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Henry. Fong

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ENGLISH AS A SECOND LANGUAGE PROGRAMS
AND STUDENTS' SOCIAL INTEGRATION:
A STUDY OF THE STUDENTS OF THE PROGRAMS OF
ST. CLAIR COLLEGE, WINDSOR, ONTARIO.

by

Henry Fong

A Research Project
presented to the School of Social Work
of the University of Windsor in Partial Fulfillment
of the requirements for the Degree
of Master of Social Work at
The University of Windsor

Windsor, Ontario, Canada
August 1981
THE UNIVERSITY OF WINDSOR
SCHOOL OF SOCIAL WORK

M.S.W. APPROVAL

HENRY FONG

APPROVED BY:

Committee Chairman

Member

Member

School Director

Date

Sept. 3, 1981

[Signatures]
ABSTRACT

This research project was an opinion survey designed to achieve the following purposes:

1. To examine whether the English as a Second Language Program and the Basic Education Program of St. Clair College in Windsor had assisted their students in their process of social integration, in terms of 28 social adjustment indicators devised by the researcher to reflect social integration.

2. To study the two programs in relation to the extent to which the following subgoals of English training programs for immigrants, as suggested by Inez N. Elliston, were achieved:
   a) to give the student information about the community, in terms of the availability of social service agencies.
   b) to create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services.
   c) to give newcomers a feeling of security and pride in becoming part of the community.

3. To identify the personal needs of some of the new immigrants in Windsor and the areas in which the social work profession should be involved to meet their social welfare needs.

It was hoped that this research project might act as a catalyst in encouraging further studies in this area.
The review of the literature was conducted to gain understanding of the trends and issues involved in the historical development of immigration into Canada, and implications for social services and other services needed by immigrants, as well as to clarify the concept of 'integration'.

A questionnaire was developed around the purposes of this study, the contributory literature and relevant information collected from discussions with some teachers and the coordinator of the two programs, Mr. John Chiarcos. Twelve students from the Basic Education Program filled out the initial questionnaire for the purpose of the pre-test. The questionnaire was revised on the basis of the questions raised by these students and the answers given in the pre-test. The research data were collected through the administration of the revised questionnaire to 16 students of the English as a Second Language Program and to 29 students of the Basic Education Program. Analysis of the responses of 45 subjects resulted in the following major findings:

1) There was evidence that the two programs were beneficial to the subjects' social integration.

2) There were indications of success in relation to one of the subgoals of English training programs, viz., to create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services.

3) There was no evidence to indicate that the other two subgoals of English training programs were successful, viz., (1) to give the student information about the community, in terms of the availability of social service agencies, and (2) to give newcomers a feeling of
security and pride in becoming part of the community. This was possibly a result of the short duration of the training periods in the two programs and the priorities of the two programs.

On the basis of the findings and conclusions, recommendations were made for possible steps to be taken by the social work profession and the two St. Clair College educational programs, in order to meet the needs of new immigrants in Windsor. One of the key recommendations made was that coordination between the two St. Clair College programs and various social service agencies be essential. Implications for further studies were also noted.
ACKNOWLEDGEMENTS

The researcher wishes to express his gratitude to Mr. John Chiarcos, Coordinator of the English as a Second Language Program and the Basic Education Program of St. Clair College, Windsor, and to the teachers of the two programs for their cooperation and insightful perspectives.

He is especially indebted to each member of the Research Committee: to the Chairperson Dr. James Clarke for his thorough comments and valuable ideas; to Professor Valentín Cruz for his continuous support and careful guidance; and to Dr. Linda Bebout for her direction and perspective.

Appreciation is expressed to Professor Bud Hansen for his advice in the statistical analysis of this study. The researcher would also like to take this opportunity to express his gratitude to his typist, Mrs. Dolores Hendrick, for her professional contribution to this study.

Lastly, but most importantly, the researcher wants to thank his parents, Angela and Ignatius Fong, for their continued support and encouragement. It is to them that this study is dedicated.
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CHAPTER I

INTRODUCTION

Background of the Study

Since Confederation, over eleven million individuals have been admitted into Canada as new immigrants. The ethnic composition of our society is changing constantly as a result of the continuous flow of immigrants into Canada. Consequently, our society is increasingly heterogeneous in terms of our cultures and life styles. New needs emerge in our community when immigrants leave their motherland and arrive here as strangers to our way of life. These needs are not only the concern of the newcomers, but are also the concern of the established residents, since the new immigrants and these other Canadians share the same community. Conflicts between immigrant children and their parents as a result of the cultural gap and conflicts between the dominant group and the newcomers are just some examples of the problems that may arise out of this situation.

One of the major keys to the mutual understanding between these newcomers and the rest of the Canadians, and to the cultural adjustment and integration of these newcomers to our community, is their understanding and their skill in the language of the mainstream of our society—English.

As pointed out by Dr. John H. Mills:

The New Canadian Adult must quickly learn enough of the appropriate English vocabulary to meet his immediate needs. He
must shop, find accommodation, read an advertisement, apply for a job, follow a street sign, ride a bus, write a cheque, buy insurance, learn his legal rights and continue his education.

Limited instructional activities for immigrants, to teach them one official language and to introduce them to Canadian life, had been carried out prior to World War II, mostly by voluntary organizations and to some extent by school boards. In 1946, some members of the parliament indicated immigrants should be made fully aware of Canada's democratic system and the Canadian way of life. In addition, during the 1946 debates on the Canadian Citizenship Act, it was suggested that the new immigrants should be trained to communicate in the language of the ambient society.

Under the Canadian Citizenship Act, the applicant for citizenship is required to display an adequate knowledge of English or French and of the responsibilities and privileges of citizenship. Under another section of the same act, the Minister of Citizenship and Immigration is allowed to take measures to assist the applicants in preparing for citizenship by way of language instruction.

Since immigrants in the 1950s began settling more in urban centres than in the farming, lumber and mining areas, voluntary organizations and school boards in urban areas found themselves increasingly in need of financial support. After representations from some organizations and school boards and consultation with all provincial ministries responsible for immigrants' needs, the Citizenship Instruction Agreement was created with a view to assisting in the provision of citizenship and language instruction to adult immigrants.

For the purpose of assisting immigrants to learn English and
become participating citizens of Canada, an agreement was made in January 1953, between the Federal Government of Canada (represented by Walter E. Harris, Minister of Citizenship and Immigration) and the Provincial Government of Ontario (represented by W. J. Dunlop, Minister of Education).

Under this agreement:

The Government of Canada hereby agrees to make to the Provincial Government a grant equivalent to one half of whatever amount the latter has spent or contributed towards the teaching costs of citizenship instruction, whether these costs have been borne directly by the Provincial Government or indirectly through grants to local school boards.  

For the same purpose another agreement was made in July, 1963 between the Federal Government of Canada (represented by Guy Favreau, the Minister of Citizenship and Immigration) and the Government of Ontario (represented by John Yaremko, Provincial Secretary and Minister of Citizenship).

Under this agreement:

The Government of Canada hereby agrees to reimburse the Provincial Government for the total expenditures made by the Provincial Government in any year of this Agreement on Language Textbooks for use by adult immigrants in programs of language instruction.

Under these two agreements, cost-sharing is made between the Department of the Secretary of State and the Ontario Ministry of Culture and Recreation towards the funding of English as a Second Language Programs. In addition, the Federal Government of Canada has also been contributing to the English as a Second Language Programs through the Canadian Employment and Immigration Commission by purchase of service from community colleges, such as St. Clair College, to run the English
as a Second Language Program, on referral by the local Manpower Office, training allowances are also given to students of these Programs, in accordance with the individual family situations of the students and Manpower employment goals.

According to Section 4(1) of the Adult Occupational Act, a Manpower officer "may arrange for the enrolment of an adult in any occupational training course that will increase his earning capacity or opportunities for employment." Under the present system, language courses are restricted to two groups of trainees who must first meet certain general requirements:

(a) immigrants and refugees; and
(b) Canadian migrants who move to another province.

The training provided by the English as a Second Language Program is offered almost on a full-time basis. Courses vary in length from province to province, but average close to twenty weeks. It is the responsibility of the province as to how the curriculum is developed. The duration of the program is usually determined by the curriculum. The objective of the program, from the perspective of the Manpower Department, is to increase the employability or earnings of the individual trainees. In other words, the provision of language training under this agreement is a labor market adjustment measure. The language courses are specifically designed to remove the employment barrier which stifles the job-search efforts of two categories of clients:

(a) skilled workers who cannot secure employment in their trade or profession or in a suitable related occupation because of a lack of fluency; and
(b) unskilled workers who cannot be placed in suitable employment because of lack of fluency.
In Ontario, the purpose of this language training program is outlined as follows:

1. To develop a basic, functional fluency in the English language, concentrating mainly on oral communication but not to the exclusion of reading and writing.

2. To provide the student with some of the knowledge and insight of English-Canadian Society to effectively deal with a new cultural and work environment.

As indicated by Mr. John Chiarcos, the coordinator of the two programs, some experienced teachers of the two programs felt that it would be more beneficial to a number of students if the duration of the two programs could be extended. It was felt by some teachers that the number of hours of language instruction in the two programs was sometimes insufficient in assisting students to participate in community life. However, from the perspective of the Manpower Office, the objective of the program is mainly to assist immigrants to seek employment and to maintain the employment. Therefore, it was the feeling of the Manpower Office that its responsibility was only to assist new immigrants to obtain the level of English required to obtain a reasonable job. As indicated by a discussion paper, published by Canada Manpower:

Trainees should not expect to master a second language by attending a basic CMP language course, but they should normally acquire sufficient communicative skills to be able to integrate into the labor market. . . . . Trainees should be invited to withdraw from language training as soon as they have reached the level of fluency where they can be placed in suitable employment. The training period may vary considerably with individuals.
However, such a perspective is not shared by some other related governmental departments. Immigration, under the British North America Act, is a shared Federal and Provincial responsibility. From the Federal perspective, the Department of the Secretary of State has certain general responsibilities regarding the development of a receptive and tolerant Canadian society into which the immigrant may integrate smoothly and successfully. From the Provincial viewpoint, the Ministry of Culture and Recreation is not only interested in increasing the English facility and the employability of the newcomers, but is also interested in helping new immigrants to adjust and integrate into the Canadian community so that they may fully participate in our community as Canadian Citizens.

As suggested in 1978 by Inez N. Elliston, a teacher of English as a Second Language, in an article in TESL Talk, some of the objectives of the English Training Programs should be:

1) To give the student information about the community in terms of the availability of social service agencies.

2) To create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services.

3) To give newcomers a feeling of security and pride in becoming part of the community.

It was pointed out by Dan Leckie that:

To me, ghettoization is the result of a community not feeling that they are able or not feeling enough respect to be able to participate fully in the mainstream institutions that they find around them. It is feeling that they have to set up their own
borrowing or loan-sharking system because they can't participate in the banks that everybody else participates in. But if we want to avoid the unhealthy side of ghettoization, of non-participation in Canadian institutions, then I think education has a real responsibility to realize that its the number one line institution in a local community, that a school can, dynamically, bring alive the culture of the local community, and that means both for the parents and the children.

In following this logic, successful integration also requires understanding of the way of the mainstream such as the expectations, moral standards and the ways in which the average Canadian meets his own needs in addition to acquiring English skills.

Therefore, it is pointed out by Elliston that:

The role of education is to prepare the individual to assume his responsibility as a social being. While this begins in the home, a major share of the responsibility for the socialization process rests with the school. The newcomer in transition does not have the same stability of home influence to help him in the process, because the whole family itself is in transition. As a consequence, the school must not only carry on its traditional role as a socialization agent, but must go beyond that to serve as a bridge between cultures, clarifying values, providing role models, and devising strategies which will articulate for those newcomers some of his more important social roles and responsibilities.

Implicit in this thinking is the assumption that, other than teaching English to new immigrants, their integration into the mainstream must also be encouraged and promoted so that the opportunities open to the average Canadian are also open to them. In order to achieve such an objective, the social and cultural aspects of the immigrants must be taken into consideration in designing social and recreational programs for those newcomers so that they know there is a place for them in the community and that they are accepted in spite of their differentness.

In recent years, Canada has improved reception services in Canada. However, language and initial settlement assistance are not
enough. Concerted efforts have to be made to facilitate the adjustment of immigrants in our community on a longer term basis in our rapidly changing society.

It is the thinking of the researcher that the responsibility to assist these newcomers to adapt to the Canadian society and to participate fully in it lies not only on the shoulders of the teaching profession, but also on the shoulders of the social work profession and the shoulders of the public. Confronting the reality of the needs of our ethnic fellow citizens and assessing the effectiveness of the educational and social programs for new immigrants is an urgent necessity that should not be delayed if our community is to exist in peaceful harmony and with growing vitality.

In order to develop further beneficial programs and policies to meet the needs of our fellow ethnic citizens, the social work profession must play a role in examining the extent to which present programs and policies, with both educational goals and social welfare sub-goals are consistent with their total needs, and how these existing programs can be further developed or modified to reach the ethnic clients. These elements can be examined in administrative terms (such as program evaluation and policy development) as an initial step for discovering a solid basis for further development of existing and new programs and policies to meet the needs of our ethnic fellow citizens as fully as possible.

The St. Clair College Training Program

There are basically two language training programs funded by the Manpower Office and run by St. Clair College in Windsor:
(1) The English as a Second Language Program is a twenty-four week program for every individual immigrant. Thirty hours of classes a week are provided for each student. Therefore, the program involves seven hundred and twenty hours of classes.

(2) The Basic Education Program is an extension of the English as a Second Language Program. It is designed for students who wish to further improve their skills in English, after completion of the English as a Second Language Program. The Basic Education Program runs for thirty-two weeks where thirty hours of classes are provided each week. Therefore, the program provides a total of nine hundred and sixty hours of class time. It is the decision of the Manpower Office as to whether the students who have completed the English as a Second Language Program are allowed to continue in the Basic Education Program. The objective of the Basic Education Program is to upgrade the English skills of the students, equivalent to the average grade eight level. (As a result of budgetary constraints, it is the policy of the Ontario government that the Basic Education Program is to be gradually phased out.)

The majority of the students are referred to the two programs by the Manpower Office. Those who are referred to the program by Manpower are provided with a living allowance. The amount of living allowance is decided on the basis of individual circumstances.

The Purposes of the Study

In this research project, the purposes were:

1) To examine the ways in which the English as a Second Language Program and the Basic Education Program of St. Clair College in Windsor had assisted their students in their process of social
integration, in terms of 26 social adjustment indicators devised by the researcher.

2) To study the two programs in relation to the extent to which the following subgoals of English training programs for immigrants, as suggested by Inez N. Elliston, were achieved:

   a) to give the student information about the community, in terms of the availability of social service agencies.

   b) to create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services.

   c) to give newcomers a feeling of security and pride in becoming part of the community.

3) To identify the personal needs of some of the new immigrants in Windsor and the areas in which the social work profession should be involved to meet their social welfare needs.

On the basis of the research findings, recommendations were made in relation to the roles of the social work profession and the two St. Clair educational programs. Finally, implications for further studies in this area were made. It was the hope of the researcher that this project would stimulate the thinking of social workers to assess the roles of the social work profession in relation to the needs of immigrants. It was also the hope of the researcher that this research project might act as a catalyst in encouraging further studies in this area.
Summary

In this chapter, the importance of immigrants' facility in English in relation to their social adjustment and integration into the Canadian society was established. The funding sources for English training programs for immigrants were described. The positions of the Manpower Office and the Ontario Ministry of Culture and Recreation in relation to the purposes of English training programs for immigrants were discussed. The general responsibility of the social-work profession to the needs of immigrants was assessed. The two St. Clair College educational programs for immigrants in Windsor were described. Finally, the purposes of this study were outlined.

Chapter II of this study will discuss the review of the literature.

Chapter III will discuss research methodology. This chapter will focus on the discussion of the research design, including its classification; research sample; research instrument; the modification of the Questionnaire on the basis of the pre-test; and the limitations of the research design.

Chapter IV will focus on the presentation of the findings and analysis of the data collected.

Chapter V will focus on the implications of the findings, conclusions and recommendations, based on the findings, and implications for further research.
FOOTNOTES


4 Adult Occupational Act, Section 4.1. 1967.


7 Canada Manpower, p. 2.


CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter was to clarify the thinking of the researcher in relation to his concerns for the needs of immigrants in Canada. It was also the purpose of this study to provide the information and the theoretical background to enable the researcher and the reader to understand certain concepts and issues related to the trends of immigration into Canada and the implications of these trends. The concept 'integration' was discussed and analyzed in this chapter in order to enable the researcher to better formulate the objectives of this study as described in Chapter I, and to better design the research instrument to meet these objectives. Finally, it was also the purpose of this chapter to illustrate how the discussions in this chapter lead into the formulation of the research questions. On the basis of these purposes, it was decided that this chapter would include discussions in the following five areas:

1. The Development of Immigration Policies
2. The Needs of New Immigrants
3. The Areas in Which Social Workers must Be Alert
4. The Concept 'Integration'
5. Relevance of the Literature to the Purposes of the Study
The Development of Immigration Policies

Immigration policy is an emotional and controversial topic. There will always be people who hold strong views about immigration, both for and against. The principles governing Canada's immigration policy in the post-World War II period were laid down by Mackenzie King, the Prime Minister of Canada at that time. In a statement to the Parliament, he said:

The policy of the Government is to foster the growth of the population of Canada by the encouragement of immigration. The Government will seek by legislation, regulation, and vigorous administration to ensure the careful selection and permanent settlement of such numbers of immigrants as can be advantageously absorbed in our national economy. . . . The people of Canada do not wish, as a result of mass integration, to make a fundamental alteration in the character of our population.10

Implicit in his remark was that preferences should be given to the immigrant groups which were numerically dominant in earlier waves of immigration. As a result, extra efforts were made to encourage immigrants from the United Kingdom. There were fewer formalities, speedier procedures for obtaining visas and a more active promotional campaign in England than anywhere else in the world. At the same time, special restrictive policies were made to minimize immigration from Asia. Such policies were developed on the assumption that British immigrants would be more readily absorbed than those from Asia and other countries.

As a result, between 1966 and 1965, 33.22% of the immigrants
admitted into Canada were of British origin, as opposed to only 2.66% from Asia, 14.84% from Italy, 19.79% from Poland and 12.27% from Germany. However, according to the Dominion Bureau of Statistics:

Among immigrants arriving in Canada between 1951 and 1953, it was estimated that 10 percent of British subjects (including Commonwealth Citizens) had applied for citizenship within two years of becoming eligible as compared with 2.7 percent of Italian, 38 percent of Polish nationals, and 70 percent of Germans. 11

On the basis of these findings, Anthony Richmond raised an argument against Mackenzie King’s assumption that immigrants of British origin were more readily absorbed into Canada by stating that:

In fact, however, the frequency of citizenship applications from British immigrants appeared to have been low. It was thought that they had a high rate of return to their former country. Clearly, immigrants who do not remain in their new country cannot be said to be absorbed in any sense of the word.

Changes in the immigration policies of Canada have been taking place gradually. Since the 1960’s, the statistics on the ethnic origin of immigrants admitted to Canada show an increasing percentage of immigrants of non-British origin. The percentage of immigrants from Asia has been increasing drastically. As illustrated in Table I, between 1950 and 1955, only 2.8 percent of the immigrants to Canada were from Asia. Between 1968 and 1973, 16.8 percent of immigrants to Canada were from Asia.

The year 1967 was a major turning point in Canadian immigration. The introduction of the “points system” of selection and the abolition of specific racial, ethnic and national criteria of preference resulted in a significant shift in the sources of immigration by country. As indicated in Table I, between the years 1967 and 1973, the decline in
British immigration was compensated for by an increase in the numbers coming from the United States. There has been a steady decline in the proportion from European countries. The major increase has been in immigration from Asia.

TABLE I

PERCENTAGE DISTRIBUTION OF IMMIGRANTS BY SOURCE AREA, 1950-73

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<tbody>
<tr>
<td>Africa</td>
<td>0.4</td>
<td>1.0</td>
<td>2.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Asia</td>
<td>2.8</td>
<td>2.7</td>
<td>7.2</td>
<td>16.8</td>
</tr>
<tr>
<td>Australasia</td>
<td>0.8</td>
<td>1.4</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Europe</td>
<td>88.0</td>
<td>84.8</td>
<td>73.5</td>
<td>49.9</td>
</tr>
<tr>
<td>North and Central America</td>
<td>0.7</td>
<td>1.0</td>
<td>2.8</td>
<td>8.4</td>
</tr>
<tr>
<td>(Except U.S.A.)</td>
<td></td>
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<tr>
<td>U.S.A.</td>
<td>6.3</td>
<td>7.7</td>
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</tr>
<tr>
<td>South America</td>
<td>0.8</td>
<td>1.3</td>
<td>1.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Others</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.5</td>
</tr>
<tr>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>


Under the present system, special status is also given to political refugees so that they may gain admittance into Canada on the basis of 'need', rather than on the basis of the point system. As a result of the political upheaval in Vietnam and other parts of South-East Asia, three thousand Vietnamese and Cambodians who were staying in evacuation camps in the U.S.A. and other countries were admitted into Canada in May, 1975, despite the fact that they had no relatives in
Canada. In October 1976, Canada agreed to accept 180 boat people. In January 1980, a continuing program was established to admit fifty boat families a month. In July 1979, the Canadian Government decided to admit 50,000 Indo-Chinese refugees to Canada between 1979 and 1980. In reality, 24,827 Indo-Chinese refugees were admitted into Canada in 1979 and 29,521 Indo-Chinese refugees were admitted into Canada between January 1980 and September 1980. In other words, a total of 54,348 Indo-Chinese refugees were admitted into Canada during this short period of time. The distribution of the sources of these refugees is indicated in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vietnam</td>
<td>39,006</td>
<td>71.8</td>
</tr>
<tr>
<td>Kampuchea</td>
<td>3,705</td>
<td>6.8</td>
</tr>
<tr>
<td>Laos</td>
<td>9,100</td>
<td>16.7</td>
</tr>
<tr>
<td>Other</td>
<td>2,337</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54,348</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>


As a result of the arrival of this large population of refugees, the services offered by the present system of immigrant aid services, such as language training programs, translation services and related
social welfare agencies are under great demand. Therefore, there is an urgent necessity to expand existing services and develop new programs as a result of these new immigrants, whose characteristics are sometimes different from the immigrants who are admitted on the basis of the 'point system', and, who are therefore, likely to be better prepared for the new environment in Canada. The immigrant service system in Ontario is especially in need of expansion and development, since Ontario has been absorbing the highest percentage of refugees of all the provinces in Canada. Table 3 indicates that both Ontario and Quebec seem to be in a similar position in terms of the necessity to develop services for refugees.

### Table 3

<table>
<thead>
<tr>
<th></th>
<th>Percentage Southeast Asian Refugees 1979-80</th>
<th>Percentage Immigration Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yukon-Northwest Territories</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>British Columbia</td>
<td>12.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Alberta</td>
<td>12.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>5.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Manitoba</td>
<td>6.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>37.7</td>
<td>52.7</td>
</tr>
<tr>
<td>Quebec</td>
<td>21.3</td>
<td>16.6</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>1.4</td>
<td>0.9</td>
</tr>
</tbody>
</table>
The Needs Of New Immigrants

The statistics on the ethnic origin of immigrants admitted to Canada during the past thirty years show a definite preponderance of those non-British in origin. This means that there is a large group who have no foundation of knowledge of English and the social institutions of this Country. As a result, assistance with shelter, food and clothing, as well as assistance with language and information concerning labour conditions, legislation, methods of work, duties and privileges are of vital importance to their adjustment and integration into the Canadian Society.

Unlike pre-World War II immigrants, other than political refugees who gained admittance into Canada on the basis of their needs, the majority of the new immigrants in Canada are highly skilled and articulate people in their own languages as a result of the new immigration policies (i.e. the 'point system'). However, it is very often because of the lack of English language facility that they are not able to utilize their knowledge and skills to contribute to the work force and the other areas in Canada. Therefore, it is in the interest of these new immigrants, as well as of Canada, that they be trained to acquire necessary language
skills, so that they will be more able to contribute to Canada in accordance with the best of their abilities. As indicated by Florence Caynor:

Furthermore, a majority of today's immigrants feel a greater urgency and need for basic and specialized language study because, being a highly skilled and articulate people in their own countries, neither they, themselves nor Canada can make full use of their training, skills and experience unless they can acquire the necessary language skills. 13

In addition, the accessibility of information to the new immigrants, in terms of certain legislations, available services and other means to meet their needs, is a necessity if they are to adjust to the new environment successfully.

As pointed out by Freda Hawkins:

Immigrants need information badly, not only before arrival and at the point of arrival, but also for some years after. The immigrant "special public" cannot be drawn into the mainstream of Canadian life without a special effort on the part of government in all the areas which affect the adjustment of immigrants. Like the information field, this also requires a fresh philosophy of service and a declared policy on the government's intentions and obligations. 14

In addition to information services, Freda Hawkins has summarized the twelve major needs of new immigrants in Canada:

Briefly, there are twelve major areas in which immigrants may need help. . . . The twelve areas are reception; accommodation; employment; emergency welfare and medical assistance; language training; translation and interpreter services; information and orientation; individual and family counselling; vocational training and adjustment; special educational programs and assistance for immigrant children and mothers at home; community access and participation; and substantial protection for individual human rights and the rights of immigrant organization. 15

Therefore, other than services such as language training programs, information services and financial assistance programs, the newcomer needs not only material help, but may also need counselling by trained social workers. The new immigrant may need to be relieved of
the burden of an unshared problem by talking out his fears and worries
so that he can turn his attention to more constructive pursuits. As
indicated by R. F. Bernard Malhiot:

Immigrant family groups may face acute problems with their
children, resulting from tensions due to insecurities and fears
on the part of parents, or different standards in Canada as com-
pared with the homeland. Feeding problems, discipline, relation-
ship between parents and children, all these require the competent
help of trained social workers. 16

Areas In Which Social Workers Must Be Alert

In order to meet the needs of new immigrants on a social
casework level, social workers have to be alert to certain elements of
the subjective realities and the cultural ways of new immigrants. On
the basis of his study on the social-cultural elements in casework,
Benjamin Schlesinger, a professor at the School of Social Work at the
University of Toronto, has pointed out four major areas that require
special attention from social workers:

(1) It is useful for our "New Canadian" clients to cling to old
beliefs and customs. Frequently, these are the only things which
they have left in their transition from the "Old Culture" to the
"New World".
(2) Any change brings on fear and suspicion. The social worker
has to be very careful in interpreting the services of the agency,
and the new patterns of living prevalent in the Canadian setting.
It helps to relate the existing new services to socio-cultural
elements in the clients' way of life.
(3) Language is foremost in communication with our clients. We
cannot expect all our social workers to speak many languages,
but we can and should require some of our workers to obtain basic
knowledge in some of the major languages spoken by many newcomers.
(4) Social workers should become acquainted through lectures,
discussions, and readings of the social-cultural patterns of major
ethnic groups in their own city. 17

In addition to counselling the new immigrants, the needs of
immigrants must be identified on the basis of research studies so that
the social work profession and other human professions will be more
sensitive to the changing needs of the New Canadians and may develop
services and programmes to facilitate their integrative process.

According to Benjamin Schlesinger, the utilization of Social
Service Programs by immigrants very often depends upon the level of
awareness of the immigrants in relation to social services in general;
He further pointed out that there are usually two extremes in the level
of awareness of immigrants in relation to social services:

Many of the immigrants are surprised and often disappointed
to find how backward Canada is as far as social services are con-
cerned. Many of them come from countries that provide much greater
protection to the individual in the way of health and welfare
services. Thus, this lack of protection against illness, loss of
employment and other such personal tragedies, requires them to make
some fairly major economic adjustment through having to provide in
one form or another, for their own protection. On the other side
of the scale, many immigrants are not aware of the community's
right to protect children, to regulate family disorganization, and
to interfere in difficult family relations. Most public and
private social services have come in contact with the "New Canadian"
and his problems, and it is at this point that the socio-cultural
elements have to be considered. 18

Therefore, it is important for program designers and policy
developers to pay attention to the disparity of the level of awareness
of different immigrant groups and ethnic communities in relation to
their understanding of social services in Canada. It is only by helping
the immigrants to understand the value and functions of the existing
social services that are available to them that such services can be
fully utilized. Elliston's belief that one of the subgoals of English
training programs for immigrants should be 'to give the student inform-
ation about the community in terms of the availability of social ser-
vice agencies' was developed on the basis of this thinking.
It is the right of immigrants to have the information about the social services in the community accessible to them and their right to choose whether to use those services. It is the responsibility of social service agencies to make their services known to the immigrant population in the community. However, if the information about the available social services in the community were not available to the new immigrants, they would be in reality deprived of the right to choose whether to use those services. In order to respect this right, the immigrant population's level of awareness of different social services in the community must be identified and be examined. On the basis of the understanding of the immigrant population's level of awareness of the different social service agencies, the lesser known agencies must develop means to reach the immigrant population in the community.

Other than awareness of the existence of social services in the community, it is important that the immigrants will participate and be involved in their community if they are to be integrated into the community. As indicated by Judy LaMarsh, the Secretary of State of Canada: "Being a citizen should mean that you are an active member of your society, not a passive spectator within it." With respect to the newcomers to Canada, involvement is the key to integration on the basis of this thinking. Therefore, the newcomers' active interest in all aspects of community life, such as participation in the community and the utilization of public services would be a starting point in terms of their integration into the community. In addition, it is only through involvement with other Canadians that these immigrants may share
the sense of belonging to Canada and develop their sense of identity as Canadians. Elliston's belief that one of the subgoals of English training programs should be 'to create an active interest in all aspects of community life, such as participation in recreational activities and the utilization of public services', was developed on the basis of this thinking.

The Concept 'Integration'

A change came about the time of the First World War when the term 'New Canadian' was born. It marked the emergence of a new attitude. It was only after the Second World War that attention was given to the question of integration in the development of social policies. There were several reasons for this development—the nature of the post-war immigration, the impact of the social sciences on the understanding of behavior and adjustment patterns, and the growth of Social Work and community organization. All these brought a new approach to the development of programs to facilitate the integration of immigrants.

The concept 'integration' may mean different things to different people. With reference to immigrants, the concept is also defined differently by different authors. As indicated by Dr. Joseph Kage:

Integration to an economist may imply a dynamic, progressive level of vertical occupational mobility. Social science researchers may relate integration to a theory of personality or to an aspect of intergroup relations. Social agencies working with immigrants may view the integration process as a programme of immediate community need to solve initial adjustment difficulties of the immigrant. One must also face the problem that the definition of integration will usually involve a number of overlapping elements relating to time, place, and degree.

A study of four specific groups of immigrants, (i.e., British,
German, Hungarian and Italian families) was conducted by Grygier Tadeusz and F. X. Ribardy in 1976. In the study, integration was defined as:

"... partaking in the life of the country productively (economically and socially) and to one's advantage (making use of the country's opportunities for advancement, its culture, social services and related features)."\(^{21}\) In the process of the study, the concept of integration was broken down into two distinct factors:

The subjective factor consisted of feelings and attitudes about integration; the objective factor was composed of behavior patterns, such as, reading Canadian newspapers regularly, having friends outside the immigrants' own ethnic group, and making use of Canadian agencies for assistance with problems, such as child behavior.\(^{22}\)

A study of the integration of Greeks in Canada was conducted by Efrosini Gavaki in 1977. In the study, he defined integration as:

... an evolving, dynamic process of adjustment. ... In broad terms, the members of an ethnic group will have to derive some sense of well-being from the receiving society in order to start developing positive feelings and attitudes towards the surrounding culture. Some degree of satisfaction will provide an incentive for the adoption of cultural elements and values, which in turn may provide the springboard for feelings of identification with the receiving society.\(^ {23}\)

To some authors, such a definition is an incomplete definition of the concept 'integration'. It is the thinking of some authors that the concept 'integration' is a mutual process which involves effort on the part of the newcomers as well as the members of the host society. This thinking was reflected by the definition of integration developed by the International Conference of Non-Governmental organizations in 1956, as:

... a gradual process by which new residents become active participants in the economic, social, civic, cultural and
spiritual affairs of a new homeland. It is a dynamic process in which values are enriched through mutual acquaintance, accommodation and understanding. It is a process in which both the migrants and their compatriots find an opportunity to make their own distinctive contribution.24

Implicit in the above definition is that integration is a two-way process in which both partners, the receiving country and the immigrant, play distinct and, at the same time mutually interrelated parts. Successful integration demands a readiness from both partners for change, mutual accommodation and adjustment. Therefore, it is the thinking of Dr. Joseph Kage that integration requires willingness to give, to give up, as well as to receive on a mature and equal level. It is only through mutual accommodation and adjustment that immigrants and the other Canadians may function in harmony with each other. On the basis of this thinking, the Ontario Ministry of Culture and Recreation has taken the position that English training programs for immigrants should encourage the integration of their students in addition to teaching English.

However, it is important to note that integration does not necessarily imply that the newcomer has to give up his cultural ways of life. In June, 1954, a private bill was introduced in the Canadian House of Commons to incorporate the Canadian Slovak League. In the discussion, the Minister of Citizenship and Immigration stated at that time:

When an ethnic group such as the Slovak League, wishes to incorporate in its letters patent, the best in their homeland... I would urge the honorable members to agree to let them have hope and to maintain those aspirations... There are two loyalties, but they are not divided. It is taking the best in Canada and trying to add to it the best of their traditions and free institutions.25
In her discussion of integration as a process, Constance Haywood stated:

There are really two aspects of integration. The first may be called adjustment. It covers a relatively short period, in which the newcomer is concerned largely with material factors. It would be possible, but it is not usual, for him to reach this stage and progress no further. It is a long way from adjustment to integration, that is, to the point where the newcomer feels that he "belongs"; that he is a part of the community, valued for himself as an individual and appreciated for his contribution to community life. No objective line can be drawn between the stage of adjustment and integration for it varies with individuals.

On the basis of the different views of integration, the difficulty in defining 'integration' is pointed out by Dr. Nage: "It is difficult, perhaps impossible and even undesirable to establish a maximum set of indices of integration. Integration is a dynamic process, subject to flux and change, related to time, place and social climate. Hence, there is need for continuous re-evaluation and redefinition." When the 'integration' of immigrants was to be measured and to be assessed in a research project as in the case of this study, the researcher was faced with difficulty in the operationalization of the concept 'integration' into observable and measurable terms. As indicated in the Report on National Consultation on Humanitarian Immigration and Problems of Integration:

It was accepted that one of the basic difficulties in most discussions of research on immigrant integration is the definition of the problem. Identification of research gaps and potentialities in the field requires consensus concerning the meaning of integration or at least, recognition of the fact integration may be defined and assessed on a number of different levels.

To illustrate the complexity of defining integration for the purpose of any research project, the report has indicated two highly
complex and overlapping questions:

1) What index or indices of integration are regarded as appropriate?

It may be decided to define and measure integration solely at the material level, for example, in terms of attaining some "satisfactory" standard of living. The measurement may be in psychological terms, for example, by some "happiness" co-efficient or index of reduction of psychological tension. Or, the measure of integration may be a social one, through indices related to such phenomena as inter-group conflict, social acceptance, involvement in community affairs and the like.

2) What span of time is regarded as relevant?

Integration is an ongoing process. It may be viewed as beginning prior to actual immigration. The initial period of adjustment may be viewed as critical and the first two or three months may therefore be the focus of interest and concern. Or, at the other extreme, integration may be studied and evaluated over a lifetime or even a couple of generations.

In defining integration for the purpose of this research project, the span of time regarded as relevant was the subjects' period of adjustment since they entered the two St. Clair programs. Since the students of the two St. Clair programs were basically newcomers to Canada, who were still preoccupied with their adjustment to the Windsor community during this initial period of adjustment, the focus of interest of this study was the students' adjustment process or their initial stage of integration, as described by Constance Haywood. In other words, the
concern of this study was the students' initial stage of integration from the point when they entered the two St. Clair programs to the point when the research questionnaire of this project was administered. For the purpose of this study, the term 'integration' was defined as the initial adjustment of the students of the two St. Clair programs to the Windsor community. On the basis of the discussions of the concept 'integration', such as the subjective and objective factors of integration as viewed by Grygier and Ribardy, the indices of integration, regarded as relevant for this study, were developed by the researcher as represented by the 28 indicators of integration described in Chapter III.

Relevance of the Literature to the Purposes of This Study

It was discussed in this chapter that, as a consequence of the changes of Canadian immigration policies, there was an increase in the immigration of people of non-British origin. As a result, the needs of immigrants today are quite different from the needs of the immigrant population before the Second World War. On the basis of the discussion of the needs of the present immigrant population, it was established that English training programs and social services are essential to some of the needs of the immigrant population. It was pointed out, in the discussion of the areas in which social workers must be alert, that the needs of the present immigrant population must be identified on the basis of research studies. On the basis of the discussions indicated above, the researcher decided to examine the needs of the students of the two St. Clair programs.

The importance of the immigrants' level of awareness of social
service agencies in the community to their utilization of social services was discussed in this chapter. On the basis of this discussion, the researcher has decided to assess whether the two St. Clair programs had enhanced the level of their students' awareness of certain social service agencies in Windsor. (The first of Elliston's subgoals, mentioned previously.) In this chapter, it was pointed out that immigrants' participation and involvement in their community would be a starting point in terms of their integration into the community on the basis of LaMarsh's comment and Elliston's subgoal. On the basis of this thinking, the researcher decided to examine whether the two St. Clair programs had assisted their students in terms of their participation in the community and their utilization of public services.

Constance Haywood's belief that the second stage of integration was represented by the newcomers' feeling that he 'belongs' was cited in this chapter. It was also mentioned by Haywood that no objective line can be drawn between the stage of adjustment and integration, for it varies with individuals. In order to assess whether the two St. Clair programs had assisted their students to reach this 'second stage of integration', the researcher decided to examine certain elements of the subjects' feeling of security and pride in becoming part of the community in this study, which is Elliston's third subgoal.

Finally, in the discussions of the concept 'integration', the position taken by the Ontario Ministry of Culture and Recreation that English training programs for immigrants should encourage the integration of their students, in addition to teaching English, was pointed
out. On the basis of this position, the researcher decided to examine whether the two St. Clair programs had assisted their students in their progress of social integration. On the basis of the discussion of the concept 'integration', the time span regarded as relevant in this study was established. It was decided that this study would focus on the students' initial stage of integration, since they entered the two St. Clair programs. The concept integration was defined by the researcher as the initial adjustment of the students of the two programs to the Windsor community. Guided by this definition and the discussions of the concept 'integration' in this chapter, such as the subjective and objective factors of integration as defined by Grygier and Ribardy, the 28 indicators of integration were developed by the researcher and utilized in the research questionnaire, as described in Chapter III.

Summary

In summary, this chapter has discussed and examined the following five areas:

1. The Development of Immigration Policies
2. The Needs of New Immigrants
3. The Areas in Which Social Workers Must Be Alert
4. The Concept 'Integration'
5. Relevance of the Literature to the Purposes of This Study

In the analysis of the development of immigration policies, implications in relation to the ethnic composition of immigrants and in relation to the fabric of the Canadian society were discussed. The
needs of immigrants and ethnic members of the Canadian society were examined. In light of the cultural diversity of immigrants in Canada, and in light of the diversity of their needs, the areas in which social workers should pay attention were identified. The role of social workers in identifying the social welfare needs of this population was analyzed. The concept 'integration' was discussed and clarified. Finally, the ways in which these discussions lead into the formulation of the research questions were illustrated.
FOOTNOTES


15Ibid., p. 361.


18Ibid., p. 22.


22Ibid., p. 4.


25 Ibid., p. 10.


27 Kage, 'Integration Concept Tested in Canada', p. 9.

CHAPTER III

RESEARCH METHODOLOGY

Research Indicators

As indicated in Chapter I, the integrative patterns of the students of the English as a Second Language Program and the English Education Program were identified and assessed in this study. In this research project, the subjects' overall patterns of integration were measured by 22 indicators, devised by the researcher, represented by questions 32 to 50 and questions 52 to 59 of the questionnaire, as indicated in Table 4. These questions were given literally items of a Likert-type scale.

Certain indicators were utilized to measure the degree of success of the two St. Clair programs in relation to the three subgoals of English training programs for immigrants:

1) The students' knowledge of the community, in terms of the availability of social service agencies, was assessed by their level of awareness in relation to the existence and functions of certain social service agencies (listed in questions 29 to 38 of the questionnaire).

2) The students' active interest in all aspects of community life, such as, participation in recreational activities and the utilization of public services was assessed by indicators such as:

(a) The subjects' degree of comfort in utilizing buses.

35
(b) The subjects' degree of comfort in shopping in places where English speaking is required.
(c) The subjects' frequency of shopping in places where English speaking is required.
(d) The ability to use the services of the Y.M.C.A. or the Y.W.C.A.
(e) The ability to use the post office.
(f) The ability to dial 'O' or '411' for the assistance of the operator.
(g) The ability to telephone for information about bus and train schedules.

3) The students' feeling of security and pride in becoming part of the community was assessed by the indicators represented by Questions 54 to 58 of the Questionnaire.

TABLE 4

INDICATORS OF INTEGRATION AND THE CORRESPONDING QUESTIONS IN THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Questionnaire Question Number</th>
<th>Indicators of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Utilization of English at school</td>
</tr>
<tr>
<td>33</td>
<td>Utilization of English in the community</td>
</tr>
<tr>
<td>34</td>
<td>Utilization of English at home.</td>
</tr>
<tr>
<td>35</td>
<td>Degree of comfort in speaking English.</td>
</tr>
<tr>
<td>Questionnaire Question Number</td>
<td>Indicators of Integration</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>36</td>
<td>Degree of comfort in utilizing buses.</td>
</tr>
<tr>
<td>37</td>
<td>Degree of comfort in shopping where English speaking is required.</td>
</tr>
<tr>
<td>38</td>
<td>The frequency of shopping in places where English speaking is required.</td>
</tr>
<tr>
<td>39</td>
<td>Ability to communicate with people of different nationalities.</td>
</tr>
<tr>
<td>40</td>
<td>Interaction with people of different nationalities.</td>
</tr>
<tr>
<td>41</td>
<td>Degree of comfort in communicating with people of other nationalities.</td>
</tr>
<tr>
<td>42</td>
<td>Frequency of watching English news programs on television.</td>
</tr>
<tr>
<td>43</td>
<td>The reading of English newspapers.</td>
</tr>
<tr>
<td>44</td>
<td>Ability to understand English news programs on television.</td>
</tr>
<tr>
<td>45</td>
<td>Ability to understand English newspapers.</td>
</tr>
<tr>
<td>46</td>
<td>Ability to enjoy English television programs.</td>
</tr>
<tr>
<td>47</td>
<td>Frequency in watching English television programs.</td>
</tr>
<tr>
<td>48</td>
<td>Frequency of going to English movies.</td>
</tr>
<tr>
<td>49</td>
<td>Ability to enjoy English movies.</td>
</tr>
<tr>
<td>50 (a)</td>
<td>Ability to telephone for information regarding bus and train schedules.</td>
</tr>
<tr>
<td>50 (b)</td>
<td>Ability to use the Post Office.</td>
</tr>
<tr>
<td>50 (c)</td>
<td>Ability to dial '0' or '411' for Operator assistance.</td>
</tr>
<tr>
<td>50 (d)</td>
<td>Ability to use the services of the U.M.C.A. or Y.W.C.A.</td>
</tr>
<tr>
<td>Questionnaire Question Number</td>
<td>Indicators of Integration</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>53</td>
<td>The level of understanding in English required by the subjects' occupational goals.</td>
</tr>
<tr>
<td>54</td>
<td>Self-identification as part of the Windsor community.</td>
</tr>
<tr>
<td>55</td>
<td>Ability to participate in the Windsor Community.</td>
</tr>
<tr>
<td>56</td>
<td>Feeling of independence.</td>
</tr>
<tr>
<td>57</td>
<td>Feeling of acceptance by others as Canadians.</td>
</tr>
<tr>
<td>58</td>
<td>Self-identification as being Canadians.</td>
</tr>
</tbody>
</table>

**Method of Data Analysis**

For the purpose of determining association, the Pearson $r$ and Analysis of Variance were chosen as the statistical measures to indicate the strength of associations between certain variables and indicators. The $T$ test was utilized to determine the significance of the association between two variables. It is important to note that, strictly speaking, the Pearson $r$ did not fit the data for the 28 indicators of integration which were ordinal scale measurements. However, such a procedure often has been used and has been considered to be acceptable when ordinal variables were treated as if they were interval or ratio variables. As stated by George A. Ferguson: "In psychological work many variables are in fact ordinal, although for statistical purposes they are, quite justifiably, commonly treated as if they were interval or ratio variables." Since the Pearson $r$ is a more sensitive statistical measure than Chi-Square and Cramer's $V$, the Pearson $r$ was chosen for the purpose of this
study. The calculations of the Pearson r and the Analysis of Variance were done by utilizing the computer.

Classification and Design

The research design and classification of a research project is determined by the purpose of the project. Therefore, before deciding which category a research project should fall into, the purpose of the project has to be identified. In this study, variables such as 'the subjects' period of attendance in the two programs', 'the subjects' utilization of English', 'the subjects' participation in community activities' as well as 'the subjects' utilization of public services and social service agencies' were examined in relation to the benefits of the two programs. Demographic data, such as sex, age, and the country of origin of the subjects were also identified. The associations between different variables were sought. It was also the purpose of this study to seek the opinions of subjects, in terms of their felt needs and their own thinking in relation to those needs. In other words, both quantitative and qualitative elements of concepts were identified and assessed in this study. The purpose of this project was to develop concepts for future studies. Therefore, knowledge-building was the central purpose of this project.

Since one of the purposes of this study was to examine the quantitative relations between variables, (e.g., the association between the number of weeks the subjects were involved in the program and their scores in their integrative pattern), and the qualitative description of the concepts (e.g., the nature of problems the subjects
encounter in their adjustment process in the Windsor community), this research project could be classified as a quantitative-descriptive study. As stated by Tony Tripodi, Phillip Fellin and Henry J. Meyer, the purpose of quantitative-descriptive studies falls into two general classes: "(1) the testing of hypotheses, and (2) the description of quantitative relations among specific variables."³⁰

Because the benefits of the English as a Second Language Program and the Basic Education Program were sought and identified in this study, this study might also be classified as a Program Evaluation Study. As mentioned by Tony Tripodi et al: "Program evaluation studies are those quantitative-descriptive studies which are concerned with seeking the effects of a specific program or method of helping."³¹

However, since the purpose of this project was also to investigate both quantitative and qualitative aspects of different variables, as well as to refine concepts and to identify questions for further research, a transition between descriptive and exploratory studies would be served in this project. Therefore, this research project might also be classified as an 'Exploratory-Descriptive Research Study' which fell within the exploratory study category. As cited by Tripodi, Fellin and Meyer, the purpose of combined exploratory-descriptive studies is to: "... develop ideas and theoretical generalizations. Descriptions are in both quantitative and qualitative form, ... Sampling procedures are flexible, and little concern is usually given to systematic representativeness."³²

Therefore, generally speaking, this research project is mainly
a quantitative-descriptive study with exploratory and program evaluative elements.

Research Sample

Sixteen students from the graduating class of the English as a Second Language Program and twenty-nine students of the Basic Education Program of St. Clair College of Windsor participated in completing the questionnaire on May 26, 1981. In other words, a total of forty-five students were included in the sample.

In the English as a Second Language Program, only the students from the graduating class were included in the sample, since it had been advised by the teachers of the program that the students from the lower levels would lack the English skill to understand the questionnaire and to answer the questions. Since the subjects of the research sample were selected on the basis of their level of English Language facility, a purposive sample was used in this study. As stated by Sellitz, Wrightsman and Cook: "The basic assumption behind purposive sampling is that with good judgment and an appropriate strategy, one can handpick the cases to be included in the sample and thus develop samples that are satisfactory in relation to one's needs."

Research Instrument

The instrument was designed in such a manner as to investigate the concepts the researcher already had in mind, as well as to explore other concepts and hypotheses for further research. In this research
project, a standardized questionnaire was used so as to ensure that all respondents would reply to the same questions. In order to increase the appropriateness of the research instrument, a 'pre-test' was done by asking twelve students of the Basic Education Program to complete the questionnaire. On the basis of the pre-test, the questionnaire was revised into more understandable and meaningful forms, in accordance with the level of English language facility of the students.

**Pre-Test**

Twelve students from the Basic Education Program agreed to fill the initial questionnaire for the purpose of the pre-test. Questions were raised by students in relation to the items in the questionnaire which they did not understand. On the basis of the questions raised and the answers given in the pre-test, a number of items were modified so that they would be more understandable to the student respondents, and the intended purpose of the items could better be achieved. For example, Question 23 was changed from "What is your occupational goal now?" to "What kind of a job do you want now?"

**Research Questionnaire**

Both open-ended questions and fixed alternative questions were used in the questionnaire. The open-ended questions allow the respondents to respond fully in their own frame of reference, while the fixed-alternative questions help to ensure that the answers were given in a frame of reference that would be relevant to the purpose
of the inquiry, and in a form that would be usable in the analysis. In this manner both quantitative and qualitative data could be collected. Therefore, the purpose of this 'Exploratory-descriptive research' project, to serve as a transition between qualitative descriptive and exploratory study, could be fulfilled.

Some questions were designed in a Likert-type scale so that more elaborate quantitative information which involved ranking (measurement in ordinal scale) could be obtained. Since the Likert-type scale item would permit expression of several degrees of agreement-disagreement, the sensitivity of the instrument would be increased.

Some questions in the questionnaire had been designed to examine the extent to which the three 'subgoals' of the English Training Programs, as suggested by Inez M. Elliston (refer to Chapter One), were being achieved:

1) The subgoal 'to give the student information about the community in terms of the availability of public facilities and social service agencies' was assessed by Question 27, Question 28 and Question 29 of the questionnaire.

2) The subgoal 'to create active interest in all aspects of community life, such as participation in recreational activities and the utilization of public services' was assessed by Question 36, Question 37, Question 38, Question 48 and Question 50 of the questionnaire.

3) The subgoal 'to give newcomers a feeling of security and pride in becoming part of the community' was assessed by Questions 54 through 58 of the questionnaire.

The overall integrative pattern of the subjects was represented
by their overall integrative scores. The overall integration score was calculated on the basis of the scores of 28 indicators (represented by each question from Question 32 to Question 58 of the questionnaire). Each indicator or each group of indicators was designed to assess a certain aspect of the subject's integrative pattern. For example, Questions 32 to 34 were designed to assess the extent to which the subjects utilize English in different settings, as compared with before they were exposed to the programs. Questions 35, 36, 37, 41 and 49, were designed to examine the degree of comfort the subjects felt in the process of integration. Questions 50(a) through 50(d) were designed to assess the subject's ability to utilize certain public facilities, as compared with before they were exposed to the programs. Questions 54 through 58 were designed to assess the subject's psychological identification with Canada as his 'home'. On the basis of the responses to these questions, the benefits of the two programs, in terms of the subjects' integrative patterns and in terms of the subgoals of English training programs, as suggested by Elliston, were identified. Therefore, the purpose of the program evaluation element of this study was fulfilled.

Limitations of the Research Design

The research methodology of this study was devised on the basis of the purposes of the research project and the advantages of the research design. It is the thinking of the researcher that the understanding of the advantages and the limitations of the research design is important for the purpose of accurately interpreting the research findings.
Non-probability sampling. In the research project, open-ended sampling was utilized. Since one of the major purposes of the study was to explore the subjective reality of immigrants for the purpose of knowledge-building, it was very important to identify a wide range of opinions from a large number of subjects. The students to be examined in the English as a Second Language Program were selected from the students in the graduating class, since the other students in the program did not have the English skill to understand the questionnaire. As a result, the number of students in the sample had already been reduced. Since the selection of the students from the graduating class, on the basis of randomization, would only serve to further reduce the number of subjects in the sample, thus narrowing down the possible range of different opinions, randomization was not used in the sampling procedure of this study. In addition, there were other advantages of non-probability sampling, such as convenience and efficiency. As cited by Selitiz, Wrightman, and Cook: "The major advantages of non-probability sampling are convenience and economy—advantages that may outweigh the risk involved in not using probability sampling."34

However, it is important to understand that there are certain limitations involved in utilizing non-probability sampling. In the absence of randomization, there is no way of estimating the probability of each element of the population being included in this sample. In this case, there was no assurance that every member of the ethnic group in Windsor had the same chance of being included in the sample. Therefore, the external validity of the findings in this project is questionable. Therefore, the findings of this study may not be generalized.
Control Group. It is important to realize that the utilization of a control group would not be feasible for the purpose of this study. The only way to obtain a control group for this study would have been to select a sample of immigrants whose characteristics were similar to the experimental group, but who were not enrolled in an English-language program, so that the impact of the programs could be identified by comparing the scores obtained by the members of the experimental group with the scores obtained by the members of the control group. For this purpose, the control group should have been selected from the immigrants who were determined to be eligible by manpower. However, for ethical reasons, it was not feasible to refuse service to immigrants who were eligible for the programs for the purpose of utilizing them as the control group. The other possible alternative would have been to select immigrants from the waiting list of the programs as the control group. However, the English as a Second Language Program and the Basic Education Program had been made available to all immigrants who were eligible with minimum delay. As a result, a waiting list was not available. Therefore, the utilization of a control group was not feasible in this study.

As a result of the absence of a control group in this study, there was no way of protecting against the environmental factors and other factors which might also have an impact on the integrative pattern of the students of the two programs. As pointed out by Selitiz, Wrightman and Cook: "A control group provides essential protection against the possibility that factors other than the experimental
treatment may have affected the dependent variable. Therefore, spurious relationships and the plausibility of possible alternatives in relation to the identified and unknown factors which might have an impact on the integrative patterns of the student could not be minimized. As a result, causality between the variables examined in this study could not be definitively established.

The nature of an Opinion Survey An opinion survey was utilized in this study because the opinions of service recipients might provide valuable information that could only be sought in an opinion survey. For the purpose of exploring the feelings and thinking of the subjects in this study in relation to their problems in their adjustment process, an opinion survey was the best approach to achieve such aims. As stated by Rossi, Freeman and Wright:

The final approach is to obtain data on program delivery from participants themselves. Not only is such information valuable because of the different perspectives from which it is offered, but because, (1) providers may not be aware of what is important to participants; (2) participant satisfaction data are necessary; (3) it may be the only way to find out what was actually delivered; and (4) participants' understanding of the treatment cannot be assumed.

However, there are certain disadvantages in utilizing opinion surveys. In an opinion survey, the subjective opinions of the subjects are sought. The reliance on the subjects' own interpretation of their gain (or improvement in their integrative pattern) is open to selective perception by the students. As a result, the validity of the data collected is open to question. In addition, since this research project was an opinion survey of the recipients of service, there might
be certain weaknesses in relation to the validity of the findings. In such opinion surveys or self-rating surveys, the findings largely depend on the subjective values of the clients, their memory, their emotional state when the questionnaire was administered, and many other possible factors. As stated by Rossi, Freeman and Wright:

The potential weaknesses of such ratings include the following: participants receiving positive benefits might report greater satisfaction than they actually felt out of fear that criticisms might lead to withdrawal of benefits. But, more importantly, participants may not be completely aware of the effects the project is having on them. There is no reason to believe that participants easily can make meaningful and unbiased assessment of the utility and effects of their participation.  

The Utilization of a Questionnaire  
In this study, a questionnaire was utilized as the research instrument for a number of reasons. First of all, the responses obtained from questionnaires tend to be more consistent with the purpose of the questions than the responses obtained from interviews. Secondly, the answers obtained from the individual subjects in a questionnaire tend to be more comparable with one another than answers obtained from interviews. As stated by Selitiz, Wrightsman and Cook:

The impersonal nature of a questionnaire--its standardized wording, its standardized order of questions, its standardized instructions for recording responses--might lead one to conclude that it offers some uniformity from one measurement situation to another. . . . The interviewing situation, on the other hand, may or may not be uniform from one interview to the next. It is possible that the personalities of different interviewers may affect the measurement situation differently; each interview may vary somewhat from interview to interview. As a result, interviews may be less easily comparable with one another than questionnaires, . . .  

In addition, there was a perhaps even more important advantage in utilizing a questionnaire instead of interviews in this study. As
stated by Selltiz, Wrightsman and Cook:

Another advantage of questionnaires is that respondents may have greater confidence in their anonymity, and thus feel freer to express views they fear might be disapproved of or might get them into trouble. . . . But, if a questionnaire is presented as anonymous and there is no apparent identifying information, the respondents may feel greater confidence that their replies will not (or cannot) be identified as coming from them.39

Since it was recognized that most new immigrants tend to be less assertive in verbalizing negative views of any establishment in front of 'strangers' or what they considered to be 'authority figures', such an advantage of a questionnaire was vital for the validity of this study. Finally, in utilizing a questionnaire instead of interviews, the subjects were under less pressure for immediate response.

In spite of these advantages, certain limitations are involved in utilizing a questionnaire instead of interviews. When subjects do not understand the questions in interviews and give irrelevant answers, the interviewer may detect the subjects' misunderstanding of the questions and reword the questions in more understandable forms to the subjects. In the administration of a questionnaire to subjects, it may not be possible to detect the subjects' misunderstanding of the questions. As a result, the data collected might be less valid than data collected from interviews. In the case of this study, such a limitation was already minimized by the modification of the questions in the questionnaire to more understandable forms to the subjects, on the basis of the data collected from the pre-test.

Open-ended Questions. These were utilized in the questionnaire of this study because they have the advantage of allowing the subjects to
indicate their thinking from their frame of reference. For the purpose of exploratory functions in this study, such an advantage was of vital importance. However, there were also certain possible disadvantages. As pointed out by Sellitz: "The distinguishing characteristics of open-ended questions is that they merely raise an issue but do not provide or suggest any structure for the respondent's reply." Therefore, one of the weaknesses of open-ended questions in questionnaires is that they might fail to bring replies relevant to the researcher's concept of the issue.

**Fixed-alternative Questions** These questions were also used in this study because of certain other advantages. It was pointed out by Sellitz that: "A fixed-alternative question may help to ensure that the answers are given in a frame of reference that is relevant to the purpose of the inquiry and in a form that is usable in the analysis." Therefore, the answers obtained from fixed-alternative questions would be more efficient for the purpose of data-analysis. In addition, in terms of clarity in the questionnaires, the fixed-alternative questions also helped to compensate for the shortcomings in the open-ended questions, as mentioned by Sellitz.

Therefore, fixed-alternative questions might help to increase the internal validity and the preciseness of the data collected for the purpose of this study.

With respect to the questionnaire used in this study, it appears to the researcher that the major possible limitations of fixed-alternative questions were:
(1) Force subject to give an opinion when he has no opinion.

(2) Reply is not beyond face value.

(3) The depth of thinking in the subjects' mind may not be reflected.

(4) One subject may interpret the question differently from the other subjects.

Stability of the Data Collected. As pointed out by Sellitz, Wrightsman and Cook: "The appropriate method for determining stability is comparison of the results of repeated measures. . . . When it consists of an interview, questionnaire or projective test, usually only two administrations are used."\(^4\)

However, in this study, the questionnaire was only administered once to the forty-five subjects. Therefore, the stability of the data and random error were not determined. As a result, the reliability of the research findings is unknown.

Summary

In this chapter, the indicators of integration were described. The indicators utilized to measure the success of the two St. Clair programs in terms of the three subgoals of English training programs for immigrants were addressed. The statistical measure chosen to indicate the strength of associations was established. The classification of the research project, the research sample, the research instrument, the pre-test and the research questionnaire were described. Finally, the limitations of this study, in terms of elements such as,
the external validity, validity and the reliability of the research findings were discussed in relation to non-probability sampling, opinion surveys and the stability of the data collected. The data collected from the respondents will be discussed in the next chapter.
FOOTNOTES


31 Ibid., p. 41.

32 Ibid., p. 49.


34 Ibid., p. 516.

35 Ibid., p. 128.


37 Ibid., p. 233.

38 Sellitiz, Wrightsman and Cook, p. 295.

39 Ibid., p. 295.

40 Ibid., p. 312.

41 Ibid., p. 313.

42 Ibid., p. 184.
CHAPTER IV

THE PRESENTATION AND ANALYSIS OF DATA

This chapter is a report on the analysis of data and the presentation of the findings. It is divided into five sections:

(1) In section one, the sample was examined in relation to several characteristics: country of origin, age, sex, marital status, level of education, the programs which they were attending and the language spoken.

(2) In section two, the period of time the subjects had been attending the program, the period of the subjects' residency in Canada, the age of the subjects when they started to learn English, and the years of English learning before they had arrived in Canada were identified.

(3) In section three, the thinking of the subjects in relation to the following areas was assessed:

a) The subjects' desire to stay in Canada permanently was examined.

b) The subjects' ties with their countries of origin, in terms of their concern over their relatives there, were analyzed.

c) The subjects' reasons for attending the two programs were identified.

d) Lastly, the subjects' decision as to whether they would continue to attend the program if no financial assistance
were made available was explored.

(4) In section four, the relevance of the functions of certain agencies in relation to the problems as identified by the subjects themselves was explored. In this section, the following elements were assessed and identified:

a) the subjects' most serious problem, as identified by themselves;

b) the sources of assistance the subjects would consider going to, in relation to these problems;

c) the importance of certain adjustment-related areas to the subjects;

d) the subjects' level of awareness in terms of the existence and functions of certain social service agencies;

e) the agencies which the subjects had heard of either in the English as a Second Language Program or the Basic Education Program;

f) the agencies whose services were actually utilized by the subjects.

(5) In section five, the associations and relationships between certain relevant variables in this research project were illustrated. The relationship between the subjects' intention to stay in Canada and their favorableness towards Canada was illustrated. The association between the indicators of integration and various variables was presented.
Section One: The Demographic Data of the Respondents

According to the responses of the subjects in the questionnaire, the following characteristics of the subjects in the research sample were discovered.

Out of the 45 subjects of the research sample, 16 students (35.56%) were attending the English as a Second Language Program and 29 students (64.44%) were attending the Basic Education Program. Of the 45 subjects, 24 (53.33%) were males and 21 (46.67%) were females; 21 (46.67%) of the subjects were married, 22 (48.89%) were single and 2 (4.44%) were widowed. It was also indicated by the responses of the subjects that the predominant languages spoken by them were Vietnamese and Chinese.

The countries of origin of the subjects are presented in Table 5. It is important to note that 48.89%, or close to one-half of those people, were from Vietnam. Overall, the majority of the subjects (71.12%) were Asians and only 26.66% were non-Asians.
<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>3</td>
<td>45</td>
<td>6.67</td>
</tr>
<tr>
<td>China</td>
<td>3</td>
<td>42</td>
<td>6.67</td>
</tr>
<tr>
<td>Hungary</td>
<td>1</td>
<td>39</td>
<td>2.72</td>
</tr>
<tr>
<td>Iraq</td>
<td>2</td>
<td>38</td>
<td>4.44</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
<td>36</td>
<td>4.44</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
<td>34</td>
<td>2.22</td>
</tr>
<tr>
<td>Lebanon</td>
<td>1</td>
<td>33</td>
<td>2.22</td>
</tr>
<tr>
<td>Laos</td>
<td>3</td>
<td>32</td>
<td>6.67</td>
</tr>
<tr>
<td>Russia</td>
<td>4</td>
<td>29</td>
<td>8.59</td>
</tr>
<tr>
<td>Syria</td>
<td>1</td>
<td>25</td>
<td>2.22</td>
</tr>
<tr>
<td>Vietnam</td>
<td>22</td>
<td>24</td>
<td>48.89</td>
</tr>
<tr>
<td>Yugoslavia</td>
<td>1</td>
<td>2</td>
<td>2.22</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1</td>
<td>2.22</td>
</tr>
</tbody>
</table>
In Table 6, the ages of the subjects were presented. These ranged from 19 to 45. The modes of the frequency distribution were in the 19 - 21 age category and the 25 - 27 age category, where both categories were made up of 22.22% of the total sample. The majority of the subjects (25 out of 45, or 55.55%) were between 19 and 27 years of age.

**TABLE 6**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 21</td>
<td>10</td>
<td>10</td>
<td>22.22</td>
<td>-22.22</td>
</tr>
<tr>
<td>22 - 24</td>
<td>5</td>
<td>15</td>
<td>11.11</td>
<td>33.33</td>
</tr>
<tr>
<td>25 - 27</td>
<td>10</td>
<td>25</td>
<td>22.22</td>
<td>55.55</td>
</tr>
<tr>
<td>28 - 30</td>
<td>6</td>
<td>31</td>
<td>13.33</td>
<td>68.88</td>
</tr>
<tr>
<td>31 - 33</td>
<td>2</td>
<td>33</td>
<td>4.44</td>
<td>73.32</td>
</tr>
<tr>
<td>34 - 36</td>
<td>3</td>
<td>36</td>
<td>6.67</td>
<td>79.99</td>
</tr>
<tr>
<td>37 - 39</td>
<td>2</td>
<td>38</td>
<td>4.44</td>
<td>84.43</td>
</tr>
<tr>
<td>40 - 42</td>
<td>1</td>
<td>39</td>
<td>2.22</td>
<td>86.65</td>
</tr>
<tr>
<td>43 - 45</td>
<td>3</td>
<td>42</td>
<td>6.67</td>
<td>93.32</td>
</tr>
<tr>
<td>%6 Response</td>
<td>3</td>
<td>45</td>
<td>6.67</td>
<td>99.99</td>
</tr>
</tbody>
</table>

The level of education of the subjects is presented in Table 7.

A level of education which was equivalent to Grade 8 and below was considered to be low; a level of education which was equivalent to between Grade 8 and Grade 13 was considered to be medium; and a level of education which was equivalent to any level of university education was considered to be high. It may be important to note that the majority
of the subjects were of average level of education. It is also important to note that almost 18% of the sample had a University level of education.

### Table 7

**Distribution by Level of Education**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>6</td>
<td>45</td>
<td>13.33</td>
<td>99.99</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>39</td>
<td>64.44</td>
<td>86.66</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>10</td>
<td>17.78</td>
<td>25.22</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>2</td>
<td>4.44</td>
<td>4.44</td>
</tr>
</tbody>
</table>

**Section Two: Other Relevant Background Information Regarding the Respondents**

The periods the subjects had been attending the programs are presented in Table 8. As illustrated in the Table, the periods ranged from one week to fifty weeks. The highest number of students were in the 16 - 20 weeks period. As indicated by the cumulative percent corresponding to the 31 - 35 weeks period, only 22.22 percent of the subjects had been attending the programs for more than thirty weeks.
TABLE 6.

Distribution by Period of Attending The Programs

<table>
<thead>
<tr>
<th>Period of Attending the Programs (weeks)</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>4</td>
<td>45</td>
<td>8.89</td>
<td>100.00</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>41</td>
<td>2.27</td>
<td>91.11</td>
</tr>
<tr>
<td>11 - 15</td>
<td>11</td>
<td>40</td>
<td>24.44</td>
<td>88.89</td>
</tr>
<tr>
<td>16 - 20</td>
<td>8</td>
<td>29</td>
<td>17.78</td>
<td>64.45</td>
</tr>
<tr>
<td>21 - 25</td>
<td>4</td>
<td>21</td>
<td>8.89</td>
<td>46.67</td>
</tr>
<tr>
<td>26 - 30</td>
<td>7</td>
<td>17</td>
<td>15.56</td>
<td>37.78</td>
</tr>
<tr>
<td>31 - 35</td>
<td>3</td>
<td>10</td>
<td>6.67</td>
<td>22.22</td>
</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>7</td>
<td>2.22</td>
<td>15.55</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>6</td>
<td>2.22</td>
<td>13.33</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>5</td>
<td>2.22</td>
<td>11.11</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>4</td>
<td>8.89</td>
<td>8.89</td>
</tr>
</tbody>
</table>

Mode = 11  Mean = 18.75  SD = 9.5
The subjects' periods of residency in Canada are presented in Table 9. It is important to note that 48.99% (close to one-half) of the subjects had been in Canada for less than ten months, and 84.44% had been in Canada for less than thirty months. By subtracting the percentage of the subjects who had been in Canada for more than twenty months (84.44%) and the percentage of those who did not respond (2.22%) from 100%, the result indicated that only 15.56% of the subjects had been in Canada for more than twenty months.

### Table 9

**Distribution by Subjects' Period of Residency in Canada**

<table>
<thead>
<tr>
<th>Period of Residency in Canada (months)</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Response</td>
<td>1</td>
<td>45</td>
<td>2.22</td>
<td>99.99</td>
</tr>
<tr>
<td>101 and over</td>
<td>4</td>
<td>44</td>
<td>2.79</td>
<td>97.77</td>
</tr>
<tr>
<td>91 - 100</td>
<td>0</td>
<td>40</td>
<td>0.00</td>
<td>87.68</td>
</tr>
<tr>
<td>81 - 90</td>
<td>0</td>
<td>40</td>
<td>0.00</td>
<td>88.33</td>
</tr>
<tr>
<td>71 - 80</td>
<td>2</td>
<td>40</td>
<td>4.44</td>
<td>88.88</td>
</tr>
<tr>
<td>61 - 70</td>
<td>0</td>
<td>38</td>
<td>0.00</td>
<td>84.44</td>
</tr>
<tr>
<td>51 - 60</td>
<td>0</td>
<td>38</td>
<td>0.00</td>
<td>84.44</td>
</tr>
<tr>
<td>41 - 50</td>
<td>0</td>
<td>38</td>
<td>0.00</td>
<td>84.44</td>
</tr>
<tr>
<td>31 - 40</td>
<td>0</td>
<td>38</td>
<td>0.00</td>
<td>84.44</td>
</tr>
<tr>
<td>21 - 30</td>
<td>1</td>
<td>38</td>
<td>2.22</td>
<td>84.44</td>
</tr>
<tr>
<td>11 - 20</td>
<td>15</td>
<td>37</td>
<td>33.33</td>
<td>82.22</td>
</tr>
<tr>
<td>1 - 10</td>
<td>22</td>
<td>22</td>
<td>48.89</td>
<td>48.89</td>
</tr>
</tbody>
</table>

Mean = 32.18  
SD = 58.75
The ages of the subjects when they first started to learn English are presented in Table 10. As indicated by the cumulative percent in the 11 - 15 age category in the table, 88.89% of the subjects started to learn English when they were over ten years of age.

**TABLE 10**

Distribution By Age Of First Exposure To English

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>4</td>
<td>45</td>
<td>8.89</td>
<td>00.00</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>41</td>
<td>2.22</td>
<td>91.11</td>
</tr>
<tr>
<td>11 - 15</td>
<td>10</td>
<td>41</td>
<td>22.22</td>
<td>88.89</td>
</tr>
<tr>
<td>16 - 20</td>
<td>9</td>
<td>30</td>
<td>20.00</td>
<td>66.67</td>
</tr>
<tr>
<td>21 - 25</td>
<td>4</td>
<td>21</td>
<td>8.89</td>
<td>46.67</td>
</tr>
<tr>
<td>26 - 30</td>
<td>7</td>
<td>17</td>
<td>15.56</td>
<td>37.78</td>
</tr>
<tr>
<td>31 - 35</td>
<td>4</td>
<td>10</td>
<td>8.89</td>
<td>22.22</td>
</tr>
<tr>
<td>36 - 40</td>
<td>0</td>
<td>6</td>
<td>0.00</td>
<td>13.33</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>6</td>
<td>2.22</td>
<td>13.33</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>5</td>
<td>2.22</td>
<td>11.11</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>4</td>
<td>8.89</td>
<td>8.89</td>
</tr>
</tbody>
</table>
The number of years the subjects had been learning English before they arrived in Canada is illustrated in Table II. It is important to note that 33 out of 45 subjects (73.33%) did not have any exposure to learning English before they arrived in Canada.

### Table II

**Distribution By Years Of Learning English Before Arrival In Canada**

<table>
<thead>
<tr>
<th>Number Of Years</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>33</td>
<td>45</td>
<td>73.33</td>
<td>99.98</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>12</td>
<td>2.22</td>
<td>26.25</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>11</td>
<td>4.44</td>
<td>24.43</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>9</td>
<td>8.89</td>
<td>10.99</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>5</td>
<td>2.22</td>
<td>11.10</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0.00</td>
<td>3.88</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4.44</td>
<td>8.88</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>4.44</td>
<td>4.44</td>
</tr>
</tbody>
</table>

**Section Three: The Thinking of the Respondents in Certain Areas.**

It was indicated by the responses of the subjects that 27 (60%) of the subjects stated that they would stay in Canada permanently, 15 (33.33%) were undecided in terms of whether they would stay in Canada permanently, and 3 (6.67%) stated that they would move to other countries. The subjects' ties with their families at their countries of origin were assessed by the question, 'Do you worry about your family back home?' Of the 45 respondents, 29 stated that they were worried about home and 14 (31.11%) stated that they were not worried.
about relatives in their countries of origin. In Question 21 of the Questionnaire, the subjects were asked whether they would attend the two English training programs if no money were given to them. Twenty-seven subjects (60%) of the research sample stated they would attend the programs even if no financial allowances were available to them; 13 subjects (28.89%) stated that they would not attend the two programs if no financial allowances were made available to them. Of these 13 people, 10 indicated that they needed the financial allowance to survive.

The subjects' reasons for attending the two programs are illustrated in Table 12. It is important to note that the majority (60%) stated that the major reason for attending the program was to upgrade their English facility in order to obtain employment.

**TABLE 12**

Distribution By Reasons For Attending Program

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Communicative Skills</td>
<td>6</td>
<td>45</td>
<td>13.33</td>
</tr>
<tr>
<td>Get a Job</td>
<td>27</td>
<td>39</td>
<td>60.00</td>
</tr>
<tr>
<td>Hold a Job</td>
<td>1</td>
<td>12</td>
<td>2.22</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>11</td>
<td>13.33</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>5</td>
<td>11.11</td>
</tr>
</tbody>
</table>

Section Four: The Subjects' Most Serious Problems and Their Understanding of Various Social Service Agencies.

In response to Question 16 in the Questionnaire, "What are the most serious problems you have had since you have been in Canada?"
most subjects pointed out that their lack of facility in English, unemployment, and loneliness were their most serious problems. As indicated in Table 13, 75.56% of the subjects stated that their lack of English skill was their most serious problem, while 64.44% of the respondents indicated unemployment, and 26.67% mentioned loneliness and isolation as their most serious problems.

TABLE 13

Distribution By The Most Serious Problem

<table>
<thead>
<tr>
<th>Most Serious Problem</th>
<th>Frequency of Responses</th>
<th>Percent (Frequency/45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of English Skill</td>
<td>34</td>
<td>75.56</td>
</tr>
<tr>
<td>Unemployment</td>
<td>29</td>
<td>64.44</td>
</tr>
<tr>
<td>Loneliness and Isolation</td>
<td>12</td>
<td>26.67</td>
</tr>
<tr>
<td>Financial Problems</td>
<td>9</td>
<td>20.00</td>
</tr>
<tr>
<td>Cold Weather</td>
<td>7</td>
<td>15.56</td>
</tr>
<tr>
<td>Lack of Canadian Working Experience</td>
<td>6</td>
<td>13.33</td>
</tr>
<tr>
<td>Unfriendly Neighbors</td>
<td>4</td>
<td>8.89</td>
</tr>
<tr>
<td>Homesick</td>
<td>3</td>
<td>6.67</td>
</tr>
<tr>
<td>Canadian Food</td>
<td>3</td>
<td>6.67</td>
</tr>
<tr>
<td>Lack of Understanding of Canadian Culture</td>
<td>2</td>
<td>4.44</td>
</tr>
<tr>
<td>Health Problems</td>
<td>1</td>
<td>2.22</td>
</tr>
</tbody>
</table>

In relation to the subjects' most serious problems, as indicated by themselves, they were asked about the agencies or organizations they would choose to go to for help to solve these problems. In accor-
dance with their own frame of reference, the subjects stated where they would turn to for assistance. As illustrated by Table 14, 75.56\% stated that they would go to the Manpower Office for assistance, while only 2.2\% stated they would go to social work agencies for assistance.

**TABLE 14**

**Distribution By Sources Of Assistance Students Would Seek**

<table>
<thead>
<tr>
<th>Source of Assistance</th>
<th>Number of Subjects</th>
<th>Percent (11/45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower</td>
<td>34</td>
<td>75.56</td>
</tr>
<tr>
<td>Sponsors</td>
<td>9</td>
<td>20.00</td>
</tr>
<tr>
<td>St. Clair College</td>
<td>6</td>
<td>13.33</td>
</tr>
<tr>
<td>Multicultural Centre</td>
<td>3</td>
<td>6.67</td>
</tr>
<tr>
<td>Police</td>
<td>2</td>
<td>4.46</td>
</tr>
<tr>
<td>Immigration Office</td>
<td>2</td>
<td>4.46</td>
</tr>
<tr>
<td>Welfare Office</td>
<td>1</td>
<td>2.22</td>
</tr>
<tr>
<td>Board of Education</td>
<td>1</td>
<td>2.22</td>
</tr>
<tr>
<td>Workmen's Compensation Board</td>
<td>1</td>
<td>2.22</td>
</tr>
<tr>
<td>Social Work Agencies</td>
<td>1</td>
<td>2.22</td>
</tr>
</tbody>
</table>

In Question 23 of the Questionnaire, the subjects were asked to rank the importance of certain items which are relevant to the adjustment process of immigrants in Canada. The distribution of the responses, in relation to the ranking of the items, is presented in Table 15. The mean score of each item was obtained on the basis of the subjects' own ranking of the item, in accordance with its importance.
lower the mean rank, the more important was the item in the minds of the subjects in the sample. As indicated in Table 15, 'to get a job' was the most important concern of the subjects, since the mean score was the lowest. Of secondary importance to the subjects was to get a 'better job' (mean = 2) which was followed by 'making friends' (mean = 3.333), 'reading' (mean = 3.857), 'more independent' (mean = 5.042), 'enjoying T.V.' (mean = 5.12), 'dealing with landlord' (mean = 6.095) and lastly, 'looking for a place to stay' (mean = 6.174).

**TABLE 15**

<table>
<thead>
<tr>
<th>Items Related to the Adjustment Process</th>
<th>Rank Order</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a Job</td>
<td>1</td>
<td>1.793</td>
</tr>
<tr>
<td>Better Job</td>
<td>2</td>
<td>1.333</td>
</tr>
<tr>
<td>Making Friends</td>
<td>3</td>
<td>1.112</td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
<td>1.333</td>
</tr>
<tr>
<td>More Independent</td>
<td>5</td>
<td>2.000</td>
</tr>
<tr>
<td>Enjoying T.V.</td>
<td>6</td>
<td>1.112</td>
</tr>
<tr>
<td>Dealing With Landlord</td>
<td>7</td>
<td>1.333</td>
</tr>
<tr>
<td>Looking for a Place to Stay</td>
<td>8</td>
<td>1.333</td>
</tr>
</tbody>
</table>

In Question 27 of the Questionnaire, the subjects were asked whether they had heard of the names of certain social service agencies. The distribution of subjects who had heard of the agencies is illustrated in Table 16. It is important to note that 91.11% of the subjects...
had heard of the Manpower Office, 73.33% of the subjects indicated that they had heard of the Multicultural Centre, while none of the subjects had heard of the Hiatus House.

TABLE 16
Distribution By Number Of Subjects
Who Were Aware Of The Existence Of Certain Agencies

<table>
<thead>
<tr>
<th>Social Service Agency</th>
<th>Number of Subjects</th>
<th>Percent (N/45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower</td>
<td>41</td>
<td>91.11</td>
</tr>
<tr>
<td>Multicultural Centre</td>
<td>33</td>
<td>73.33</td>
</tr>
<tr>
<td>Windsor Police Station</td>
<td>32</td>
<td>71.11</td>
</tr>
<tr>
<td>Welfare and Social Service Department</td>
<td>22</td>
<td>48.89</td>
</tr>
<tr>
<td>Human Rights Council</td>
<td>15</td>
<td>33.33</td>
</tr>
<tr>
<td>Legal Aid</td>
<td>12</td>
<td>26.67</td>
</tr>
<tr>
<td>Senior Citizens’ Centre</td>
<td>10</td>
<td>22.22</td>
</tr>
<tr>
<td>Family Service Bureau</td>
<td>10</td>
<td>22.22</td>
</tr>
<tr>
<td>Big Brothers</td>
<td>7</td>
<td>15.56</td>
</tr>
<tr>
<td>Big Sisters</td>
<td>6</td>
<td>13.33</td>
</tr>
<tr>
<td>Sexual Assault Crisis Centre</td>
<td>6</td>
<td>13.33</td>
</tr>
<tr>
<td>Canadian Hearing Society</td>
<td>5</td>
<td>11.11</td>
</tr>
<tr>
<td>Hiatus House</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

(This is a sheltered place for battered women and their children)

In Question 28 of the Questionnaire, the subjects' understanding of the functions of the agencies illustrated in Table 17, was tested. It is important to note that none of the subjects understood the functions of Hiatus House.
### Table 17

Distribution by subjects indicating understanding of agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number of Subjects Indicating Understanding</th>
<th>Percent (n/45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Centre</td>
<td>37</td>
<td>82.22</td>
</tr>
<tr>
<td>Senior Citizens’ Centre</td>
<td>36</td>
<td>80.00</td>
</tr>
<tr>
<td>Canadian Hearing Society</td>
<td>34</td>
<td>75.56</td>
</tr>
<tr>
<td>Human Rights Council</td>
<td>32</td>
<td>71.11</td>
</tr>
<tr>
<td>Family Service Bureau</td>
<td>31</td>
<td>68.89</td>
</tr>
<tr>
<td>Big Brothers</td>
<td>30</td>
<td>66.67</td>
</tr>
<tr>
<td>Big Sisters</td>
<td>29</td>
<td>64.44</td>
</tr>
<tr>
<td>Welfare and Social Service Department</td>
<td>29</td>
<td>64.44</td>
</tr>
<tr>
<td>Windsor Police Station</td>
<td>10</td>
<td>22.22</td>
</tr>
<tr>
<td>Hiatus House</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In response to Question 29 of the Questionnaire, the answers indicated that some of the subjects had heard of the manpower office, the Multicultural Centre, the Human Rights Council, the Police Station, the Welfare and Social Service Department and Legal Aid through the two St. Clair programs. The responses also indicated that none of the subjects had learned of the Family Service Bureau, the Big Brother Association, the Big Sister Association, the Senior Citizens’ Centre, the Sexual Assault Crisis Centre, the Canadian Hearing Society and Hiatus House through the two St. Clair programs.
The frequencies and the percentages of the responses are indicated in the following Table.

**TABLE 18**

Distribution by the Number of Subjects Who Heard of the Names of Certain Agencies Through the Two Programs

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number of Subjects</th>
<th>Percent (N/45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower</td>
<td>18</td>
<td>40.00</td>
</tr>
<tr>
<td>Multicultural Centre</td>
<td>17</td>
<td>37.78</td>
</tr>
<tr>
<td>Human Rights</td>
<td>8</td>
<td>17.78</td>
</tr>
<tr>
<td>Police Station</td>
<td>5</td>
<td>11.11</td>
</tr>
<tr>
<td>Welfare and Social Services</td>
<td>2</td>
<td>4.44</td>
</tr>
<tr>
<td>Legal Aid</td>
<td>1</td>
<td>2.22</td>
</tr>
<tr>
<td>Family Service Bureau</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Big Brother Association</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Big Sister Association</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Senior Citizens' Centre</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Sexual Assault Crisis Centre</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Canadian Hearing Society</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Hintus House</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The subjects' actual utilization of the agencies is illustrated in Table 19. As indicated in the table, all 45 subjects had used the Manpower Office previously, since they had been referred to the programs by the Manpower Office.
TABLE 19

Distribution by Previous Utilization of Agencies' Services

<table>
<thead>
<tr>
<th>Agency</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Office</td>
<td>45</td>
<td>100.00</td>
</tr>
<tr>
<td>Multicultural Centre</td>
<td>9</td>
<td>20.00</td>
</tr>
<tr>
<td>Police Station</td>
<td>2</td>
<td>4.44</td>
</tr>
<tr>
<td>Family Service Bureau</td>
<td>1</td>
<td>2.22</td>
</tr>
</tbody>
</table>

Section Five: Significant Associations Between Selected Variables

Correlations between various variables in this study were sought.

It was discovered that there was no significant association between some variables, e.g., there was no significant association between the country of origin of the subjects and their scores in integration. In this section, the significant associations between certain variables which are important to this study are assessed.

Table 20 illustrates the mean scores obtained on the basis of the subjects' responses in relation to the extent to which they liked Canada. As indicated in the table, those who intended to stay in Canada permanently scored the highest (mean = 4.241) indicating that they liked Canada the most. Those who were undecided scored the second highest (mean = 3.155). Those who did not intend to stay in Canada permanently scored the lowest (mean = 2.333). The F Test also indicated that the association between the subjects' intention to stay in Canada and their degree of favorableness towards Canada was positive and significant.
TABLE 20

Subjects' Overall Feelings Towards Canada By Intention to Stay in Canada Permanently

<table>
<thead>
<tr>
<th>Intention to Stay in Canada</th>
<th>Frequency</th>
<th>Percent</th>
<th>Favorableness Towards Canada: Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>68.00%</td>
<td>4.241</td>
</tr>
<tr>
<td>Undecided</td>
<td>15</td>
<td>33.33%</td>
<td>3.155</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.67%</td>
<td>2.333</td>
</tr>
</tbody>
</table>

$F = 4.261$  DF = 1  $P = 0.0351$  $r^2 = 0.09$

The overall integration scores of the subjects were calculated on the basis of the scores of 28 indicators of integration, represented by each question from 32 to 50 and 53 to 58 of the Questionnaire. It is illustrated in Table 21 that the age of the subjects was associated with the overall psychological identification scores. The various indicators of integration that were associated with the age of the subjects were identified in the table.
### TABLE 21

**Significant Associations Between the Age of the Subjects and the Other Variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Question Number</th>
<th>Significance</th>
<th>Correlation</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of period attending the programs</td>
<td>9</td>
<td>$P = 0.0032$</td>
<td>$r = +0.46$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Self-identification as part of the Windsor Community</td>
<td>54</td>
<td>$P = 0.0226$</td>
<td>$r = +0.36$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Ability to participate in the Windsor Community as viewed by themselves</td>
<td>55</td>
<td>$P = 0.0459$</td>
<td>$r = +0.31$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Independence as a result of improving English</td>
<td>56</td>
<td>$P = 0.0128$</td>
<td>$r = +0.39$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Acceptance by others</td>
<td>57</td>
<td>$P = 0.0438$</td>
<td>$r = +0.31$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Self-identification as being a Canadian</td>
<td>58</td>
<td>$P = 0.032$</td>
<td>$r = +0.34$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Overall psychological identification with Canada</td>
<td>54-58</td>
<td>$P = 0.0157$</td>
<td>$r = +0.38$</td>
<td>Weak Association</td>
</tr>
</tbody>
</table>
The length of time the subjects had been staying in Canada was assessed in terms of its associations with other variables in this study. The association between this variable and the overall integration scores was not significant. However, certain indicators of integration were associated with the length of time the subjects had been in Canada, as presented in Table 22.

**TABLE 22**

Significant Associations Between The Subjects' Period Of Residency And The Other Associated Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Question Number</th>
<th>Significance</th>
<th>Correlation</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects' awareness of the existence of social service agencies</td>
<td>27</td>
<td>P = 0.0038</td>
<td>r = +0.43</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Total Scores in the level of awareness and functions of social service agencies</td>
<td>27628</td>
<td>P = 0.0031</td>
<td>r = +0.41</td>
<td>Medium Association</td>
</tr>
</tbody>
</table>

The association between the period of time the subjects were involved in the programs and their overall scores in integration was significant. (P = 0.0001 - r = +0.74) Presented in Table 23 are the associations between the subjects' period of attending the two programs and all the significantly associated variables.
<table>
<thead>
<tr>
<th>Variables</th>
<th>Question Number</th>
<th>Significance (T Test)</th>
<th>Correlation (Pearson's r)</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of subjects when they started to learn English</td>
<td>10</td>
<td>P = 0.0072</td>
<td>r = +0.42</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Utilization of English at school</td>
<td>32</td>
<td>P = 0.0002</td>
<td>r = +0.55</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Utilization of English in the community.</td>
<td>33</td>
<td>P = 0.0001</td>
<td>r = +0.66</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Utilization of English at home</td>
<td>34</td>
<td>P = 0.0129</td>
<td>r = +0.38</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Degree of comfort in speaking English</td>
<td>35</td>
<td>P = 0.0001</td>
<td>r = +0.63</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Degree of comfort in utilizing buses</td>
<td>36</td>
<td>P = 0.0064</td>
<td>r = +0.41441</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Degree of comfort in shopping where speaking English is required</td>
<td>37</td>
<td>P = 0.0001</td>
<td>r = +0.64</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Frequency of shopping where speaking English is required</td>
<td>38</td>
<td>P = 0.0001</td>
<td>r = +0.68</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Ability to communicate with people of different nationalities</td>
<td>39</td>
<td>P = 0.0001</td>
<td>r = +0.61</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Interaction with people of other nationalities</td>
<td>40</td>
<td>P = 0.0001</td>
<td>r = +0.78</td>
<td>High Association</td>
</tr>
<tr>
<td>Degree of comfort in communicating with people of other nationalities</td>
<td>41</td>
<td>P = 0.0001</td>
<td>r = +0.62</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Frequency of watching English news programs on T.V.</td>
<td>42</td>
<td>P = 0.0002</td>
<td>r = +0.56</td>
<td>Medium Association</td>
</tr>
</tbody>
</table>
Variables | Question Number | Significance (T Test) | Correlation (Pearson's r) | Strength of Association
--- | --- | --- | --- | ---
Reading of English Newspaper | 43 | $P = 0.0214$ | $r = +0.35$ | Weak Association
Understanding of English Newspaper | 45 | $P = 0.0001$ | $r = +0.56$ | Medium Association
Ability to enjoy English T.V. program | 46 | $P = 0.0001$ | $r = +0.62$ | Medium Association
Frequency of watching T.V. programs | 47 | $P = 0.0003$ | $r = +0.53$ | Medium Association
Ability to telephone for information regarding bus and train schedules. | 50 (a) | $P = 0.0001$ | $r = +0.83$ | High Association
Ability to utilize the Post Office | 50 (b) | $P = 0.0001$ | $r = +0.78$ | High Association
Ability to dial '0' or '411' for the assistance of the operator. | 50 (c) | $P = 0.0001$ | $r = +0.68$ | Medium Association
Ability to use the services of the Y.M.C.A or Y.W.C.A | 50 (d) | $P = 0.0001$ | $r = +0.59$ | Medium Association
Overall scores in integration | | $P = 0.0001$ | $r = +0.74$ | High Association

The level of education of the subjects was not associated significantly with their overall integration scores. However, it was discovered that the subjects' level of education was associated with several specific indicators of integration as indicated in the following table.
### TABLE 24

**Subjects' Level Of Education And The Other Significantly Associated Variables**

<table>
<thead>
<tr>
<th>Indicators of Integration</th>
<th>Question Number</th>
<th>Significance Correlation (T Test)</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to enjoy English movies</td>
<td>49</td>
<td>$P = 0.0033$</td>
<td>$r = +0.44$</td>
</tr>
<tr>
<td>Awareness of the existence of social service agencies</td>
<td>27</td>
<td>$P = 0.01$</td>
<td>$r = +0.39$</td>
</tr>
<tr>
<td>Ability to communicate with people of different nationality</td>
<td>39</td>
<td>$P = 0.0481$</td>
<td>$r = -0.31$</td>
</tr>
<tr>
<td>Overall level of awareness of social service agencies</td>
<td>27 &amp; 28</td>
<td>$P = 0.0138$</td>
<td>$r = +0.37$</td>
</tr>
</tbody>
</table>
The degree of the subjects' favorableness towards Canada was not associated with the overall integration score of the subjects. However, this variable was associated with some very important indicators of integration as indicated in Table 25.

### Table 25

**Extent To Which The Subjects Like Canada And The Other Significantly Associated Variables**

<table>
<thead>
<tr>
<th>Indicators of Integration</th>
<th>Question Number</th>
<th>Significance Correlation (T Test)</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of comfort in communicating with others of different nationalities</td>
<td>41</td>
<td>$P = 0.0239$, $r = +0.34$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Identification as part of the Windsor community</td>
<td>54</td>
<td>$P = 0.0001$, $r = +0.57$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Ability to participate in the Windsor community</td>
<td>55</td>
<td>$P = 0.0001$, $r = +0.65$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Independence</td>
<td>56</td>
<td>$P = 0.0002$, $r = +0.53$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Accepted by others as Canadians</td>
<td>57</td>
<td>$P = 0.0001$, $r = +0.57$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Self-identification as Canadians</td>
<td>58</td>
<td>$P = 0.0001$, $r = +0.64$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Overall scores in psychological identification as Canadians</td>
<td>54, 55, 56, 57, 58</td>
<td>$P = 0.0001$, $r = +0.64$</td>
<td>Medium Association</td>
</tr>
</tbody>
</table>
The association between the extent to which the subjects liked their teachers and the other variables are presented in Table 26. The subjects' degree of favorableness towards their teachers was not associated with the subjects' overall scores in integration. However, it was associated with some very significant indicators of integration, such as the subjects' overall score in their psychological identification with Canada.

**TABLE 26**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Question Number</th>
<th>Significance</th>
<th>Correlation</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorableness towards Canada</td>
<td>15</td>
<td>$P = 0.0014$</td>
<td>$r = +0.47$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Favorableness towards students</td>
<td>25</td>
<td>$P = 0.002$</td>
<td>$r = +0.46$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Favorableness towards the curriculum of the programs</td>
<td>26</td>
<td>$P = 0.0016$</td>
<td>$r = +0.47$</td>
<td>Medium Association</td>
</tr>
<tr>
<td>Ability to participate in the Windsor community</td>
<td>55</td>
<td>$P = 0.0174$</td>
<td>$r = +0.37$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Self-identification as a Canadian</td>
<td>58</td>
<td>$P = 0.0121$</td>
<td>$r = +0.38$</td>
<td>Weak Association</td>
</tr>
<tr>
<td>Overall scores in psychological identification</td>
<td>54, 55, 56, 57, 58</td>
<td>$P = 0.0221$</td>
<td>$r = +0.36$</td>
<td>Weak Association</td>
</tr>
</tbody>
</table>
The subjects' degree of favorableness towards their peers was not associated with the overall integration scores. However, it was significantly associated with certain indicators of integration.

**TABLE 27**

Significant Associations Between The Subjects' Degree Of Favorableness Towards Their Peers In The Programs And Some Indicators Of Integration

<table>
<thead>
<tr>
<th>Variables</th>
<th>Question Number</th>
<th>Significance Correlation</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speaking of English in the community</td>
<td>33</td>
<td>P = 0.0181 r = +0.36</td>
<td>Weak Association</td>
</tr>
<tr>
<td>The speaking of English at home</td>
<td>34</td>
<td>P = 0.02 r = +0.55</td>
<td>Weak Association</td>
</tr>
<tr>
<td>The utilization of Y.M.C.A. or Y.W.C.A. programs</td>
<td>50 (d)</td>
<td>P = 0.0164 r = +0.37</td>
<td>Weak Association</td>
</tr>
</tbody>
</table>

The subjects' degree of favorableness towards the curriculum of the programs was not associated with the overall scores in integration. However, it was associated with the subjects' ability to participate in the Windsor community as assessed by themselves. (P = 0.0223 r = +0.35186)

The overall integration score of the subjects is calculated on the basis of the mean scores of 28 indicators. Since each indicator accounts for a part of the overall integration score, most of the indicators are associated with the overall integration score at a 0.05 confidence level. However, the associations between the overall integration score and some indicators were much stronger than the
associations between the overall integration scores and some other indicators. In Table 2C, the ten indicators which were associated most strongly with the overall integration scores are listed in sequence, from the most important indicator to the least important indicator in accordance with the strength of associations. The associations between the other unlisted 10 indicators and the overall integration scores were medium and weak.

It is important to note that the subjects' level of comfort in communicating with people of other nationalities was associated most strongly with the overall scores in integration, among all the indicators ($r = 0.23$). The association between the subjects' interaction with people of other nationalities and the overall scores in integration was the second strongest ($r = 0.76$). Since both associations indicate positive relationships, the subjects who scored high in their level of comfort in communicating with people of other nationalities would most likely score high in their overall scores in integration. The subjects who scored high in their actual interaction with people of other nationalities would also be likely to score high in the overall scores in integration. Since the values of these two associations were the highest among the associations between the overall scores in integration and all the other indicators, these two variables were the most influential factors among the indicators in relation to the overall integrative patterns of the research sample.
<table>
<thead>
<tr>
<th>Indicators of Integration</th>
<th>Question Number</th>
<th>Significance</th>
<th>Correlation</th>
<th>Strength of Association</th>
<th>Rank order, in accordance with the strength of association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of comfort in communicating with people of other nationalities</td>
<td>41</td>
<td>P = 0.0001</td>
<td>r = +0.85096</td>
<td>Association</td>
<td>High</td>
</tr>
<tr>
<td>Interaction with people of other nationalities</td>
<td>40</td>
<td>P = 0.0001</td>
<td>r = +0.77925</td>
<td>Association</td>
<td>2</td>
</tr>
<tr>
<td>Frequency in watching T.V. programs</td>
<td>47</td>
<td>P = 0.0001</td>
<td>r = +0.76698</td>
<td>Association</td>
<td>3</td>
</tr>
<tr>
<td>Understanding the news programs on T.V.</td>
<td>44</td>
<td>P = 0.0001</td>
<td>r = +0.76687</td>
<td>Association</td>
<td>4</td>
</tr>
<tr>
<td>Watching more news programs on T.V.</td>
<td>42</td>
<td>P = 0.0001</td>
<td>r = +0.74420</td>
<td>Association</td>
<td>5</td>
</tr>
<tr>
<td>Ability to communicate with people of different nationality</td>
<td>39</td>
<td>P = 0.0001</td>
<td>r = +0.73872</td>
<td>Association</td>
<td>6</td>
</tr>
<tr>
<td>Understanding of English newspapers</td>
<td>45</td>
<td>P = 0.0001</td>
<td>r = +0.71922</td>
<td>Association</td>
<td>7</td>
</tr>
<tr>
<td>Ability to enjoy T.V. programs</td>
<td>46</td>
<td>P = 0.0001</td>
<td>r = +0.71460</td>
<td>Association</td>
<td>8</td>
</tr>
<tr>
<td>Degree of comfort in utilizing English</td>
<td>9</td>
<td>P = 0.0001</td>
<td>r = +0.68805</td>
<td>Association</td>
<td>Medium</td>
</tr>
<tr>
<td>Degree of comfort in utilizing buses</td>
<td>10</td>
<td>P = 0.0001</td>
<td>r = +0.66025</td>
<td>Association</td>
<td>10</td>
</tr>
</tbody>
</table>
Summary

In this chapter, important descriptive findings, such as, the subjects' demographic characteristics, the subjects' thinking and the significant associations between the relevant variables of this study were presented in the five sections. These findings will be discussed and analysed in terms of their relevance to the purposes of this research project in the next chapter.
CHAPTER V

ANALYSIS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the findings presented in Chapter IV were analyzed. Implications were noted on the basis of the discussions of the findings, leading to conclusions and recommendations.

Analysis

The Importance of the St. Clair Programs to the Respondents: As shown by Table 13, in Chapter IV, the subjects indicated that their lack of facility in English, unemployment and loneliness were their three most serious problems. This finding was also in agreement with the findings indicated in Table 15, that the three most important concerns of the subjects were to get a job, get a better job than the one they had before, and to make friends. (Learning English was not included in the list of items in Table 15.)

Reflected in these findings was the vital importance of the English as a Second Language Program and the Basic Education Program to the subjects' needs, since these two programs aim towards the subjects' improvement in English and employability.

It was indicated in Section Three of Chapter IV that 60 percent of the subjects stated that they would attend the programs even without financial support from the Manpower Office and 28.89 percent of the subjects indicated that they would not do so. It was also demonstrated in Chapter IV that, of the subjects who stated that they would
not attend the programs if no financial assistance was driven, 10 out of 13 of them pointed out that they took this position because they needed the financial allowance to survive. Implicit in this finding was the importance of these English training programs in the minds of the subjects and the importance of the financial allowances for some of them. Therefore, these English training programs and the financial allowances from the Manpower Office seemed to be quite essential to the adjustment process of the subjects. Implicit in this finding is the necessity to continue such financial allowances and programs on the basis of the importance of these elements to the adjustment process of the new immigrants. In the long run, the immigrants' contribution to the work force (which is made possible by such programs and financial allowances) may outweigh the expenditures involved in such financial allowances and programs. The ways in which the programs were beneficial to the adjustment and integrative process of the subjects will further be identified in the following discussions.

Evaluation of the Two St. Clair Programs: Constance Haywood's assumption that adjustment was the initial stage in the immigrants' integration process and that the newcomer was concerned largely with material factors such as employment in this stage was discussed in the review of the literature. It was indicated by Table 9 in Chapter IV that close to 50% of the subjects had been in Canada for less than ten months and 84.44% of the subjects had been in Canada for less than thirty months. If Haywood's assumption was correct, these subjects should be concerned largely with material factors in the initial stage of their adjustment process. As indicated in the findings, the subjects' two most serious problems in Canada were
their lack of English skills and unemployment. In addition, the financial allowances provided by the Manpower Office were of vital importance to some of the subjects. These findings seem to support Haywood's assumption about the importance of material factors to the adjustment process of the newcomers.

As indicated in the review of the literature, the main concern of the Manpower Office in relation to the St. Clair Programs was the employability of the immigrants or the immigrants' potential contributions to the work force in Canada. As indicated by Table 6 in Chapter IV, the ages of the subjects ranged from 19 to 45 and the majority of them (55.55%) were between 19 and 27 years of age. Implicit in this finding is that if the English as a Second Language Program and the Basic Education Program were successful in assisting the subjects in obtaining meaningful employment where their talents and skills could be utilized, there would be many years of contribution to the work force by these immigrants because of their youth.

As indicated by Table 23, in Chapter IV, the subjects' period of attending the programs was directly associated with certain of the indicators of integration which were related to their utilization of English, such as:

a) The utilization of English as school.

b) The utilization of English in the community.

c) The utilization of English at home.

d) The degree of comfort in speaking English.

e) The degree of comfort in shopping in places where English speaking is required.
f) The reading of English newspapers.

g) The understanding of English newspapers.

h) The ability to enjoy English T.V. programs.

These findings seemed to indicate that the major purpose of the English as a Second Language Program and the Basic Education Program in facilitating the students' use of English skills was fulfilled.

It was suggested by Elliston, (see Chapter I) that other than teaching English and facilitating the employability of students, the other objectives of English training programs should be:

1) To give the student information about the community in terms of the availability of social service agencies.

2) To create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services.

3) To give newcomers a feeling of security and pride in becoming part of the community.

It is illustrated in Table 23 in Chapter IV that the subjects' period of attending the programs was associated with certain variables which indicated the subjects' involvement with certain aspects of the community, such as:

a) The degree of comfort in utilizing buses.

b) The degree of comfort in shopping in places where English speaking is required.

c) The frequency of shopping in places where English speaking is required.
d) The ability to use the services of the Y.M.C.A. or the Y.W.C.A. Reflected in the above findings is a degree of success in terms of the second subgoal of English training programs, as suggested by Elliston (i.e., to create an active interest in aspects of community life, such as participation in recreational activities and the utilization of public services.)

The absence of significant association between the subjects' period of attending the programs and variables such as the subjects' level of awareness in relation to the existence and functions of certain social service agencies (as listed in Questions 27 and 28 of the questionnaire) and the subjects' actual utilization of the services of those agencies (as assessed by Question 30 of the questionnaire) reflected the fact that the first subgoal of English training programs as suggested by Elliston (i.e., to give the student information about the community in terms of the availability of social service agencies) was not achieved by the two St. Clair Programs.

In relation to the third subgoal indicated by Elliston (i.e., to give newcomers a feeling of security and pride in becoming part of the community), the absence of significant association between the subjects' period of attending the programs and their overall scores in their psychological identification with Canada also reflected the lack of evidence to indicate success of the two St. Clair Programs in this area.

However, as illustrated in Table 8 in Chapter IV, only 22.22 percent of the subjects had been attending the programs for more than
30 weeks (while 77.78 percent of the subjects had been attending the programs for less than 30 weeks). Since integration is a lifelong process, it may be unrealistic to expect the subjects' success in integration on every level in such a short period of time. Therefore, the findings may not reflect any degree of failure on the part of the two programs in relation to the subgoals mentioned earlier, but may merely reflect the integrative patterns of the subjects within a very short period of time.

It is also illustrated in Table 23 that the subjects' period of involvement in the two programs was associated with their overall scores in integration (r = +0.74). Implicit in this finding is the possibility that the two programs were beneficial to the adjustment process and the overall integrative process of the subjects even within a short period of time.

Implications for Action by Social Service Agencies: It was indicated in Table 13 in Chapter IV, that loneliness was one of the three most serious problems of the subjects. It was also indicated in Table 15 that one of the three most important concerns of the subjects was to make friends. Implicit in this finding was a high level of need on the part of the subjects to establish meaningful social relationships with others. If this research sample is representative of the population of new immigrants in Windsor, there is an urgent demand for social workers in this community to utilize their skills in community development to develop programs to meet these needs.

The responses to question number 27 in the questionnaire were
presented in Table 16 in Chapter IV. According to the findings, the
two most well-known agencies to this sample were the Manpower Office
(91.11% of the subjects indicated that they had heard of the Manpower
Office before) and the Multicultural Centre (where 73.33% of the subjects
indicated that they had heard of the Multicultural Centre before). The
findings also reflected the fact that the two least known agencies were
the Canadian Hearing Society (only 11.11 percent of the subjects had
heard of the agency) and the Hiatus House, which no one in the sample
had heard of. The responses to Question 28 in the questionnaire also
indicated that no one in the sample understood the functions of the
Hiatus House. Therefore, lesser known social service agencies, such as
Hiatus House should make more of an effort to reach the ethnic members
of the community by way of public relations or public education. On
the other hand, it is important to understand that the Hiatus House is
a relatively new agency and is not known even among many Canadians who
were born in Windsor.

As reflected in Table 18, none of the subjects indicated that
they had heard of the Family Service Bureau, Big Brothers, Big Sisters,
Senior Citizen Centre, Sexual Assault Crisis Centre, Canadian Hearing
Society and Hiatus House through the St. Clair College Programs. Im-
licit in this finding is that certain agencies have not coordinated
with the English as a Second Language Program and the Basic Education
Program to reach the students of the two programs. If the functions
of these certain agencies are in reality relevant to some of the needs
of some of the students in the two programs and some of the new immi-
grants in the Windsor community, and if these agencies were of the belief that the availability and nature of their services should be made known to the ethnic members and new immigrants of the Windsor community, initial steps could be taken by sending social workers from these agencies to the programs to explain to the students the nature of their services and the procedures involved in applying for those services. In this way, the availability of the services of these social service agencies could be made known to the students of the two St. Clair educational programs.

Implications for Further Studies: On the basis of the design of this research project, some implications are made for further studies:

1) It is illustrated by Table 9 in Chapter IV, that close to 50 percent of the subjects had been in Canada for less than 10 months and only 15.56 percent of the subjects had been in Canada for more than 20 months. It is also illustrated by Table 8 that only 22.22 percent of the subjects had been attending the programs for more than 30 weeks. Integration is a lifelong process and some immigrants' movements towards integration sometimes require a long period of time. As a result of the fact that most of the subjects in this project had been in Canada and had been involved with the two programs for only a short period of time, only certain areas of the subjects integrative patterns were identified by this research project. For example, the findings of this project indicate that there was no association between the subjects' period of attending the two programs and their overall psychological identification with Canada. Perhaps it was unrealistic to expect
integration in terms of psychological identification when most of the subjects had been in Canada for only a short period of time. Therefore, it may be beneficial to conduct future studies to determine the long-term benefits of the English as a Second Language Program and the Basic Education Program in relation to the subjects' employability and in relation to their process of social integration.

2) Since the main concern of the Manpower Office is the employability of new immigrants and their potential contribution to the work force, one of the criteria for eligibility for the two St. Clair Programs is that the subjects must fall between 17 and 65 years of age. As indicated by Table 6 in Chapter IV, the ages of the subjects ranged from 19 to 45. In other words, immigrants who were under 19 years of age and immigrants who were over 45 years of age were not included in this research sample. As a result, the needs of these immigrants might not be represented by the needs of the students in the research sample. Therefore, it is important that there will be future studies which attempt to identify the needs of immigrants of all ages so that the most urgent needs of those who are under 19 years of age and those who are over 45 years of age can also be identified.

3) Since all the students in the two St. Clair Programs were people who were handicapped by their lack of facility in English, immigrants who had good English skills were not included in this research sample. However, these immigrants might have other sets of needs which are also quite urgent and may also require the services of the social work profession and other professions. Therefore, it is recommended that
there be future need-assessment studies which include both English speaking immigrants and non-English speaking immigrants in their samples.

Conclusions

In this chapter, the findings presented in Chapter IV were analyzed. Implications on the basis of the discussions of the findings were noted. On the basis of these discussions and implications, the following conclusions were made:

1) There was evidence that the two programs were beneficial to the subjects' overall process of social integration as exemplified by the researcher's index of social adjustment indicators in Table 23 and the discussion on page 89.

2) There was evidence to indicate a degree of success of the English as a Second Language Program and the Basic Education Program in reaching one of the subgoals of English training programs for immigrants, as suggested by Elliston, viz., to create an active interest in some aspects of community life, such as participation in recreational activities and the utilization of public services, as indicated in Table 23.

3) There was no evidence to indicate that the other two subgoals of the English training programs were successful, viz., (i) to give the student information about the community, in terms of the availability of social service agencies, and (ii) to give newcomers a feeling of security and pride in becoming part of the community. This was possibly a result of the short duration of the training periods in the two programs and the priorities of the two programs, namely to increase students' employability through greater facility in English.
4) With respect to personal needs, on the basis of the analysis of the open-ended questions regarding the respondents' most serious problems (see Table 13), approximately two thirds of the respondents indicated the lack of skill in English and unemployment were their two most serious problems. Slightly more than one-fifth of the respondents indicated that loneliness and isolation, and financial problems were their next two most serious problems. On the basis of these findings, it is concluded that the respondents had financial and emotional needs to which social welfare services could be applicable.

5) One of the three most serious problems of the students was their lack of facility in English. According to the responses of the students, the major purpose of the two programs in facilitating their students' utilization of English was fulfilled, as exemplified by Table 23 and the listing on page 86.

**Recommendations**

On the basis of the analysis and discussions in this chapter, the following recommendations for the English teaching profession and the social work profession were made:

1) English training programs for immigrants such as the English as a Second Language Program and the Basic Education Program should be continued because of the needs of new immigrants to acquire the necessary English skills to obtain employment. The financial allowances provided by the Manpower Office should also be continued on the basis of the financial needs of the immigrants who are attending English training programs in order to encourage completion of the programs.
2) Social service agencies such as Hiatus House should make more effort to reach the ethnic members of the community by way of public relations or public education, due to the fact that the respondents displayed limited knowledge of these agencies. Social workers should be sent from social service agencies such as the Family Service Bureau, Big Brothers, Big Sisters, Senior Citizen Centre, Sexual Assault Crisis Centre, Canadian Hearing Society and the Hiatus House to St. Clair College to explain their functions to the students of the two St. Clair English training programs. (It was discovered in the findings that none of the subjects had heard of the above agencies through the two English training programs.) In this way, the availability and the nature of their services could be made known to the students of the two programs.

3) Programs should be developed by social workers to assist new immigrants to deal with one of the three most serious problems indicated by the subjects of this study (i.e., loneliness). The development of programs which may assist immigrants to establish meaningful social relationships with each other should be promoted.

Finally, the following recommendations were made for future studies:

1) That future studies should be conducted to determine the long-term effects of the English as a Second Language Program and the Basic Education Program in relation to the employability of the students and in relation to their process of social integration.

2) That future studies should be conducted to identify the
needs of both English-speaking immigrants and non-English speaking immigrants of all ages, because this study covered the needs of only non-English speaking immigrants between the ages of 17 and 45.
1. Which program are you in now?
   English as a Second Language Program  
   Basic Education Program

2. Where were you born?

3. How long did you stay there?  _____ year(s) _____ months

4. List other countries where you lived for more than one year
   and the period of time you stayed there:
   Name of country: ____________ years __ months
      ____________ years __ months
      ____________ years __ months

5. Marital status:
   Single  
   Married  
   Divorced
   other  
   (please specify)

6. Sex:  Male  
      Female

7. Age  

8. How long have you been in Canada?  _____ years _____ months

9. How long have you been attending this program?
   _______ months _______ weeks

10. How old were you when you first started to learn English?
    _______ years old.

11. What is your highest level of education completed?
12. How long did you study English before you came to Canada? 

__________________ years ___________ months

13. What language(s) do you speak?


14. Do you intend to stay in Canada permanently?

☐ yes ☐ no ☐ I don't know

15. Do you like Canada?

A lot A little It's all right Not much Not at all

☐ ☐ ☐ ☐ ☐

16. What are the most serious problems you have had since you have been in Canada?

1) _______________________
2) _______________________
3) _______________________
4) _______________________
5) _______________________
6) _______________________
7) _______________________

17. What organizations, agencies or programs may help to solve such problems?


18. Do you worry about your family back home? ☐ yes ☐ no
19. What do you do for recreation?
   1) ___________________________
   2) ___________________________
   3) ___________________________
   4) ___________________________
   5) ___________________________

20. What are your reasons for attending this program?
    Get a job [ ]
    Hold your job [ ]
    More able to communicate and socialize with people [ ]
    Other ___________________________

21. Would you attend this program if no money were given to you?
    [ ] yes   Why? ___________________________
    [ ] no    Why? ___________________________

22. Why do you want to learn English?
    ___________________________
    ___________________________

23. Number the following items according to their importance to you. Most important 1, to least important 8.
   A. To get a job ___________________________ [ ]
   B. To be more able to make friends _________________ [ ]
   C. To get a better job ________________________ [ ]
   D. To be more independent ______________________ [ ]
   E. To be more able to enjoy television ______________ [ ]
   F. To be more able to read _____________________ [ ]
   G. To be more able to deal with the landlord _________ [ ]
   H. To be more able to look for a place to stay ________ [ ]
24. I enjoy the teachers of this program.
   Strongly agree □
   Agree □
   Neutral □
   Disagree □
   Strongly disagree □

25. I enjoy the other students on the campus.
   Strongly agree □
   Agree □
   Neutral □
   Disagree □
   Strongly disagree □

26. I enjoy the course of studies of this program.
   Strongly agree □
   Agree □
   Neutral □
   Disagree □
   Strongly disagree □
27. Have you heard of the following agencies?

A. Canadian Hearing Society yes no
B. Senior Citizens' Centre yes no
C. Hiatus House yes no
D. Welfare and Social Service Department yes no
E. Sexual Assault Crisis Centre yes no
F. Human Rights Council yes no
G. Multicultural Centre yes no
H. Big Brothers yes no
I. Big Sisters yes no
J. Windsor Police Station yes no
K. Legal Aid yes no
L. Family Service Bureau yes no
M. Manpower yes no

28. Use the letters from the list of agencies above in the boxes below. Put a letter in each box to show where you would go for help if:

Example: You are sexually bothered by others E

(1) Your grandparents are lonely
(2) Your husband or wife beats you up
(3) You are treated unfairly because of your age, colour, sex, religion or nationality
(4) You have problems in hearing
(5) You want some recreational activities of your own culture.
(6) Your son is lonely
(7) Your daughter is lonely
(8) The members of your family do not get along with each other
(9) You have financial difficulties
29. Look again at the list of agencies on page 5. Did you hear about any of those agencies through the St. Clair Program? If so, write the names of those agencies heard about here.

__________________________________________________________________________

__________________________________________________________________________

30. Have you ever used any of the agencies on page 5 or any other similar agencies or services? If so, write down the names of those agencies.

__________________________________________________________________________

__________________________________________________________________________

31. Do you think any of them could be helpful to you. If so, write them down.
   a. ______________________________________________________________________
   b. ______________________________________________________________________
   c. ______________________________________________________________________
   d. ______________________________________________________________________
   e. ______________________________________________________________________

After exposure to this program,
32. How much English do you speak at school now as compared with before? much less    Less    Same    More    Much more

33. How much English do you speak in the community now as compared with before? Much less    Less    Same    More    Much more

34. How much English do you speak at home now as compared with before? Much less    Less    Same    More    Much more
35. How comfortable do you feel in speaking English now as compared with before?
   Much less  Less  Same  More  Much more

36. How comfortable do you feel in the use of buses now as compared with before?
   Much less  Less  Same  More  Much more

37. Do you feel more comfortable shopping in places where speaking English is required than before?
   No, much less  No, less  Same  Yes, more  Yes, much more

38. Do you shop more in places where English speaking is required?
   No, much less  No, less  Same  Yes, more  Yes, much more

39. Are you more able to communicate with people of different nationality?
   No, much less  No, less  Same  Yes, more  Yes, much more

40. Are you interacting more with people whose nationality or ethnic origin is other than your own?
   No, much less  No, less  Same  Yes, more  Yes, much more

41. Do you feel more comfortable communicating with people whose nationality is other than your own?
   No, much less  No, less  Same  Yes, more  Yes, much more

42. Are you watching more news programs on TV than before?
   No, much less  No, less  Same  Yes, more  Yes, much more

43. Are you reading the English Newspaper more than before?
   No, much less  No, less  Same  Yes, more  Yes, much more
44. Are you more able to understand the news programs on TV than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

45. Are you more able to understand the English Newspaper than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

46. Are you more able to enjoy TV programs in English than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

47. Are you watching more TV programs in English than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

48. Are you going more frequently to English movies than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

49. Are you more able to enjoy English movies than before?
   No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

50. Are you more able to use the following organizations or perform the following activities?
    a) Telephone for information about bus and train schedules
       No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

    b) Post office
       No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

    c) Dial 'O' or '411' for the assistance of the operator.
       No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

    d) Y.M.C.A. OR Y.W.C.A.
       No, much less__ No, less__ Same__ Yes, more__ Yes, much more__

51. What kind of a job did you want before you came to the English as a Second Language Program or the Basic Education Program?
Room 122, St. Michael's Hall, 
University of Windsor, 
Windsor, Ontario.

January 9, 1981.

Mr. John Chiarcos,  
St. Clair College,  
1100 University St. West,  
Windsor, Ontario.

Dear Mr. Chiarcos:

I am writing you in follow-up of our previous discussion. I am a graduate student in Social Work at the University of Windsor. I am in the process of doing a research project on the impact of the "English As A Second Language" program on students.

I would like to ask your permission to administer a questionnaire to students of the "English As A Second Language" program. I will assure you that names of all students involved will be kept confidential and that any interviews will be conducted and questionnaires administered on a voluntary basis.

Thank you very much for your cooperation.

Sincerely yours,

[Signature]

Henry Fong.

HF/dh
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VITA

Henry Fong was born December 21, 1953 in Hong Kong. He left Hong Kong for Canada in 1970. He attended the University of Prince Edward Island from 1974 to 1976 and graduated with a Bachelor's Degree in Sociology. During the next year he was employed as a childcare worker. In July 1977, he was hired by the Metropolitan Toronto Association for the Mentally Retarded as a residential counsellor. In July, 1979, he entered the University of Windsor and graduated with an Honours Bachelor of Social Work Degree in May, 1980. In September, 1980, he enrolled in the M.S.W. programme at the University of Windsor, School of Social Work.