post-secondary Educational Institution for Students of Chinese Origin through Political Participation

Yuehua Zhu
University of Windsor, zhu14t@uwindsor.ca

Enhancing Social Integration in Canadian Post-secondary Educational Institution for Students

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By

Yuehua Zhu

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ABSTRACT

With the aim to understand how political participation enhances Chinese international students' social integration, this study explores the benefits of political participation received by participants who take leadership role or student representative seat at a Canadian university through election or nomination. It is driven by the finding that Chinese groups in Canada across generations have a lower level of participation in Canadian political groups, and the additional finding that Chinese international students' absence from student government association executive teams at Ontario universities. A narrative research design will be employed to collect participants' perception of the benefits they received from participating in political activities by using semi-structured one-on-one interviews. An analysis in the dimension of language proficiency and a sense of belonging generated through political participation which refers to Chinese international students' social integration will report.

Keywords: political participation, social integration, Chinese international students, sense of belonging, English language proficiency

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CHAPTER ONE: INTRODUCTION TO THE STUDY

Background of the Problem

A healthy democracy requires a high level of political participation of its social members (Turcotte, 2015a). In the face of rising immigration and the resulting ethnic diversity, the Canadian government is focusing on social integration to build a common national identity (Government of Canada, 2011). Further, social integration of newcomers is a necessary step for participation in the Canadian democracy. Political participation, as one of the criteria of Social, Cultural and Civic integration index (SCCII), indicates how immigrants, visible minorities, and newcomers integrate into the Canadian society (Best & Dustan, 1997; Wong & Tézli, 2013).

Political participation among visible minorities displays an essential difference in Canada. In 2016, Canada had 1,212,075 new immigrants and one out of every five people identified themselves as a visible minority (Statistics Canada, 2017). Moreover, another new projection from Statistics Canada states that by 2031, the next generation of Canadians could be comprised of nearly one-third visible minorities (The Canada Press, 2010). Their political participation can send a message to the newly arrived immigrant that participation in the political system is possible and to the country that visible-minority group members can play an important and active role within the state. (Government of Canada, 2011).

According to Ekman and Amna (2012), the definition of political participation have been developed and expanded over time. Political participation refers to attempts to influence others—any powerful actors, groups or business enterprises in society—and their decisions that concern societal issues. Besides electoral behavior, political activities also include volunteering for a political party, expressing views on an issue by contacting a newspaper or politician, expressing

views on a political or social issue through an Internet forum or news website, signing a petition

on paper or on the Internet, boycotting or choosing a product for ethical reasons, and attending a

public meeting (Turcotte, 2015, p. 12).

In Canada, the most common and significant political act centres on electoral participation.

Thus, the measurement of formal political participation in Canada mainly refers to voting

behaviour in national, provincial and municipal elections. However, recent immigrants' voter

turnout rates significantly differ from the Canadian-born population (Government of Canada,

2011). People of Chinese-origin, a group which is identified as visible minority, shows a much

lower voter turnout rate and less political participation than the Canadian born population.

Statement of the Problem Situation

Political Participation of Chinese-Canadians

Although Chinese-Canadians are one of the fastest growing minority groups in Canada,

their level of political participation does not match their population growth (Jeong, 2017). It is

said that "personal is political"; however, when a group of people cannot recognize themselves

in political spheres it generates antipathy and challenges (Breton, 1986). This group of people

are strangers in society, and the society is not their society.

People of Chinese-origin in Canada display an overall low political participation. The

2013 example in British Columbia reports that "Richmond Centre is the B.C. riding with the

highest Chinese population, a riding in a city with the highest immigrant population in Canada.

But its voter turnout in 2013 was the lowest in the province". (Xu, 2017, para. 1) As a visible

minority group in Canada, as well as demonstrating lower voting engagement, people of

Chinese-origin do not show positive political participation. The three largest visible minority

groups in the 2011 census – South Asians (25.0%), Chinese (21.1%) and Blacks (15.1%) –

accounted for 61.2 percent of the visible minority population (National Household Survey, 2011).

Although people of Chinese-origin do not have a low percentage among the whole visible

minority group, this group displays very low political participation. As Bird (2005) points out, all

ethnic groups are not equally involved in politics. Participation by Chinese and South Asians

could not be more different. While ten South Asian Canadians were elected to the Canadian

Parliament in the 2004 election, by comparison, there is only one Chinese Member of Parliament

in Canada.

 With the aim of building a healthy democracy and seeking improvement of voting

behaviour there is ongoing research, conferences, and investigations in Canada. Variables such

as social economic status, educational level, duration of residence, parents' attitude, culture

differences, and language capabilities have been investigated to see if these factors have a

positive correlation to political participation. However, even with empirical evidence, research

has been inadequate to explain why the Chinese group maintains low political participation.

For example, in Kasinitz and his colleagues' study, which based on a longitudinal

qualitative research of second generation youth as they transition to adulthood from 1998 to 2003

in American, they conclude that Chinese who have higher economic and education status in the

mainstream did not participate politically to the same extent as native-born whites (Kasinitz et al.,

2008). Moreover, even in British Columbia, the largest Chinese-origin density community in

Canada, Chinese immigrants display a lower political participation than those of Canadian origin

(Baer, 2008). According to Bird's (2005) comparative research, variables like geographic

clustering, dense and overlapping networks of religious, social and business memberships, and

strong elder-centric culture contribute to a positive political mobilization. Furthermore, strong

English language skills and a high degree of economic security are regarded as important resources for political participation. Ironically, Chinese-origin second-generation Canadians with higher economic and education status who have at least good language proficiency also display lower political participation (Modi, 2012).

Fernando (2006) concludes that the presence of Chinese-origin exists demographically, socially, and economically but not politically in democratic societies. He expresses regret about the status the Chinese group faces in North America mainly due to their absence from political participation, which leads to inequity.

Political Participation of Chinese International Students

The idea of political participation of students and faculty gained wider acceptance beginning in the 1960s (Hauptmann,2005); however, a discussion of international students' political participation in North America is a new topic.

Chinese international students' political participation at Canadian universities does not get enough attention, and almost no research anchors their political activities; yet, their lower participation can be observed. According to an online investigation of Chinese international students' representatives in the student government association executive teams at Ontario universities in 2018-2019 school year, Chinese international students' participation in executive teams is close to zero.

Chinese International Students' Social Integration

International students are an important source of revenue for the Canadian economy. Their impact on economic growth as well as their significant contribution to innovation and knowledge

development is well-documented. The mission of integrating this well-educated professional group into Canadian society is profound (Belkhodja & Esses, 2013). By acknowledging that international students "face more enduring challenges with social integration into a host context than with adjustment to academic expectations" (Poteet & Gomez, 2015, p. 85), it becomes clear that Chinese international students suffer more from integrating into the Canadian society.

Despite China's role as the main source of international students for Canada in recent decades, Chinese international students have not integrated into the Canadian community successfully (Fernando, 2006). In 2008, China had the largest number of international students studying in Canada with 42,154 Chinese international students recorded (as cited by Weber, 2011, p. 25). The success of integrating this large group into the Canadian educational and social system not only benefits Canadian universities' academic development but also impacts the sustainable development of the Canadian economy. However, research on Chinese international students' academic and social integration indicates two major problems: lack of language proficiency and sense of belonging (Jiao, 2006; Weber, 2011; Wang, 2016; Su, 2016). For example, Weber's (2011) interview with a Chinese international student at a Canadian university reports "Language is the main problem for me" and that the student feels lonely (p. 90). Further, Cox acknowledges international students challenges in feeling isolated from the local society (2014).

Purpose of the Study

There are three motivations that drive this study of Canadian Chinese international students. Firstly, this study aims to understand the relationship between the central phenomenon and the emerging process, which refers to relationship between the political participation of

Canadian Chinese international students and their process of integrating into the Canadian society at the university level. Secondly, this study wants to explore how positive political participation enhances Chinese international students' social integration through two main indicators; language proficiency and sense of belonging. Instead of investigating the barriers that might block international students' social integration, this research attempts to explore the action-oriented benefits that positive political participation can generate and improve the dimensions of English language and social network building.

Research Questions

With the listed purpose accompanied by the understanding of literature, the researcher get some ideas toward Chinese international students' political participation and social integration. The researcher assume that when international students engage in political activities, especially in taking a leadership or representative seat, they become more adept in Canadian culture, diverse communities and collaboration. They could understand Canadian language in specific contexts and respect various perspectives, weigh decisions using Canadian values, and think critically about the problems in their community. The process of decision-making in political activities educates and enhance participants' language ability and sense of belonging. To summarize, the more Chinese international students participate in political activities at the university level, the better they can integrate into the Canadian society. Thus, the research questions of this study will be the composed as the following:

1. What perceived benefits do Chinese international students receive from political participation while attending a Canadian university?

2. How does political participation relate to social integration for Chinese international university students?

3. How does political participation improve language proficiency and sense of belonging?

Theoretical Foundation

The person-environment theories of student development explain how environmental or sociological origins of change impact student development. Moreover, the person-environment interaction theories explain student behavior and provide frameworks for thinking about student change and institutional effects. This research is guided by two of the leading person-environment student development theories, specifically Astin's "input-environment-output" model (1984) and Tinto's "institutional departure" model (1975).

Alexander Astin is a prominent development theorist of student who advocated for increasing involvement during the student experience. Since 1962, the Input-Environment-Outcome (IEO) model has guided Astin's research and facilitated the development of his theory on study involvement (Astin, 1993; Astin, 1999). The IEO concept first came up from Astin's work in1962. While there have been refinements over the years, the basic elements have remained the same. *"Input* refers to the characteristics of the students at the time of initial entry to the institution; *environment* refers to the various programs, policies, faculty, peers, and educational experiences to which the students is exposed; and *outcomes* refers to the student's

characteristics after exposure to the environment." (Astin, 1993, p. 7) The mechanism of this

IEO model was supported by Astin's research, using data from the Cooperative Institutional

Research Program (CIRP), which involved more than 200,000 college students in more than 300

institutions between 1961 and 1969 and indicating the impact of the environment and the effects

of student involvement shapes student change and growth (Astin, 1993).

Figure 1

Astin's Input-Environment-Output (IEO) Model of Person-Environment Interaction Theories (1991)

INPUT(I)	ENVIRONMENT(E)	OUTPUT(O)
Refers to the characteristics of the students at the time of initial entry to the institution.	Refers to the various programs, policies, faculty, peers, and educational experiences to which the students is exposed.	Refers to the student's characteristics after exposure to the environment.
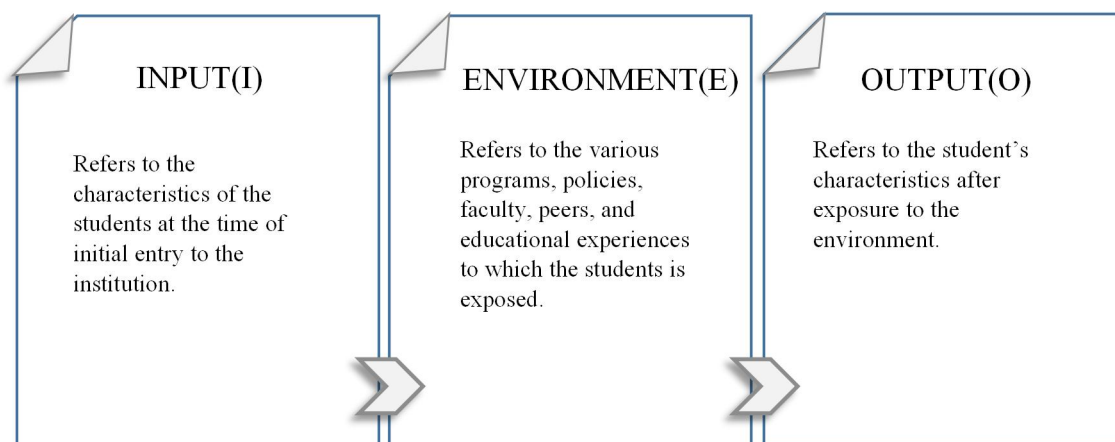
Astin emphasized that students' different environmental experiences rely on how many

curricular and extracurricular programs and activities they are involved. His definition of

involvement emphasizes the behavioural aspects of involvement, and he believes that

involvement is defined and identified by what individuals do but not what they think or feel.

Further, Astin (1999, 1993) details the active term of involvement by using the following verb

forms.

attach oneself to (student clubs or groups, student governments)

devote oneself to (for example, representative work, volunteer work)

**participation in** (campus protests or demonstrations)

take part in (for example, decision making, public speaking)

been elected to a student office

Astin (1999) directly highlights the vital influence on the involvement in student government. He devoted his time to develop the student involvement theory for more than three decades. Astin revisited the theory as time goes by, which indicates his understanding and believing in the dynamic impact of person-environment interaction on student development. In his conclusion, involvement in student government increases student's political participation, and improves their satisfaction with friendships. The peer-group effects generated by participating and attaching to university associations improves students' sense of belonging.

Tinto (2012), who studies the person-environment interaction on student persistence in higher education, also comments that student involvement is the most important condition for student success. Distinguished from the work of Astin, Tinto's work manifests the impact of academic integration and social integration on student persistence and student departure. He saw the student differences of family background, individual attitudes, and pre-college schooling when they entering the academic system, and he indicated the extent of student involvement in the academic and social dimensions influence student's dropout decisions. Diagrammed in Figure 2, Tinto's (1975) Institutional Departure Model can be seen as a longitudinal process of interactions between individual student and the academic and social systems of the institution. In the process, students' experiences in those systems continually modify their goal and institutional commitments in ways which lead to their decision-making on dropout or continued enrolment (Tinto, 1975).

Figure 2

Tinto's Institutional Departure Model (1975)
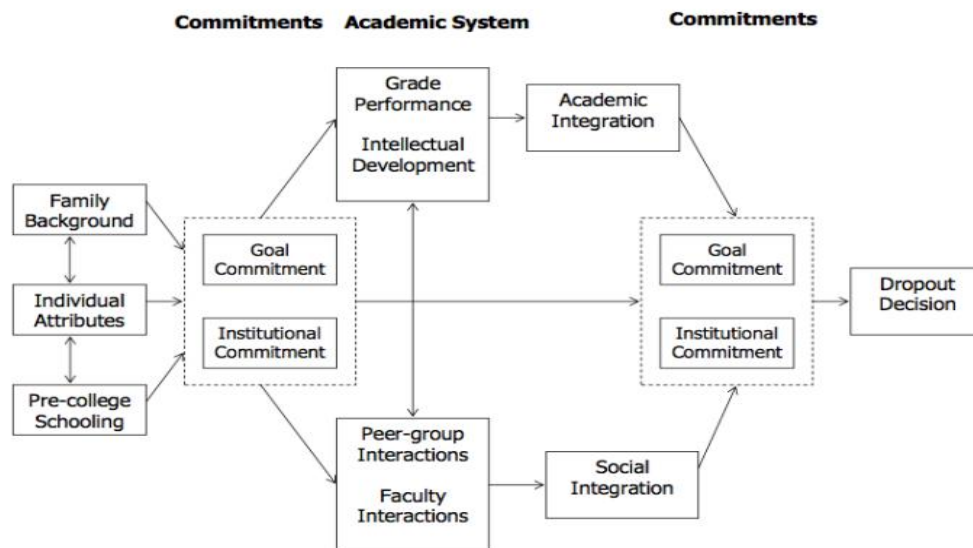
Academic integration, in Tinto's theory (1975), relates to student's grade performance and intellectual development during the college years, while social integration occurs through participating in student's associations, extracurricular activities, and student-faculty interactions. More specifically, those who perceived less social integration are more likely to dropout. The mechanism of interaction in the social realm indicates that the generation of low commitment to a social system due to a lack of integration into that system will increase the dropout decision. This idea is consistent with Tinto's later research (2015) that the individual perception of social integration has a significant effect on student persistence. After reviewing his own work and the research conducted by others on his departure theory, Tinto wrote in 2012 that previous research on student development has done much work to define and approve the importance of social integration, but we still do not know how to enhance social integration.

Thus, the theoretical foundation of this research attempts to combine Astin's and Tinto's student development theories to explore how student involvement in political activities or leadership roles enhances Chinese international student's social integration and personal development. While Astin and Tinto emphasize more self-effect which means the extent of individual involvement, Pascarella and Terenzini (1991) highlight the impact of structural characteristics, specifically the institutional features(e.g., program setting), on student involvement. By understanding the importance of student involvement and external impacts with regard to student development, the model of this research argues that international students enter institutions of higher education with a variety of attributes (e.g., gender, race, language ability), pre-college experiences, family backgrounds, and the readiness or un-readiness to adapt a new environment. Each directly and indirectly affect their intellectual development in college, both with regard their academic standing and their social and personal growth. Student involvement in political activities under the new environment refers to behavioral involvement and the ability to

Figure 3

The Theoretical Foundation of This Research
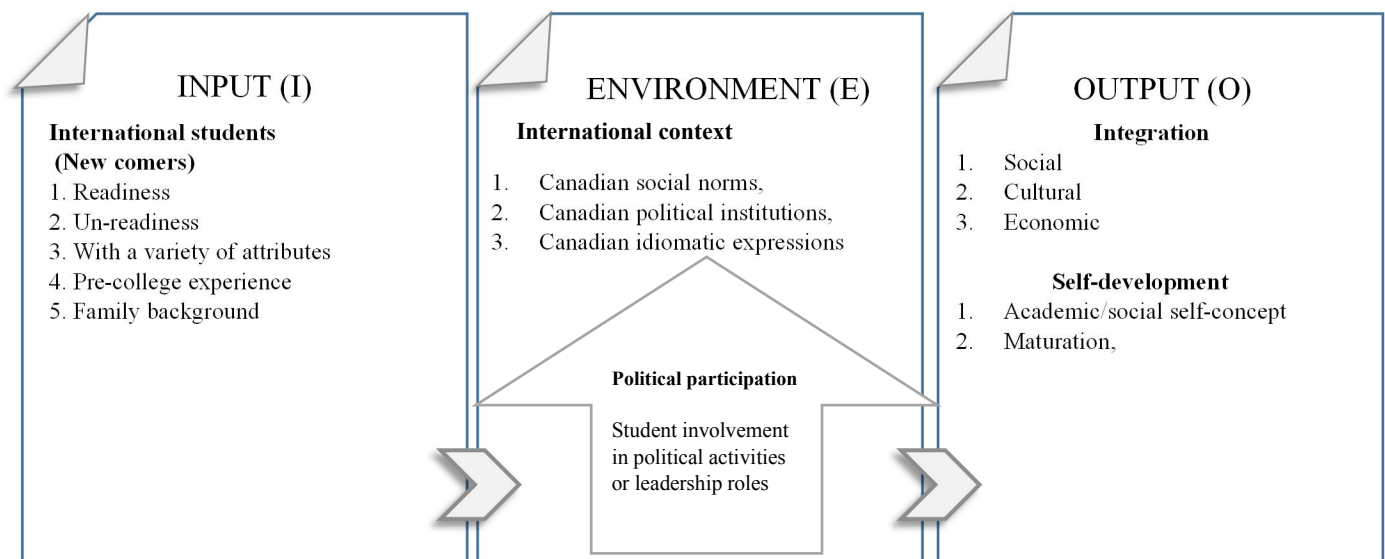
take the initiative to challenge new environmental characteristics, such as Canadian social norms, political institutions, and idiomatic expressions. Later, as a consequent of political participation, international students are more likely to integrate into Canada's mainstream society and fulfill a personal development.

Importance of the Study

The current research is driven is by three main concerns: the quality of life of Chinese students in Canada, the idea that understanding politics can validate conceptions of citizenship and facilitate the sustainable development of a healthy democracy.

In Canada, the number of Chinese students increased by almost 300% from 39,850 in 2004 to 119,335 in 2015 (Government of Canada, 2016). As of 2016, Chinese students comprised the largest group of international students at Canadian post-secondary institutions (ICEF Monitor, 2017), and Chinese students accounted for almost one-third (28%) of all international students in Canada in 2018. Moreover, according to Canadian Bureau for International Education (CBIE, 2018), 51% of all international students plan to apply for permanent residence in Canada and desire to become social participants in Canada.

However, in contrast with their contribution to the Canadian economy, the life experiences of international students can be challenging, and they often isolate themselves from campus life (Su & Harrison, 2016). Zhou and Zhang (2010) note that students from China have difficulties in cooperating and collaborating with domestic students and other group members, and they have difficulties making friends with other international students from other countries and domestic students. Thus, Chinese students can be recognized as 'social segregators' (Su & Harrison, 2016) as they are isolated from Canadian society.

Secondly, a personal understanding of how integration and self-development benefits from political participation motivates this study. Participation in student associations and executive teams are a form of political participation and can foster career success while helping students more easily integrate into society. For example, when I took the position as a vice-president in the student self-government association at the East China Normal University (ECNU) in Shanghai, China, I had many opportunities to organize student activities, raise funds for events, schedule annual projects, collaborate with other leaders in different sections and associations, and communicate with various people. This experience helped me develop my interpersonal, organizational, and life skills while providing opportunities to integrate into the community.

The most important benefit I perceived from my experience is the ability and confidence in public speaking. Verbal and/or writing proficiency is required and practiced in different settings, such as holding a meeting, announcing decisions, inspiring students for events attendance, and arguing for students' interests. Further, during my term in office, I was recommended to be a member of the Communist Party of China (CPC). I attended various meetings and training programs to learn how this party runs at the university level, and I was taught the working process and political ideology of CPC. I also learned some specific political terminologies and ideologies that might be difficult to access in daily life.

As a reward for my diligence and professional work skills when dealing with student affairs, I was recommended for a full-time job as the student counselor in the Faculty of Software Engineering at ECNU after my graduation. Therefore, political involvement in student associations has the potential to offer students a pathway to self-exploration and can help them integrate into the main society.

Lastly, this study seeks to determine how to conduct a healthy democracy in contexts where significant visible minority populations are under-represented. The *Migration in New Millennuium* (Bertelsmann Foundation, 2000) states that when Western nations welcomed numerous immigrants in the past, they were required to ensure that new comers were able to acculturate economically, socially, and civilly. This is necessary because democracy cannot be sustained in countries where sub-sections of the population are marginalized. Moreover, the Migrant Integration Policy Index ([MIPEX], 2015)—which measures policies that integrate migrants in a variety of developed nations—indicates that Canada has introduced some restrictions undermined this goal, causing its MIPEX rating to drop. For example, permanent residents hoping to become citizens encounter longer waiting time and restrictions, as well as additional documentation burdens. Thus, with respect to political participation, Canada's MIPEX rating is 20th among 38 countries.

In a democratic society like Canada, consistently declining voter turnout (Statistic Canada, 2017) accompanies continued restriction for newcomers' voting rights, which may potentially inhibit the practice of a liberal democracy because marginalized people are isolated from the main society and absent from political participation.

Rooij (2012) indicates the same logic between language learning and the adoption of policies as well as political systems in immigrants' new country, arguing that they should practice as early as possible, especially in their formative years. Thus, political participation is vital to international students as new immigrants, who are regarded as future Canadian citizens or global citizens in cross-nation communications.

Scope and Limitations of the Study

As a Chinese international student at the University of Windsor, I care about the performance and integration of this group into Canadian society. This study will explore how active political participation enhances international students' social integration with a particular focus on the dimension of language proficiency and their sense of belonging. I will discuss the research scope and estimated limitation of the study.

Scope

This research seeks to determine the perception of the benefits that Chinese international students receive through positive political participation, which refers to exploring how political participation enhances social integration at the university level. This study will explore the relationship between Chinese international students' political participation and their social integration. The research participants will be recruited from the Chinese international student population at the University of Windsor, Windsor, Ontario. The participants will be limited to students 18-years of age or older who are enrolled in the 2018-2019 academic year, who hold elected or non-elected leadership roles in student government or student organizations.

Limitation

There are two limitations in the present study. First, literature about international students' political participation in Canada is inadequate. Discussion with regard to international students as potential citizen or as global collaborators under the political text-which pay attention to their political learning and integration are limited. This limits the angle of the view from which the researcher approaches in conducting this research.

Second, the number of the participants will be limited. The current executive team membership listed on the University of Windsor's website for the three student government

associations (e.g., University of Windsor Students' Alliance, Graduate Students' Society, and Organization of Part-time University Students) does not include any Chinese international student representatives. Participants may only be found at the faculty level or within the Chinese international students associations.

CHAPTER TWO: REVIEW OF THE LITERATURE

To understand how Chinese immigrants participate in Canada politically, it is critical to explore how people of Chinese origin integrate in Canada in general and how this differs for those attending post-secondary education. Particularly important insights can be gained by exploring students at Canadian universities and their social integration through political involvement in their new environments. Certainly, in this part, some literature gaps that this research attempt to explore will be accounted.

Integration of People of Chinese Origin in Canada

Though people of Chinese origin comprise one of the largest ethnic minority groups in Canada, their integration into Canada has been slow, particularly with respect to political integration. This is in part due to Canada's legislative history as past xenophobic policies have made it difficult for people of Chinese origin to integrate into mainstream Canadian society. By the 1880s, people of Chinese-origin—mainly from Guangdong province in south China— composed the second largest group in British Columbia (BC) after First Nations (Stanley, n.d.). At that time, the Chinese immigrants took low-wage labor work in Canada and completed the British Columbia section of the Canadian Pacific Railway (CPR); however, despite their importance to the Canadian economy, including the historic construction of the CPR, many

European Canadians were hostile to Chinese immigration, and a prohibitive head tax restricted immigration from 1885 to 1923 (Chan, 2018). Contrary to the Chinese will of integrating into the Canadian society, the first legislature of the Province of British Columbia took the right to vote away from Chinese. Besides being barred from voting, people of Chinese-origin were not allowed to work for provincially-incorporated companies, for the government itself, for underground in coal mines, or on crown licenses before 1914 (Stanley, n.d.). At that stage, people of Chinese-origins and their Canadian-born children were excluded from the Canadian society, and there was no intention for Canadian government to integrate Chinese-origin immigrants into the mainstream of society. Since then, Chinese-Canadians have fought for full political and democratic rights and for full participation in Canadian life.

By 1920s, there was growing concern regarding the assimilation and integration of ethnic minorities and immigrant peoples in North America. Within Canada, research on immigrant integration became a research priority in the social sciences and humanities since 1995 (Wong & Tezli, 2013). As the number of immigrants from China grew 63.9%, from 332,825 in 2001 to 545,535 in 2011, it made Chinese the second largest foreign-born group in Canada (Statistics Canada, 2011). Their overall integration in the Canadian mainstream garnered significant attention from sociologists, politicians, and researchers; however, many studies reported that the integration of people of Chinese origin is unsatisfied and unsuccessful. Knowing that the English language helps enlarge networks and opportunities, and increases the likelihood of successful social integration for immigrants, researchers investigated the language proficiency of people of Chinese-origin through different dimensions, such as gender, length of residence, degree of education, and population. According to Statistics Canada (2006), in the census conducted in

2006 and a body of literature discussing, that language proficiency is identified as one of the major barriers that Chinese immigrants faced.

Four broad indicators are commonly used to measure immigrants' integration: economics, social-cultural standing, politics, and education (Fong & Ooka, 2006; Biles et al, 2008). Economically, variables such as income, employment, and occupational attainment have been investigated in various studies (Beaujot et al. 1988; Chui & Zietsma 2003; Hum & Simpson 2004).

Economics. Broadly speaking, there has been increasing rates of unemployment and underemployment for individual immigrants and a rise in poverty for immigrant families. Further, a substantial body of evidence indicates a presence of income discrimination against visible minority workers—both among immigrant and Canadian-born minorities—are significant (Omidvar & Richmond, 2003). Like the other visible immigrants, Chinese-origin immigrants manifest an overall lower social economic status in Canada compared with their white counterparts. Guo (2010) also indicates that Chinese immigrants face a downgrade in the dimension of their social economic status in Canada due to the devaluation of Chinese credentials and employment experiences once entering Canada.

Social-cultural standing. In terms of social-cultural integration, to people of Chinese-origin, there are internal and external causes that lead to a low degree of integration broadly, and their social-cultural integration is regarded as not fulfilling (Qin, 2017). Internally, people of Chinese origin are not social enthusiast; rather, they are "self-imposed isolation in ethnic enclaves" (Law, 2012, p. 14). People of Chinese-origin self-report that they prefers to socialize with other people of Chinese-origin outside of professional and academic settings (Meletiadis,

2014; Qin, 2017). In terms of their engagement in social activities, the majority of Chinese immigrants reported having a low level of participation in social activities regardless of the ethnic community and the wider society (Fong & Ooka, 2006). Even in Canada's largest Chinese-origin density community, Vancouver, Chinese immigrants display a lower participation in meeting or group activities than native Canadians (Baer, 2008). Externally, there is a consistency of public ire towards Chinese immigrants in the Canadian society in the past 200 years, which makes it difficult for Chinese immigrants to integrate into the Canadian mainstream (Law, 2012). From the time of constructing the CPR, European Canadians were hostile to Chinese immigration; later as the only group who had to pay the head tax from 1885 to 1923, it was until 2006, that Chinese community received an in-official personal apology from Prime Minister Paul Martin due to the election force (Chan, 2018). The strong work ethic and diligent culture among Chinese-origin immigrants are regarded as being encroaching upon mainstream society and would eventually, as a councilor in the city of Toronto commented, achieve dominance within Canada since they "work like dogs" (Law, 2012). The Chinese "educational culture" of pursuing higher education not only generates a high proportion of Chinese student participation in Canadian post-secondary education institutions, but also causes a heated social controversy reflected in the "Too Asian: Some frosh don't want to study at an Asian university" publication (Findley & Kohler, 2010). More recently, whereas increasingly middle classes of people of Chinese-origin landing in Canada, their habitude of settling drawn the ire of some other residents due to their ability to buy up properties at higher prices. In the social-cultural realm, that Chinese population poses threats and sources of competition towards Canadians of other ethnicities (Li, 1998; Law, 2012).

Politics. There is a cluster of literature in analyzing Chinese-Canadians' voter turnout rate, since voter turnout data and polls during elections often have an important role in evaluating the state of democracy in Canada from year to year (Dallaporta, 2015). According to Tossutti's (2007) work on analyzing the data from Statistics Canadas 2002 Ethnic Diversity Survey (EDS) and drawing on results from the 2004 Canadian Election Study (CES) to investigate the relationship between selected diversity and turnout, that Chinese-Canadian indicate a significant lower voting registration rates, and the young Chinese-Canadian under age of 30 reported the lowest turnout rates in federal election. Even within the highest density of Chinese population in Richmond Centre, B.C. the voter turnout in 2013 was reported as the lowest in the province (Xu, 2017).

Education. With the respect of people of Chinese-origin's educational integration, the situation is more paradoxical. By exaggerating and misguiding the myth of enrollment in post-secondary education through mass media, the real educational integration of people of Chinese origin is misunderstood. News reported on September 1979 called "Campus Giveaway" was later proved to be shoddy journalism. It accused Chinese foreign students occupying a large number of Canadian university spots, and emphasized that the majority of students in pharmacy class in the University of Toronto were Chinese international students; however, the fact is there is no foreign students were allowed admission to the pharmacy program (Ho, 2014). Besides the misguiding by mass media that the defect approaches of collecting empirical data obfuscates the reality of educational integration of people of Chinese-origin as well. As Coloma (2012) indicates, Chinese-Canadians remain relegated to the margins of research and teaching in the fields of education in general, and of curriculum studies, in particular, although they are strong numerical presence in the overall enrollment database. Further, by admitting the impact of academic capitalism

on Canadian higher education, and the government funding to university operating budgets dropped nearly in half in the last thirty years (Ivanova, 2013), that Chinese international students become the solution because they pay much higher tuition fee than domestic students (Su & Harrison, 2016). This facilitates a higher presence of people of Chinese-origin in Canadian universities as well; however, this does not mean their educational integration *per se* is good. So what is the real story of people of Chinese origin in terms of their integration in Canadian post-secondary education?

Integration of People of Chinese Origin in Post-secondary Education

Introduction. The research interesting on people of Chinese-origin in Canadian post-secondary education, especially in higher education, is largely due to Chinese international students' flocking into Canadian universities in the past two decades. Data released from CBIE (2018) indicate there were 494,525 international students in Canada at all levels of study. This represents a 17% increase over the previous year and a 34% increase between 2014 and 2017. China is the top resource country, and the enrollment of Chinese international students in Canadian university programs (2017) presents a nearly triple amount compared with the second large resource country Indian. Chinese international student contribute to the Canadian fiscal revenue in large and potentially will support Canadian labor market for the long run. Immigration Minister John McCallum expresses international students are viewed as '"among the most fertile source of new immigrants for Canada … [and] should be first on our list of people who we court to come to Canada"(Express entry review, 2016). Thus, research with the aim to help international students successfully graduate from post-secondary institutions in Canada and seamlessly transition into the labor market and permanent residency produce greater than ever (Cox, 2014). With these aims, a better understanding of how Western scholars define social integration, and further the approach to facilitate social integration in higher education has become a priority among priorities.

Social integration. Tinto (1975) first defines social integration in his student development theory in explaining the process of dropout decision in the higher educational institution. In explaining the interaction between students and post-secondary educational environment, he clarified social integration in the following description.

> Its Multiple Dimensions. Given prior levels of goal and institutional commitment, individual decisions as to persistence in college may also be affected by a person's integration into the social system of the college. Seen as the interaction between the individual with given sets of characteristics (backgrounds, values, commitments, etc.) and other persons of varying characteristics within the college, social integration, like academic integration, involves notions of both levels of integration and of degrees of congruency between the individual and his social environment (p.106-107).

Looking back into the person-environment interaction theories in understanding Chinese international students' social integration as well as their development in the Canadian institutions, that Tinto(1975), Astin (1984), as well as Pascarella and Terenzini (1991) have indicate that students' intellectual growth require their academic involvement as well as their extracurricular involvement. They all emphasized student involvement *per se* as an vital approach to reach academic integration and social integration. Baird (1969) identified a general trend toward lower self-concept (e.g., leadership ability), which was impacted by exposing in a new institutional environment, decreased students' social integration. Understanding this context is very important in helping Chinese international students' adaption in Canadian institution. As Pascarella and Terenzini (1991) emphasized that students psycho-social development, which can facilitate their social integration, retrieved from the external and internal impacts. Exposing in an brand new institutional environment, students' socializing forces on their adapt and change is exerted by family, peers, social groups and other agencies. To Chinese international students ,

since their original family is too far to be their support system in Canada , then their peers, social

groups and other agencies, as a compensation mechanism, suppose to take more affect on their

social integration. Astin (1993) reported students' involvement with faculty can generate

student-faculty interaction, which has significant positive correlation in improving their social

integration through behaviors like being elected to a student office. Consistently, Tinto (2012)

accounts in his book that social engagement with faculty, peers leads to forms of social and

academic membership and resulting the "sense of belonging" (p, 66) .

In believing that immigrants who can pursue higher education in Canada meanwhile

spending a long time in Canadian educational institution will benefit their social and cultural

integration into the Canadian mainstream, the Canadian government attempts to expand the pool

of international student graduates to supply labor for the emerging knowledge economy in

Canada (Poteet & Gomez, 2015). Ironically, Chinese international students' degree of social

integration are not good as it supposed to be, indeed, research demonstrate an increasingly

withdraw of their social integration(Jiao, 2006; Zhang & Zhou, 2010; Su & Harrison, 2014).

Challenges. Knowing the importance of social integration in student development, as

well as the involvement approach to facilitate integration does not mean Chinese international

students have or will have a better integration into the university and the Canadian society. A

common belief among educators is that international students are insufficiently adjusted to

higher education in their host country, both academically and socially (Rienties, Beausaert,

Grohnert, Niemantsverdriet, & Kommers, 2012). They face many challenges and barriers, such

as language, cultural, and program setting and population density obstacles.

Language Barriers. Language barriers often act as an isolating factor for international

students. Students with language problems were found to be the most likely to drop out of

university prior to completing their degree (Wilburn, 1999, p. 38). According to Abe, Talbot, and

Geelhoed (1998) students from Mainland China experience significant social integration issues

related to their lack of confidence both speaking and understanding spoken English implying that

the challenge may be at least partly language related (as cited by Meletiadis, 2014, p.30). Jiaos

research (2006) indicates that language deficiency obstructs the Chinese international students'

integration either in daily communication or in interactions with other students. Su and Harrison

(2014) emphasize that language emerged as a highly meaningful factor in determining Chinese

international students' ability to navigate both academic and social challenges; however, they

present overall low English language skills.

 According to Chow (1997), Chinese students "Language barrier... has been regarded a

critical factor (p.167)", and "The fact that Chinese students tended to be less active in

community or extra-curricular activities can be explained by their inadequate command of

English and the "mismatch" between their interests and those of Canadians" (p. 168). In Chow'

s view, the level of Chinese international students' integration into Canadian society is highly

related to their language proficiency.

 ***Cultural Differences*:** Literature review also indicates that cultural difference impacts

Chinese international students' social integration in an extreme way. Jiao (2006) indicates that

misunderstanding and disagreements that occur between Chinese international students and

Canadian peers resulted from differences in cultural performances (p. 111). She also exposed the

phenomenon that "mainland Chinese international students on a Canadian university campus are

always seen staying within their own culturally homogenous circles with very limited

communication with other students from different cultural backgrounds". Meletiadis' (2014)

qualitative study reflects many cultural related obstacles that Chinese international students

displayed. For example, "domestic host national student Christina, indicated that it was difficult to make friends with Chinese females because of different cultural beliefs and the role of women in society" (p.117). Chinese international students also indicated difficulty making friends. Hofstede (1986) found that Chinese international students preferred maintaining and establishing deeper, trustworthy relationships (as cited by Meletiadis, p,. 171) and that it was hard to obtain trust in Chinese culture and that such trust was possible only through prolonged engagement and friendship (Meletiadis, 2014, p. 178). Zhang and Zhou (2014) pointed out that the cultural difference amplified Chinese international students' language deficiencies and the communication difficulty. Compared with the words utilized in a dialogue with the domestic students, they have more difficulty understanding the cultural background knowledge within the conversation (Qin, 2017). Further, since Chinese international students grow up in another culture and are shaped with different personal interests, ways of communication, sense of humour, daily routines, and perceptions on many things such as friendship, sexual relationships, and privacy concerns negatively influence their willingness and attempts to make close friends with domestic students (Zhang & Zhou, p.13).

Program Setting & Population Density: Pascarella and Terenzini (1991) conclude that "public institutions with large enrollments and higher student-faculty ratios had a negative effects on students' social integration" (p. 184). According to Su and Harrison's (2016) research on Chinese international students' higher education experiences, the increasingly expanding enrollment of student of Chinese-origin and setting single ethnic (Chinese) international cohort at universities leads to a high density of Chinese student population which creates academic outcomes and social integration.

In some English remedial programs, also called English language Institute classes in some research studies, the density of the Chinese population gets worse as the Chinese students almost make up the entire class who are culturally similar which prohibit the social integration during their early experiences (Su & Harrison, 2016; Meletiadis, 2014). In some extreme cases that 90% of the cohort at Ohio University's Master of Finance and Economics program (MFE) are Chinese, and my personal experience is that 95% of the cohort at Windsor University's Master of Education program are Chinese. In specific class like ICT (information and communication technology), the whole class members are Chinese. Supported by Slaughter and Rhoades's finding (2004) that under a regime of academic capitalism, Chinese international students are targeted as revenue generators and are not always well-served by that ethos.

Opportunities. Though Chinese international students face so many inevitable challenges due to their immigrant status in the new environment, there are development opportunities to facilitate their integration. Student's involvement in the social system can be the solution. According to Tinto, Astin, and Pascarella and Terenzini that student' involvement in social and extra-curriculum activities helps their growth. Tinto (2012) suggested that in the social realm, student can take steps to involve in a diversity of social groups and organizations that allow them to find at least one smaller community of students with whom they share common bond. More specifically, Astin (1999) suggested that involvement in student government is associated with greater than average enhancement in facilitating students' social integration. Students' political liberalism,status needs, greater than average satisfaction with student friendships, and artistic interests can be experienced by engaging in student associations. Pascarella and Terenzini (1991) illustrated that the students' interaction with major agents of socialization on campus, for example, student associations, has a large impact on interpersonal

interaction. Further, extracurricular involvement may be seen as a more formalized manifestation of students' interpersonal involvement during university. In details, extracurricular involvement, particularly in leadership positions, has at least modest implications for one's career(p. 624). Wang (2016) states that international students' involvement in the native ethnic group can enhance their social integration.

Political Participation in Post-secondary Education- an approach to social integration

In the aggregate, Astin (1999), Tinto (1975), and Pascarella and Terenzini's (1991) student development theories all state that political participation, such as taking part in social activities, involving in student government, and taking leadership roles are pathways to social integration. As Tobach presents (1994), "to make the personal a motive to political, to make the political an instrument for changing the personal"(p.225). Political participation is an approach to facilitate social integration and ultimately reach a personal development.

 Literature on international students' social integration in Canada usually being discussed under the way of interactions with their cultural background, language, gender, and social class of international students in Canada, thereby influencing their sense of belonging, their overall integration, and later their step to political participation in host countries after graduate.

Though Canadian literature merely have a discussion on international students' political participation at the university level, researches in the United State and Europe reflect the tendency to include international students into political participation with the aim to facilitate their social integration in democratic countries. Moua-Vue's research (2017) demonstrates how international students' political participation with university services and offerings (programs, events, student organizations, leadership roles, etc.) affected their sense of integration and belonging to the university(p. 4). For example, an international student working as the president

of the entrepreneurship club reported in Moua-Vue's research about how sense of belonging and social integration generate through his experience of political participation. He accounted that "your name would appear in something and you know you part of that. So people know who I am. That's when you feel like you are someone.(p.52)" Like this descriptive conversation, many qualitative research captured international students' perception of social integration via a broad accounting. However, this research attempt to catch more themes and details in discussing two sepcific indexes of social integration, that is in exploring the approach of language development and the generation of sense of belonging.

Literature Gaps

Though it comes to realize the importance of political participation in enhancing international students' social integration, there are literature gaps in previous discussion. Generally, this research attempt to fulfill the following gaps.

1. Previous studies uncovered some of the barriers to political participation, but no discussion on how political participation might reduce those obstacles? Literature rarely investigates political participation as an approach to facilitate these two indexes which used identified as obstacles.

2.Previous studies on immigrants and political integration have been done, but the voices and experiences of international students in post-secondary education have been largely left out of the conversation, especially for Chinese international students.

Language proficiency as the essential condition of integration, that how political engagement facilitates language development and late lead to the sense of belonging is quite vague. In another word, why an ultimate approach of improving language proficiency and sense

of belonging should be in political participation, there is no related discussion. However, political philosophers and social scientists have given a clear statement about the relationship of politics and language. As Sunshine Hillygus (2005) accounts "Politics, after all, is a game of language, persuasion, and oral and written communication (p.36)", and it is through the political process that the rules of the game are established (Andrew,Biles, Siemiatycki, & Tolley, 2008). The involvement in politics requires the proficiency of English skills in speaking, reading, writing, and listening. in turn, the engagement in politics enhance the English language proficiency. Further, "language is an integral facet of the political scene:not simply an instrument for describing events but itself a part of events,shaping their meaning and helping to shape the political roles officials and the general public play.(Edelman ,1977, p. 4)" Aristotle (1962) argued that man is by nature a political animal. Influenced by this, Locke (2003) beliefs that God endowed mankind with the gift of language for both the improvement of knowledge and the maintenance of society. Combing with the lower political participation reality of people of Chinese-origin, and their English language barriers in involving into the Canadian social life, it is easy to understand the phenomenon in Qin's (2017) research now. It says that Chinese-Canadian who have more than 15 years length of residence in Canada, receive education/degree in a minimum of Master degree, and have long time working experience with Caucasians, still have language problems in integrating into the Canadian mainstream. That is largely due to their absence from the political engagement.

Thus, political participation in the educational setting offers the best opportunities for students to know the composition, function, and power of the language utilized in Canadian society. In this aggregate, to international students in Canada, a chance to engage in political activities not simply benefit to their social integration, but an all-round acquisition of the

language proficiency, culture, social norms, rules, and histories embedded in the political

institutions. However, the research in exploring international students' language development

and sense of belonging within political participation remains gaps to fulfill.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

Introduction

In order to explore that how political participation at Canadian universities enhance

Chinese international students' social integration, an qualitative research will be conducted.

Aiming to convey the beneficial experiences of those who take leadership roles or student

representative seat that the narrative one-on-one interviews will be designed. In this study, the

researcher will conduct the narrative approach in obtaining Chinese international students' life

experience in political participation -what they know, how they think, how they develop English

language and sense of belonging, and how they perceive of the political participation. In the

research process, the researcher will obey the steps of conducing the narrative research,

colleberate with participants during each steps, and later retell their stories and experiences about

the political participation in a Canadian university. As a consequent, that how language

proficiency improve and sense of belonging emerge via political participation will be reported. ,

Regarding specific methodologies, the semi-structured interviews will be conducted through two

rounds one-on-one interview, of each will last around 45 minutes. Two preliminary researches

were conducted in helping understand the significance of this research. First, was the online

investigation on collecting demographic information of executive team members through

randomly selected universities in Ontario, which indicated an absent of Chinese international students' participation in Student Government Association executive teams. Second, was a one-hour information interview with an experienced staff member who works for the International Students Centre (ISC) at the University of Windsor, who revealed that Chinese international students' involvement in elections at the University of Windsor was limited and these students' attitudes towards civic participation were indifferent. While talking about the details in conducting this research, more specific processes will be illustrated below.

Research Design

A narrative research design seeks to explore the meaning of the individual's experiences as told through a story or stories, and seeks to collect field texts/ themes that document the individual's story in his or her own words (Creswell, 2015, p. 508). Hence, this research will explore an educational research problem by understanding individual experiences and its meaning in giving guidance and suggestion to the others.

A theoretical lens of student development theory which emphasizes the self-development and social integration generated through students' involvement in political activities will be used to guide perspective or framework providing structure for the questionnaire design and the textual data interpretation in this narrative research. Thus, here are several steps to conduct a narrative design: identify a phenomenon to explore, firstly; select participants who can help the researcher learn about the phenomenon, secondary; collect stories from the individual that can reflect their experience, thirdly; retell participants' story with themes that researcher attempt to explore, fourthly; collaborate with participants to negotiate transitions from gathering data to writing the stories, fifthly; and later to validate the accuracy of the report (Creswell, 2015).

A two rounds interviews design with close- and open-questions will consider in this research. In the first round, the biographic questionnaire with questions refers to age, gender, faculty, and time of residence will be utilized. An overall job description about the representative duty and leadership roles will be required to account in the first round. In the second round, more open-ended questions refer to themes that this research want to explore will be designed. Further, in order to have an in-deep understanding and reflection towards the research questions that some questions in the second round will be modified based on the first round description in individuals.

Site and Participant Selection

Site. The research site for this study will bet the University of Windsor, Ontario, Canada. The University of Windsor is located in Ontario on the banks of the Detroit River. With approximately 217,000 population, the University of Windsor have 13,000 undergraduate Students and 2800 graduate students, which international students represent 17 percent and from 100 Countries. Seeing that the Chinese international students take no representative seat in either undergraduate student government nor graduate student government at the University of Windsor, that Chinese international students who take representative seats at other Ontario universities that easy to assess will be considered as well.

Participant selection. Chinese international students enrolled in the University of Windsor as a full-time or part-time students who take the student representative seats or leadership role will be included in this research.

 Each participant:

1. Chinese international students at the University of Windsor

2. Take leadership role or representative seat through election or nomination

3. Willing to participate in at least two 45- to 60-minute in-depth interviews using digital voice recorder (DVR)

4. Participants participated in political groups are list but not limited to students government association, research committee, faculty council, etc.

Data Collection

Narrative researchers place emphasis on collecting the experiences told to them by individuals or gathered from a wide variety of field texts. These accounts might arise during informal group conversations or from one-on-one interviews (Creswell, 2015, p. 510). Further, taking the research subjects (Chinese international students) and the research site (the University of Windsor) in to account, the data collection through one-on-one interview could be more suitable for the educational setting. With a principle that each individual will be require to attend a two round interview, thus the collecting of data of a single individual requires two times around two hours. On average, one interview will last one hour long and will be recorded and then transcribed for data analysis. Participants could speak whichever language (English or Chinese) they feel comfortable. The transcripts will be translated from Mandarin Chinese into English if someone chooses to respond in Chinese. This semi-structured interview is so designed to collect field text about the domains of political participation, and participants' perception of probing into language, and a sense of belonging.

To the data *per se,* they will be more contextual and descriptive than numeric, since the data is more about individual experience. More specifically, participants' story might include the elements, such as time, place, plot, and sense (Creswell, 2015,p. 510). As soon as the data

recorded and ready for later discussion, pseudonyms will be used for all participants and the person that participants mentioned in the story.

Data Analysis

In qualitative research, instead of using statistics, researcher analyze a text database. "The data analysis of text consists of dividing it into groups of sentences, called text segments, and determining the meaning of each group of sentences" (Creswell, 2015, p.17). The result may also be categorized into themes in order to represent the findings. In qualitative studies, " described individual and identified themes emerge a rich, complex picture. From this complex picture, researcher makes " an interpretation of the meaning of the data by reflecting on how the findings relate to existing research, by stating a personal reflection about the significance of the lessons learned during the study, or by drawing out larger, more abstract meanings." (p.18)

In narrative research the data analysis mainly refers to analyze individual's story for themes. In this study, the text information clustered the the dimension of 'English language development' and 'sense of belonging' which are generated from the positive political participation will be categorized and recorded. Later, by analyzing their words and sentences accounted in the interviews, the mechanism and model of how positive political participation at university enhance social integration will be composed.

Reliability and Validity/Establishing Credibility

In terms of the approach this research conducted, how to get reliability and validity in a narrative research will be illustrated. It's about how to get reliable and meaningful data in a limited participant amount. Starting with the first and most important one that how to build trust will be accounted.

Building trust. To increase trust, the general purpose of this study will be communicated to each participant before each interview at first. Second, students will be told that they can refuse to answer any interview question and are free to stop the tape recorder at any time. Third, after the interview and once the conversation is document, participants will be given the opportunity to listen to each recorded session and read each transcript. Finally, the participants will be asked to comment on the previous interview and add clarification when they believe it is necessary.

Validity and reliability. As this research will be conducted through qualitative interviews, a naturalistic inquiry will be employed which contribute knowledge that is true, applicable, and consistent (Wilburn, 1999). To narrative study, when collaboration exists with participants, this validation my occur throughout the research project (Creswell, 2015, p. 518), specifically, member checking, searching for disconfirming evidence are useful to determine the accuracy and credibility of a narrative account.

Truth value (internal validity). Guba and Lincoln (1987) believed that an accurate and believable "truth" is significant to the qualitative research; however, "truth" value is often difficult to obtain while the study is dealing with collective realities that exist in the minds (Wilburn, 1999). With the effort to produce credible findings, scholars suggests that building close relationship with the participants and making reality checks with them can increase the findings' truth value (Wilburn, 1999). Active listening on the part of the interviewer will be used within each session. Confirmation will be allowed to review interviewers' interpretation while participants are answering the open-ended questions, and this counseling technique has been referred to as an "open invitation to talk and directs attention to the client's needs and wishes rather than to those o f the interviewer" (Ivey, 1971, p.55). Focusing on the participants'

thoughts and perceptions,the interviewer became possible to fully explore participants' thoughts

and ideas (as cited by Wilburn,1999, p. 81).

External validity (applicability). The validity of this study is a respond and further

explore to other researches which illustrate the reality of Chinese group's absent from political

participation in liberal democracy. With the purpose to change this status as well as facilitate

Chinese group's political participation that an exploration of benefits through positive

participating in political activities will be conducted. Ultimately, with the hope that Chinese

group can integrate into Canadian society smoothly and positively.

Reliability. Instead of applying statistical methods for establishing reliability of research

findings, qualitative research attempt to get the 'trustworthiness' finding which generated

through designed and incorporated strategies (Noble1 & Smith, 2015).

Merriman (1988) stated reliability is problematic within qualitative conversational

research because human behavior is not static and there are interpretations existed in the

narrative progress.Generalizing human behavior is not the goal of this study research. Rather, the

purpose is to gain at least a partial understanding o f a particular individual, group or specific

behaviour . Unique population and a personal milieu of the interviewer contribute to a

presentation of how a trail of data is collected and interpreted under the particular context.

Methodological Assumptions

Creswell regards methodological assumptions consist of the assumptions made by the

researcher regarding the methods used in the process of qualitative research (as cited by Dave,

2013, para. 1). Based on the researcher's own experience and through an inductive procedure,

data will be collected and analyzed . The research here is the production of values of the

researcher and a reflection through broadly literature review. Through an inductive approach, raw textual data is condensed into a brief, summary format. Clear links are established between research objectives and summary findings derived from raw data. A framework of the underlying structure of experiences or processes that are evident from the raw data is developed.

Ethical Considerations

As Creswell (2015) note that all educational researchers need to consider and anticipate ethical issues in their research. Ethical considerations should be noticed in almost every step in a qualitative interview design. Informed consent and issues of privacy and confidentiality are basic principles of ethical considerations in a qualitative research.

Informed consent. A premise of conducing a research now are required that researchers should guarantee to participants that their research will cause minimal risk to participants. With a consent form, participants consent to participation in research. Develop an informed consent form for participants to sign before they participate is vital, as this form should state that the researcher will guarantee participants certain rights and that, when they sign the form, they are agreeing to be involved in the study and acknowledge the protection of their rights.

Privacy and confidentiality.Guided by the informed consent form that the research should be conducted abide by protecting participants' privacy and keeping them in confidentiality.

In data collection and report, all personal information should be made as anonymous as possible, participants should be made aware of how data will be kept confidential. In specific, approaches like designing anonymous questionnaires or bring individuals into the experimental laboratory can be employed to keep their privacy (Creswell, 2015).

Dissemination of Results/Conclusions/Recommendations

The dissemination of this research and its result will be conducted through the future research conferences hold at the faculty and university level, and it suppose to be published on an academic journal. All these dissemination attempt to improve the political awareness of the Chinese international students, to encourage their political participation in facilitating their social integration, especially in the dimension of English language development and sense of belonging. On the other hand, the result of this research aim to suggest the university authority the emergency of including international students' political participation in build a healthy democracy in a long run. Last but not least, the premise of global collaboration is based on mutual-understanding, its not only about the language we can share, cultural we can understand, but also about the political institution we seized in dealing with international affairs.

Summary and/or Restatement of the Purpose

Canada is constitutionally committed to "peace, order and good government," and thus, not only is "playing by the rules" important, but so too is being able to influence those rules (Edited by Caroline Andrew, John Biles, Myer Siemiatycki, and Erin Tolley, 2008,p. 5). Thus, In this research, the scenario of encouraging students' political participation aims to facilitate international students' better integration into the mainstream society in Canada, especially in English language development and sense of belonging. Their involvement in political activities will enable them to know the social norms, rules, the cultural background which embedded in the process of making political decisions and using political language. In a long run, this research want to alert the needs that in facing the increasingly diversity and multicultural, Canada have to

cultivate its social members' political participation in building a healthy democracy and fulfill a

Canadian prosperity.

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Appendix A

Chinese International Student Recruitment E-mail Text

Dear Chinese International Students,

My name is Yuehua Zhu and I am a master candidate of Educational Administration at the University of Windsor. I am currently working on my thesis research on exploring Chinese international students' political participation and their social integration. By political participation, I mean those who take leadership roles and student representative seats with more changes to make decisions, to influence the others, and to address student (faculty, university) affairs based on their positions.

Purpose of the research. The purpose of this study is to explore how Chinese international students' political participation enhances their social integration, what is their perceived benefits through their experience of taking leadership roles and student representative seats at the University of Windsor. Specially, in exploring how political participation enhance social integration in the indexes of language proficiency and sense of belonging. The research results is suppose to give guidance and inspiration to future Chinese international student in Canadian universities about how to enhance their social integration, language proficiency, and sense of belonging.

Participants. Chinese international students who take leadership roles or student representative seats at the university of Windsor are welcomed to involve in the study. Participants can be undergraduate or graduate student, and have enrolled in the full-time programs or part-time programs in 2018-2019 academic year.

Research process. In order to better understand participants' experience in political involvement that a semi-structured narrative one-on-one interview will be conducted. Each participants will be required to take a **two round** interview to help researcher collect in-depth accounts about their personal stories, and each round will take around 45-60 minus. I will collaborate with the participants within each steps to confirm the field text they described is accurate to report.

All the information shared in the interview will be kept confidential and used for the purposes of this research only. Pseudonyms will be used for all participants in the discussion section of this paper. Please do not feel obligated or pressured to participate in this study. Your participation is not tied to grades or services received from the International Office or any relationship with the International Office. Contact me at zhu14t@uwindsor.ca if you will like to participate in this study.

Thank you for your cooperation.

Sincerely,

Research: Yuehua Zhu

Supervisor: Dr. Clayton Smith, Ed.D Associate Professor, Faculty of Education

Appendix B

Informed Consent and Permission for Interviews

Title: Enhancing Social Integration in Canadian Post-secondary Educational Institution for Students of Chinese Origin through Political Participation

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to explore the benefit that Chinese international student perceived through political participation at the university, especially in the dimension of language proficiency and sense of belonging.

Data will be collected through semi-structured interviews. Two rounds one-on-one interview will be conducted, of each will be last for around 45- 60 minutes. First round will focus on collecting demographic Information,and some close questions about participants experience in political participation. The second round will raise some specific open questions based on participants narrative content in the first round, yet those open-ended questions will be composed of two themes (language proficiency and sense of belonging) that this study try to probe.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, pseudonyms will be used for all

participants in the discussion section of this paper and only the researcher will know your

identity.

There are no known risks and/or discomforts associated with this study. The expected

benefits associated with your participation are your stories about the experiences in political

participation.

Please sign this consent form. You are signing it with full knowledge of the nature and

purpose of the procedures. A copy of this form will be given to you to keep.

_____

Name of Participant

_____   _____

Signature of Participant   Date

SIGNATURE OF INVESTIGATOR

_____   _____

Signature of Investigator   Date

Appendix C – Demographic Information Sheet

Demographic Information Sheet

Instructions: Please provide a response for each of the following questions. In order to protect your personal information, a pseudonym will be used later in the discussion sector in this research.

1. Name: _____

2. Gender: Female   Male

You don't have an option that applies to me. I identify as (please specify) ____

3. Date of birth: _____

4. Nationality: _____

5. Current status of education:

Undergraduate Program_____ Master Program_____Doctoral Program_____

6. Program (Stream): _____

7. Name of your group/ organization:

   (You are involving this group/ organization as a leader or student representative)

   _____

8. Length of time in Canada: _____

9. Political participation experience before entering the university of Windsor

If yes, please make a simply description.

10. Leadership roles or student representative seat description(at the University of Windsor)

Appendix D – Interview Protocol

Semi-Structured Interview Protocol

The interviews will be conducted in Chinese or English depending on the choice of the interviewee.

The Second Round One-on-One Interview Questions	
Language proficiency	Sense of Belonging
1. How do you evaluate your language proficiency? (Academic/ social usage)?	1. Do you feel a broadly sense of belonging in the Canadian society? Why?
2. Do you perceive a difference about your language proficiency after taking a leadership role or being student representative? If yes, could you give me any example?	2. Do you think your leadership roles/ representative status enhance your sense of belonging into the University of Windsor? Why?
3. What is the difference actually refers to? 1) Vocabulary expanding? 2) understand more slang? 3) Understanding language context? 4) Understand the cultural background within a conversation?	3. What is your perception of sense of belonging? 1) Physically attach to a group/ an organization? 2) The confidence/ familiarity that generated through involving in political participation? 3) Or something else?
4. Do you experience the social norms, rules	4. What kind of activities help to improve your

embedded in the language people used in dealing with political issues? if yes, can you give me an example?	sense of belonging in you politics experience? 1) Attending meeting 2) Name included in the email group 3) On-site decision making--voting/comments
4. What kind of activities help to improve your language proficiency in you politics experience? 1) Reading working emails(received due to your political position)? 2) On-site presentation/ comments/ 3) Writing working email to convey ideas 4) Reading working documents/ 5) Collaborating with other peers in your political group.	