

THE UNIVERSITY OF CALGARY

A SURVEY OF T.E.S.O.L. PROGRAMS FOR
IMMIGRANTS IN CALGARY

by

HETTY ROESSINGH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF CURRICULUM AND INSTRUCTION

CALGARY, ALBERTA

AUGUST, 1975

© HETTY ROESSINGH 1975

THE UNIVERSITY OF CALGARY

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Survey of T.E.S.O.L. Programs For Immigrants in Calgary", submitted by Hetty Roessingh in partial fulfillment of the requirements for the degree of Master of Arts.

Germaine L'Abbe

Supervisor, Miss G. L'Abbe
Department of Curriculum and
Instruction

M. Chorny

Dr. M. Chorny
Department of Curriculum and
Instruction

James Anderson

Dr. J. Anderson
Department of Linguistics

Aug 29 1975

ABSTRACT

This study was undertaken in order to survey the various programs available in Calgary for Teaching English to Speakers of Other Languages (T.E.S.O.L.) -- in particular, T.E.S.O.L. programs for non-English speaking immigrants. The aim of the study was to identify problems in four general areas of concern related to program development and implementation. These included (1) the background of the students and (2) the teachers, (3) materials and facilities and (4) methods.

Statistics indicate that a relatively large number of people already living in Calgary cannot speak English, or speak English as a second language, but continue to use the native language as the dominant language of self expression in the home. The number of non-English speaking arrivals continues to grow: in 1974, by about 1250 people, of whom approximately 500 were school aged children.

The need for T.E.S.O.L. programs for non-English speaking immigrants in Calgary has been obvious for a number of years, but the scope of the specific problems in the four general areas of concern in this study has not been researched. The lack of information has hampered progress in the establishment and development of T.E.S.O.L. programs.

Data for this survey was obtained from a number of different sources. Detailed information regarding the non-English speaking people of Calgary was taken from the most recent Census statistics. Background information on the students enrolled in the various programs was mainly obtained from registration files made available by program supervisors. Lastly, questionnaires were distributed to 124 teachers of English to Speakers of Other Languages (E.S.O.L.) in Calgary, with the intent of gathering as much information as possible, in an objective form, about the background of the teachers, the materials and facilities available and the general methods implemented in E.S.O.L. instruction.

ACKNOWLEDGEMENTS

The writer wishes to extend her thanks to her thesis supervisor, Miss G. L'Abbe. Special thanks are extended to Dr. J. Anderson and Dr. M. Chorny for their patient and tactful guidance.

Gratitude is also expressed to the supervisors of the various T.E.S.O.L. programs in Calgary, especially Mr. A. Langstraat, Mr. D. Daniels, Mrs. P. Maret, Mrs. C. Haas, and Mr. B. Tolar, for their encouragement and cooperation. Without their help, the project would not have been possible. The instructional staff of the various T.E.S.O.L. programs is also gratefully acknowledged for their kindness: interviews, classroom observations and, in many instances, lengthy responses to the questionnaire, all aided in making the information for this study more complete.

The writer also wishes to thank her parents for their support and encouragement during the course of this study.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS	v
LIST OF TABLES, FIGURES AND MAPS	xi
CHAPTER 1: INTRODUCTION	
THE PROBLEM	1
SPECIAL PROBLEMS OF THE NON-ENGLISH SPEAKING IMMIGRANT	2
DEFINITION OF THE TERMS	4
Teaching English to Speakers of Other Languages and Teaching English as an Additional Language	4
Teaching English as a Second Language	5
Teaching English as a Foreign Language	5
Teaching English to New Canadians	6
Approach, Method and Technique	6
AVAILABILITY OF PROGRAMS	7
The Calgary Public School Board	8
The Langevin School Program	9
Proposed Decentralization of T.E.S.O.L. Services for Divisions I and II	9
Programs for Junior and Senior High School Students	10
Programs for Adults	11
Program for New Canadian Housewives	11

The Calgary Separate School Board	12
Berlitz School of Languages	13
Y.W.C.A.	13
Southern Alberta Institute of Technology	14
Manpower Sponsored Programs	14
Alberta Vocational Centre	15
Mount Royal College	15
THE FUNDING OF T.E.S.O.L. PROGRAMS	16
PURPOSE OF THE STUDY	17
CHAPTER 2: SURVEY OF RELATED LITERATURE	
GRAMMAR TRANSLATION METHOD	20
DIRECT METHOD	22
LINGUISTIC APPROACH	23
Development	23
Some Assumptions about Language Learning	25
The Audio-Visual and Audio-Lingual Methods	27
RECENT TRENDS	30
Linguistic Framework for Current Instructional Strategies	30
Influences from Psychology	32
Implications for Methods in Second Language Learning	33
Factors in the Student Population Related to Second Language Learning	34
The Teacher and the T.E.S.O.L. Class	38

CHAPTER 3: PROCEDURES

PRELIMINARY WORK	40
THE QUESTIONNAIRE	41
OTHER SOURCES OF INFORMATION	43
DISTRIBUTION OF QUESTIONNAIRES	44
THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES	45
LIMITATIONS OF THE STUDY	46

CHAPTER 4: RESULTS OF THE INVESTIGATION

INTRODUCTION	48
RETURNS ON THE QUESTIONNAIRE	49
THE STUDENTS	49
Calgary's Major Ethnic and Linguistic Groups	50
Major Concentrations of Non-English Immigrants	54
Ethnic and Linguistic Background of Adults Registered in T.E.S.O.L. Programs	58
Ethnic and Linguistic Background of Non-English Speaking Immigrant Children	61
Socio-Economic Status of Non-English Speaking Immigrants	62
Sex of Students	64
Age of Students	65
Length of Stay in Canada Prior to Registration	66
Level of Instruction and Enrollments in T.E.S.O.L. Programs	67
Other Problems and Considerations Related to the Student Population	69

THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES	71
General Demographic Information	71
Academic Background	71
Teaching Experience in T.E.S.O.L. or Foreign Languages	72
FACILITIES AND MATERIALS	72
Introduction	72
Student Workbooks and Basic Texts	73
Tape Recorders	74
Prepared Tapes and Records	74
Screen	75
Films	75
Lab Facilities and Programs	75
Reading Materials	76
Priorities for the Purchase of Additional Materials	76
METHODS	77
The Choice of Methods	77
Priorities in Communication Skills	78
CHAPTER 5: DISCUSSION	
CONCLUSIONS	80
RECOMMENDATIONS	82
REFERENCES	86

APPENDIX A

LETTER ENCLOSED WITH THE QUESTIONNAIRE DISTRIBUTED TO THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN CALGARY	92
---	----

APPENDIX B

QUESTIONNAIRE DISTRIBUTED TO THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN CALGARY	94
---	----

APPENDIX C

THE ETHNIC AND LINGUISTIC BACKGROUND OF ADULT
STUDENTS REGISTERED AT:

Y.W.C.A.	101
McDougall (A.M. & P.M.)	102
Crescent Heights	103
Western Canada Senior High	104
A.V.C. (Day Program)	105
Program for New Canadian Housewives	106
Mount Royal College (Day Program)	107

LIST OF TABLES, FIGURES AND MAPS

1.	THE ETHNIC AND LINGUISTIC BACKGROUND OF CALGARIANS 1961 - 1971	51
2.	THE UKRAINIAN, ITALIAN AND ASIAN POPULATION IN CALGARY 1961 - 1971	53
3.	LANGUAGES MOST OFTEN SPOKEN AT HOME IN CALGARY 1971	55
4.	THE 77 CENSUS DISTRICTS OF CALGARY 1971	56

CHAPTER ONE

INTRODUCTION

THE PROBLEM

According to 1971 census figures, published by Statistics Canada, there were approximately 4,000 residents of Calgary unable to speak English. The Department of Immigration and Manpower's 1974 Immigration statistics show that approximately 250 non-English speaking immigrants arrived in Calgary in the first three months of that year. By the end of the year, this number had increased to approximately 1250, of whom 40 per cent of 500 immigrants were school-aged children (aged five to nineteen).

The fact that in Canada education is a provincial concern and immigration is handled federally creates problems for the Teaching of English to Speakers of Other Languages (T.E.S.O.L.); i.e. to non-English speaking immigrants. Up to this point, the Provincial Government has been left, charged in most instances, with the responsibility of T.E.S.O.L., for it is naturally within the Education system that the problems of non-English speaking immigrants first become apparent. The Provincial Government, however, cannot always support the various programs proposed. More recently, provincial governments have appealed to the Federal Government for support (Calgary Herald, May 23, 1975), since it is the Federal Government which admits the non-English speaking people into the country.

Where does all this leave the non-English speaking immigrant? Indeed, there are many programs available, offered by such diverse agencies as the Calgary Public and Separate School Boards, Southern Alberta Institute of Technology (S.A.I.T.), Mount Royal College (M.R.C.), Alberta Vocational Centre (A.V.C.), Berlitz School of Languages, and the Y.W.C.A. Registration fees range from several hundred dollars to gratis: these latter courses are usually staffed by volunteers. Or, the student may be financially supported while he attends English classes full time.

The paradox of the T.E.S.O.L. programs is that, in spite of their availability and attempts to help the non-English speaking immigrants, they do not seem to produce the desired results.

SPECIAL PROBLEMS OF THE NON-ENGLISH SPEAKING IMMIGRANT

A major problem adult immigrants have to deal with is that they have forgotten how to learn: many of these immigrants have been out of school for twenty or more years; many of them did not achieve a high school level of education in their home land; some are even illiterate in their mother tongue. A basic course in English designed especially for those who have never studied a foreign language does not always anticipate these problems.

Other problems include physical and mental fatigue resulting from long hours of repetitive manual labor which the immigrant so often must perform in order to support himself. If these factors

are transposed to a learning context, the obstacles to efficient learning become obvious.

The immigrant furthermore has difficulty in practicing the English he is learning: it is more expedient to continue speaking his native language at home with his family and with friends who often also speak only the native language. This is another factor which contributes to slow progress with English lessons, and consequent discouragement.

Lack of practice in speaking English is a problem for the New Canadian housewife in particular, since she is usually more isolated than any of the other family members. If she must stay home with young children, and associates otherwise only with her husband and a few close friends, her problem is understandable. In many instances, it is possible to do the grocery shopping and other domestic chores using only the native language. In such cases, it is no wonder that she hesitates to venture into the English-speaking community.

In cases where the parents do not see a need to learn English, and promote instead the continued use of the native language at home, the children also suffer. Because they are exposed to English only at school, they may be slower than they otherwise might have been to learn the language. The lack of skills in English often results in the child failing at school (Ashworth, 1975). In some instances, the children lack communication skills and experience with language even in the native language, thus enlarging the problem of learning English for these children.

So it is that all groups of non-English speaking immigrants: housewives, working men and women, and children of all ages, have their special problems with learning English. But are these difficulties taken into account in both program development and implementation?

DEFINITION OF THE TERMS

In reviewing the literature, it is not uncommon to find much of the terminology associated with the Teaching of English to Speakers of Other Languages left unexplained and often used indiscriminately in reference to program description. It is important, as well as useful, however, to maintain clear distinctions among the terms since the differences among program descriptions involves much more than simply the problem of terminology (Prator, 1966).

Teaching English to Speakers of Other Languages and Teaching English as an Additional Language

Teaching English to Speakers of Other Languages (T.E.S.O.L.) is a broad term most often used to describe any program for the teaching of English to non-English speaking people. Teaching English as an Additional Language (T.E.A.L.) appears to be used in a synonymous manner.

Teaching English as a Second Language

Teaching English as a Second Language (T.E.S.L.) is used to designate the teaching of English in a system in which it is to become the partial or universal medium of instruction. A good command of spoken English is the prime goal.

Teaching English as a Foreign Language

Teaching English as a Foreign Language (T.E.F.L.) is reserved for systems in which English may never become the medium of instruction. A thorough reading knowledge of the language may be the major goal. Usually, T.E.F.L. instruction would take place in the foreign language and cultural environment (i.e. the native milieu of the student) and would be presented as an additional study to be pursued over a number of years. It is possible, however, for the student to learn English in a community where English is spoken, yet enter a T.E.F.L. program with the appropriate goals in mind. A foreign student studying English in Calgary who plans to return home to teach English would serve as an example of a student enrolled in a T.E.F.L. program. The vast majority of the students enrolled at Mount Royal College (day program) could be classified as T.E.F.L. students.

Thus T.E.F.L. and T.E.S.L., while similar in many ways, may vary widely in aims, methods and content, depending on the language needs and goals of the students.

Teaching English to New Canadians

Teaching English to New Canadians (T.E.N.C.) is a program geared to the language needs of the immigrant wishing to become a Canadian citizen, as well as those needs related to cultural adjustment. History and geography, as well as practical courses designed to aid the immigrants in adapting to life in Canada (e.g. applying for Medi-Care, income tax returns, car registration and insurance) constitute the T.E.N.C. curriculum. There are a number of T.E.N.C. programs in Calgary. The two largest include the programs offered by the Y.W.C.A. and the Calgary Board of Education, Division of Advanced Education, program for adults. The program for New Canadian Housewives could also be classified as a T.E.N.C. program.

Approach, Method and Technique

In discussing the various programs, we often speak of a particular approach, method or technique which is utilized. Again it is necessary to define the terms. The arrangement of these three terms is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach (Anthony, 1965).

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.

A method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach. Whereas an approach is axiomatic, a method is procedural. Within one approach, there can be many methods, since there are many factors which influence the orderly presentation of language to students.

A technique is implementational -- that which usually takes place in the classroom. It is a particular strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Lado (1964) distinguishes three main types of methods advocated in the past: grammar-translation (sometimes also called the traditional method), direct and linguistic. However, in his ensuing discussion he uses linguistic to refer to an approach which gives rise to various methods. This classification would be in keeping with Anthony's definitions above: "grammar-translation" and "direct", then, refer to methods, and "linguistic" to approach.

AVAILABILITY OF PROGRAMS

There are a number of T.E.S.O.L. programs offered which are geared to the diverse needs of the non-English speaking immigrants: school children, high school students and foreign students studying in Calgary on visas, housewives, night workers, day workers, and also

newly arrived immigrants who are not working but are temporarily financially supported while they attend T.E.S.O.L. classes full time. A summary of the various programs follows.

Calgary Public School Board

The problems of the students for whom English is not a first language have been recognized since 1966. The first classes for T.E.S.O.L. were established in September, 1968. It was recommended that Division I children (grades 1 to 3) remain in their regular classrooms (Calgary Public School Board, 1975c). An internal survey carried out by the Calgary Public School Board (1974b) clearly shows the need to change the present policy so that children less than nine years of age who need special help will be eligible for T.E.S.O.L. programs. According to the survey, there are at least 154 children in the Public School system, Division 1, who would likely benefit from the T.E.S.O.L. program. Many of these children will likely be accommodated in T.E.S.O.L. programs in the 1975-76 school year.

Division II and III children are eligible for T.E.S.O.L. programs under the auspices of the Calgary Public School Board.

High school students are accommodated in classes organized under the Adult Education Division.

Adult Education also offers courses during the day as well as at night for non-English speaking adults.

The Langevin School Program

A program was initiated at Langevin School for children in Divisions II and III in September, 1968. To be eligible, the pupil must be at least nine years of age.

The pupils attend special English classes half days, and return to their regular school for the remainder of the school day. Children are accepted into these classes throughout the year as vacancies, due to pupils completing their courses and returning full time to the home schools, occur.

Proposed Decentralization Program of T.E.S.O.L. Services for Divisions I and II

More recently, there has been a change to decentralization of T.E.S.O.L. services, since it is felt that the inconvenience of the long bus rides to Langevin School, as well as the desire to keep the younger children at their home school warrant the expansion of the services. A program was established in March, 1975 at Rosscarrock Elementary School for pre-schoolers, Division I and Division II pupils.

The Calgary Public School Board plans to continue decentralization of their T.E.S.O.L. services for elementary school children in the

1975-76 school year. The most recent report submitted for consideration (Langstraat, 1975b) proposes the establishment of programs at the following locations:

Connaught Elementary, to serve the central city area;

Harold Riley Elementary, to serve the Forest Lawn area;

West Dover Elementary, to serve the West Dover area;

James Short Memorial Elementary, to serve the Penbrooke Meadows area;

R.B. Bennett Elementary, to serve the Bowness-Montgomery area.

Programs for Junior and Senior High School Students

The T.E.S.O.L. classes for students in Junior and Senior High School are organized as the need arises: usually when there are at least five students in any given school who need special instruction in English. A visiting teacher usually comes to the school three times a week for an hour each session. At the present time, there are classes offered at John Diefenbaker Senior High (Divisions III and IV), Ian Bazalgette Junior High (Divisions I, II, and III) and Sir John A. MacDonald Junior High (Division III).

Some schools have encountered difficulties with non-English speaking students, but have not been able to secure funds for the T.E.S.O.L. programs. In such instances, the schools have attempted to help the students through internally run programs such as the

"buddy" system whereby the foreign student is aided by native speaking students in the regular program, or the student may receive tutoring after school hours by volunteer students or staff members, or the student may receive a few hours per week of special instruction during the school day by a regular staff member.

Programs for Adults

The largest program for T.E.S.O.L. instruction is operated by the Division of Continuing Education, and is offered to immigrants either during the week at night (Crescent Heights Senior High School) or during the day, both mornings and afternoons (McDougall Elementary School). These classes meet twice weekly for two hours each session. There are also Saturday morning classes held at Western Canada Senior High School.

These classes for T.E.N.C. are geared to help the newly arrived immigrants adjust to the new language and cultural environment, with the final goal of becoming Canadian citizens. Citizenship preparation is an important part of the program at the advanced levels.

There is a \$20.00 registration fee for 40 sessions.

These courses are also offered during the summer months at Western Canada High School.

Program for New Canadian Housewives

The Division of Continuing Education also sponsors the program for New Canadian Housewives. Classes are held both mornings and

afternoons in five different locations: McDougall Elementary School, St. Stephen's Church, Renfrew Boys Club, Forest Lawn Community Field House and Montgomery Junior High School. These locations correspond to the areas in Calgary where large concentrations of non-English speaking immigrants are to be found.

In some centres, babysitting service is available for mothers with young children, who might otherwise not be able to attend the classes.

Instruction is offered by volunteers, in many cases housewives who once taught school. Classes meet twice weekly for two hours each session.

There is no registration fee.

The Calgary Separate School Board

The Separate School Board has three visiting teachers on staff, two with the elementary division, one with secondary, who travel from school to school to give special instruction in English. In each school, any child, regardless of age, may attend the classes if he needs the help.

T.E.S.O.L. instruction is offered in some 12 different areas each roughly corresponding to those where special instruction is also offered to school-aged children by the Public School Board. In 1974-75, approximately 120 children attended T.E.S.O.L. classes.

As with the Public School Board, some of the schools are handling the problem of non-English speaking students internally by offering various services within the school. Bishop Carroll Senior High School, for example, offers special instruction once weekly for non-native speakers of English who are experiencing difficulties with the language.

Berlitz School of Languages

This is a privately owned company which will offer T.E.S.O.L. instruction according to the demand for such services. This winter, a small group of Japanese businessmen took the English course.

Intensity of instruction varies, but usually the classes run for at least 1½ hours per day. A lesson consists of a 45 minute session in private or semi-private instruction. An 80-lesson course costs \$220, and 160 lessons cost \$395.

Y.W.C.A.

The Y.W.C.A. offers instruction at night and during the day. The classes meet twice weekly for 1½ hours each session. The term runs for 10 weeks.

The instructional staff is made up exclusively of volunteers, but many of these are teachers or have taught before.

There is a registration fee of \$7.00.

Southern Alberta Institute of Technology

S.A.I.T. offers a course in Advanced Conversation, under the auspices of their Division of Continuing Education, night school program. The class meets once a week for three hours, over a period of 12 weeks. The registration fee is \$35.00.

Manpower Sponsored Programs

Manpower forecasts the needs of non-English speaking immigrants approximately one year in advance, and then buys space, generally at Alberta Vocational Centre. Manpower will organize classes in other instances according to the needs that arise. For example, Manpower sponsored a twelve week course at Mount Royal College (M.R.C.) in the spring of 1975. It was decided to contract with M.R.C. for this particular course, since language laboratory facilities could be made available (A.V.C. does not yet have a language lab, but hopes to have one in operation by the end of this year). The lab was seen as a vital part of this particular program, which was oriented toward the language needs of professional working people who already had some background in English.

The T.E.S.O.L. day programs for adults at A.V.C. are all subsidized by Canada Manpower. The purpose of the day program at A.V.C. is to equip adult students with sufficient skills in English to enable them to enter the labor force.

The students attend classes full time, and are supported financially by Manpower during this time. They may receive support for either 12 weeks or 24 weeks, depending on the progress they make, or the individual needs in relation to the demands of the jobs they are seeking.

A.V.C.

A.V.C. offers an evening program for adults. The term lasts for six weeks and classes meet four nights weekly, two hours each night. The registration fee is \$10.00.

Mount Royal College

Mount Royal College caters mostly to students who are studying in Calgary on student visas, and who plan to enter Canadian universities for further studies, or to return home, often to teach English.

Registration fees are \$11.50 per credit, or \$138.50 for full time study (i.e. ten or more credits).

Students normally study English full time: 10 to 20 hours per week.

M.R.C. also offers a non-credit course in English for New Canadian adults. The classes meet three times weekly for four months. Registration fees are \$90.00.

THE FUNDING OF T.E.S.O.L. PROGRAMS

Funds for T.E.S.O.L. programming come from two sources: the provincial and the federal governments.

The Federal Government has two Departments which concern themselves with the problems of the immigration: namely, Immigration and Manpower. Of the two, the Immigration Branch does not involve itself in the language problems of New Canadians. The major source of funds on the Federal level for T.E.S.O.L. programming is the Department of Manpower. The need in relation to T.E.S.O.L. programming is forecast one year in advance and the finances are set aside accordingly. To be eligible for Manpower sponsored programs, the intent of participation in the labor force must be clearly evident. The immigrant may then receive up to \$100 per week, usually for twelve weeks, while he attends English classes full time.

Funding for T.E.S.O.L. programs, made available by the Federal Government, may also be awarded in the form of grants for Opportunities for Youth (O.F.Y.) projects and for Local Initiative Programs (L.I.P.). O.F.Y. supported a T.E.N.C. program in Calgary during the summer of 1971. In addition, L.I.P. grants are currently providing some support for a similar program at the Y.W.C.A. These funds are used to pay the coordinator of volunteer services.

Provincial funds are currently used to support the majority of Calgary's T.E.S.O.L. programs. These programs are designed for adults (including the program for New Canadian Housewives), as well as for high school students, such as the one at John Diefenbaker Senior High School (Langstraat, 1975a). Such programs are expensive to operate. For example, the T.E.S.O.L. program at Langevin Elementary and Junior High School, which accommodated 95 students, cost \$55,070 during the 1974-75 school year (Calgary Public School Board, 1975b).

Lack of funds has forced a dependency on volunteer instructional staff. According to the survey results, the program at the Y.W.C.A., which is the second largest program in operation at the present time in terms of students enrollments, is almost exclusively staffed by volunteers. In terms of instructional staff, this program is the largest in the city. This situation surely indicates the inadequacy of available funding.

PURPOSE OF THE STUDY

The purpose of this survey study is to coordinate information available on the various T.E.S.O.L. programs offered in Calgary for non-English speaking immigrants, thereby identifying some of the problems in the field in four areas related to second language learning. These include: (1) the background of the students and (2) the teachers (3) materials and facilities and (4) methods.

More specifically, answers to certain questions were necessary to gain an appreciation of the scope of the problems of T.E.S.O.L. for non-English speaking immigrants in Calgary:

A) In relation to the student population:

- (1) Where are the major concentrations of non-English speaking Calgaryans located, and from which linguistic, ethnic and socioeconomic background do these people come?
- (2) How do enrollment statistics of the various programs relate to what is known about the non-English speaking groups of people from information made available through the census statistics?
- (3) What are the needs of Calgary's non-English speaking immigrants from the point of view of adjustment to a new linguistic and cultural environment?
- (4) Are the needs of the immigrant children, housewives and employed as well as unemployed workers accommodated, and how is this being done?

B) In relation to the background of the teachers:

- (1) Is the instructional staff, both volunteer and salaried, prepared for the demands upon it in terms of theoretical background and practical experiences?

C) Facilities and Materials:

- (1) Are the facilities and materials adequate and appropriate?
- (2) What would be the teachers' priorities if funding was made available for the purchase of additional materials?

D) Methods:

- (1) What general methods are being implemented in the various T.E.S.O.L. programs for immigrants in Calgary?
- (2) Are the methods and classroom practices currently used congruent with those methods suggested in the literature?

In making the survey information available not only to the various educational institutions, but also to Immigration and Manpower, the Citizenship Court, and the Calgary Canadian Citizenship Council, it is hoped that the problems of our non-English speaking Calgarians as well as those people involved in their instruction will be better understood and appreciated, and that program development will thereby also be facilitated more smoothly and quickly and in a more positive manner.

CHAPTER TWO

SURVEY OF RELATED LITERATURE

The problems of Teaching English to Speakers of Other Languages in Calgary can be related to the literature on the research into foreign language learning and the consequent development of curricula. A survey of the development of foreign language programs therefore seems appropriate.

GRAMMAR-TRANSLATION METHOD

For centuries, the grammar-translation method was the most widely accepted method of foreign language instruction. The classical languages were taught by means of this method. One of the aims was to teach the grammar of the language and certain rules for combining words into phrases and sentences. The teacher spent a large amount of time explaining the grammar by translating English sentences into the foreign language. The second aim of the grammar-translation method was to teach the students to read the foreign language. The method was more or less word-for-word translation from the foreign language into English accompanied by the memorization of lists of words. It was further felt that such exercises in translation helped the students gain a more thorough understanding of English.

When the modern languages were introduced into the school curriculum, the grammar-translation method and its aims were readily adopted.

This method remains popular in many instances today, particularly if the goals of the students are to acquire a reading knowledge of the foreign language. The grammar-translation method persists in other situations where the teacher's command of the target language is inadequate to promote the oral communication aims of the curriculum. In other cases, the teacher's lack of training in theory and methodology compels him to resort to the way he was taught foreign languages, or what seems to make common sense in teaching a foreign language.

As early as 1867, Claude Marcel in The Study of Languages Brought to its True Principles, warned against the formal training in grammar or translation, and advocated the order of hearing, reading, speaking and writing. Studies conducted in the last 70 years support Marcel's contention that the study of formal grammar has no beneficial effect on the student's ability to function orally in the foreign language. Hutchinson (1964) reports on an experiment to determine whether students of German would have more skill in reading and writing after two years if they were taught by the audio-lingual method (including lab practice) instead of the "grammar and reading" method. At the end of the two year period, the traditional students (i.e. "grammar and reading" method) were as proficient as the audio-lingual students in reading, but the traditional students were superior in writing:

the traditional students were also superior in translating from German to English, but in translating from English to German, the groups were about equal. In speaking, as one might expect, the audio-lingual students were far superior.

DIRECT METHOD

Around the end of the 19th century, oral communication in the target language became more important, and the inadequacies of the grammar-translation method became more evident. As a reaction against the grammar-translation method, there was a movement in Europe that emphasized language learning in meaningful situations. This movement resulted in various other methods such as the "natural" method: however, these can all be referred to as direct methods, or the direct method.

The direct method assumes that learning a foreign language is the same as learning the mother tongue. This method overcame the two major faults of the grammar-translation method by substituting language contact for grammar recitation, and language use for translation. Max Walter of Germany introduced this method of foreign language teaching into the United States at the turn of the last century. His method advocated unbending faithfulness to the use of the foreign tongue in the classroom, with the complete exclusion of English. Walters found that in teaching with this method, extensive

use of pictures, charts, diagrams and other image-eliciting forms was requisite to the success of his method. This direct method, however, was not well received in America: it too had its shortcomings. Because the language to be learned had not been analyzed and materials planned from such analysis, much of the learning was trial and error, and thereby often inefficient in terms of the time factor, as well as frustrating for the learner because of the many misunderstandings one is bound to encounter through direct method learning. Furthermore, the method demands of the teacher a good command of the target language in all areas of language skills: both oral and written, decoding and encoding abilities. Finding linguistically competent teaching personnel persists as a problem even today: very often the result is a reversion to traditional methods to compensate for teacher inadequacies.

LINGUISTIC APPROACH

Development

It has been within the last 35 years that the greatest advances have occurred in the research of foreign language learning and the consequent development of new programs. The outbreak of World War II, and in particular, the Japanese attack on Pearl Harbor on December 7, 1941, created the immediate need for linguistically competent personnel to serve in the United States armed forces. At that time, the

U.S. Navy could discover only 12 officers among its personnel of 200,000 men who could be considered competent in the use of spoken and written Japanese (Huebener, 1961).

Intensive Language Training Programs, which were based upon the linguistic analysis of each language to be taught, followed by the preparation of learning materials based on this analysis, met the urgent war time demands. The Army Specialized Training Programs met with a great deal of success because the classes were small, and the student body was specially selected for suitability to learning foreign languages. Other factors which contributed to the success of the Army Specialized Training Programs included the introduction of audio-visual aids, the generous time allotment, the employment of native speakers of the target language, and the high motivation and morale amongst the students.

After the War, efforts were made to introduce the Intensive Training Programs into education institutions of all levels across the continent. Foreign language learning attracted the attention of linguists, psychologists, anthropologists, and curriculum developers. The linguistic approach to foreign language learning evolved from this multi-disciplinary interest in language and language learning and teaching.

It has branched into two main segments: the audio-lingual and the audio-visual methods of foreign language learning. The two methods, though different in specific instructional techniques and classroom procedures, nevertheless share certain assumptions about language and language learning and teaching which are consistent with the linguistic approach.

Some Assumptions About Language Learning

Most important of all has been the realization that language is speech, not writing. With the focus on oral communication skills, language was further considered a set of habits. The ordinary speaker is aware only of what he says, and not of how he says it. The conclusion which the linguist drew from this was that the learner too must be taught to handle the mechanisms of the new language "out of awareness" of how he speaks.

The efficacy of training in formal grammar in the language program, particularly in classes for pre-adolescent children, had long been questioned (Asker, 1923). Further research firmly established the need to teach the language, rather than to teach about the language (Robinson, 1960).

Finally, it was held that language is what its native speakers say, not what someone thinks they ought to say. In traditional language teaching, the primary source of information about the language was to be found in books of grammar, style and pronunciation. For the

linguist the ultimate, and in many cases the only source of information about a language was its native speakers.

A key figure in the development of theories of foreign language learning in the early post-war period was Charles Fries, a linguist from the University of Michigan. His writings emphasize the need to acquire a second language through speech.

"No matter if the final result designed is only to read the foreign language, the mastery of the fundamentals of the language--the structure and the sound system with a limited vocabulary--must be through speech. The written record is but a secondary representation of the language. To 'master' a language is not necessarily to read it, but it is extremely doubtful whether one can really read the language first without mastering it orally. Unless one has mastered the fundamentals of the new language as language--that is, as a set of habits for oral production and reception--the process of reading is a process of seeking word equivalents in his own native language. "Translation" on an exceedingly low level is all that such 'reading' really amounts to." (Fries, 1948, p.6).

Fries' contention is supported by Lado (1967). He states that, although there is a correlation between the knowledge of the foreign language and the capacity to translate, the fact remains that ability to translate shows wide differences with ability to speak, understand, read and write the target language.

These realizations have had important ramifications for the establishment of aims of the foreign language program, and corresponding changes have consequently occurred in the specific instructional techniques and program content. The linguistic approach aims for the

acquisition of a core vocabulary which is based on frequency counts in the native speakers. The order of learning progresses from the oral language skills of listening and speaking, to reading and finally, writing.

The Audio-Visual and Audio-Lingual Methods

The audio-visual method differs from the audio-lingual method in that it makes extensive use of visual aids. One example of a program utilizing the audio-visual method is Voix et Images de France (Guberina and Rivenc, 1963). This method is widely used in Alberta Junior and Senior High Schools to teach the students French.

The audio-lingual method, on the other hand, rejects the concept of visuals while taking the view that translation from and to the target language is not only a more efficient device but is, in itself, advantageous to the language learning process. Ecouter et Parler (Cote, Levy and O'Connor, 1962) is an example of a foreign language program using this method. The teacher's edition states that "an English version is printed on a right hand page. From this the students can find the meaning of the French sentences they are about to learn, without your using any time in class for explanations." (Cote, Levy and O'Connor, 1962, xv). The French sentences are to be found on the following left hand page, so that the students cannot see both the French and English at the same time. By the time the student is

exposed to the French version for reading practice, he will already have learned the oral form of that sentence from intensive practice, and also understand the meaning.

Miller (1965) compared the audio-lingual and the audio-visual methods to determine the effects of the visual aids. Voix et Images de France was used as the audio-visual method, and the A-LM materials were employed with the audio-lingual students involved in the study. Both methods were conceived and developed in harmony with modern linguistic principles and have the common aim of initial emphasis on listening and speaking skills with equal stress being given, after the beginning weeks of the course, in the skills of reading and writing. The principle difference, between the two methods, which by its nature contributed to the potentially significant core of the study was that the experimental method (Voix et Images de France) based its teaching philosophy entirely on filmstrip visuals, while the control method had made no provision nor even advocated the use of visuals in the language teaching and learning program. From this study, Miller concluded that the visual advantage appears to be most marked in the skill of listening comprehension.

The use of visual aids reduces the need for the instructor to resort to the native language to facilitate comprehension of the target language. Those who uphold the audio-visual method maintain

that translation between the native language and the target language is unsound and should not occur, particularly in the initial phases of language learning. Both Fries and Lado, cited earlier, support the practice of separating the native language from the target language in the instruction of foreign languages. Further support for such teaching strategies comes from research in bilingualism. Lambert, Havelka and Crosby (1958) studied the influence of language acquisition contexts on bilingualism. They found that response competition in bilingualism is functionally related to the distinctiveness of contexts in which the bilingual's two languages are acquired; the more separated the contexts of acquisition, the less the bilingual interference.

Visual aids further benefit in the foreign language program in that they are useful in placing the dialogue into a situational and cultural context. Without the use of visual aids, this context must be created in a different manner. This factor is of great importance in foreign language study, for language and culture are in many ways inseparable.

"In a real act of communication, the situation or setting, the language and cultural theories are integrated. When one child meets another in the corridor (the setting) and says (the language) "Let's have lunch at noon" ("lunch at noon" being a cultural pattern) neither speaker nor listener stops to think of setting, language or cultural concept as a separate or distinct entity. The three are intimately blended together without awareness." (Finocchario, 1964, p.37).

Miller's study (1965) showed that the audio-visual method served successfully as a means for inculcating cultural learnings with beginning students (grade 7). This method was also successful as a motivator for continued foreign language study in these students. Nevertheless, there are many who continue to favor the audio-lingual method.

Essentially then there are three types of programs by means of which foreign languages are taught: the grammar-translation method, the direct method, and those methods which are in harmony with the linguistic approach. Other methods are in essence variations or combinations of one or more of these.

RECENT TRENDS

Linguistic Framework for Current Instructional Strategies

Under the influence of Chomsky and his followers, the science of linguistics has taken on a new dimension in the past ten years. The objectives in the study of language have changed from the description of language to an understanding of the total language process. The hope is to delve into the very basic elements of the human mind and thought processes through the study of language. In a recent book, Language and Mind, Chomsky views the study of language as being a part of the larger context of cognitive psychology.

Recent linguistic theory has focused attention on the syntactical arrangements of words. In doing so, there has been a renewed interest in the rules of grammar. A grammar must be able to "generate" all and only those sentences which are acceptable to a native speaker. At the same time, the rules of grammar must be finite but allow for an infinite number of sentences.

From this view of grammar, certain generalizations have emerged:

- (1) The use of language is rule governed.
- (2) Speakers continually create new utterances which they have never said or heard before,
- (3) A distinction is made between that which speakers say and that which they know how to say. Knowledge of the underlying rules of a grammar is referred to as "competence" and the expression of that knowledge is referred to as "performance". Chomsky's contention (1968) is that the linguist and the psychologist must first understand the native speaker's competence before they can undertake the problem of explaining performance.
- (4) The relationship between "deep structure" and "surface structure" of language is the relationship between underlying abstract forms and arrangements and their surface manifestation (phonetic and syntactic) brought about by transformational rules. These rules are applied to underlying structures to form basic sentences and transform these sentences into additional, more complex, but related sentences.

(5) All human beings are born with an innate capacity to learn languages. The learning process takes place through the generalization and subsequent discrimination of linguistic rules. (6) The hypothesis is made that there is a certain underlying structure common to all languages (see Chastain, 1971).

Influences From Psychology

Behavioristic psychology views all learning as a process of acquiring new behaviors through conditioning and reinforcement. In taking this position, behaviorists are in effect saying that learning depends upon forces outside the organism. The basic factors in conditioning behavior are the stimuli and reinforcements which determine which responses are learned.

Cognitive psychology emphasizes the role of the mind in learning and stresses perception of experiences and organization of knowledge. This point of view is termed mentalistic.

Whereas the audio-visual and audio-lingual methods have been (rightly or wrongly) associated with behavioristic psychology, the trend today appears to be toward methods associated with cognitive psychology.

Although there persist in many instances, misunderstandings of previous philosophies of language learning, and research in the field of language learning utilizing the cognitive method is lacking, the influence of this theory and recent linguistic theory is nevertheless apparent in the literature.

Implications for Methods in Second Language Learning

Implications for curriculum development are not clearly delineated at the present time, although some indication of trends in classroom practices is given in the literature.

As a result of the attention on the rules of language in recent linguistic thought, there appears to be an increased interest in the teaching of these rules to the foreign language speaker. In this respect, language learning is changing from an inductive reasoning process (associated with the linguistic approach) to a deductive process.

The concept that language is infinitely varied has also had an influence on classroom practices. According to Lakoff (1965) one cannot expect to learn a language, native or foreign, by the memorization of sentences, although she does not advocate the complete elimination of memorization, rote learning or drill. These strategies are useful for learning rules that generate a set of possible forms, for example. In other instances, it would seem that the individual's unique style of expression is to be promoted. The learner should not be forced into pre-established molds in terms of behavior expectancy, but is encouraged to manifest expressional spontaneity.

In many instances, the recent ideas have reinforced the notions behind the linguistic approach. For example, a solid foundation of the receptive skills is still seen as the basis for building the productive skills.

The cognitive method appears to retain the goals of the linguistic approach, but advocates the utilization of classroom practices based on the interpretation of recent linguistic and psychological theories. Much more work needs to be done in this field so that teachers can implement this method, for at the present time, the literature is still vague in suggesting specific instructional strategies.

Factors in the Student Population Related to Second Language Learning

Such factors as age, linguistic and ethnic background, educational background, previous exposure to the target language, attitude to the foreign culture and language, and goals and language needs of the student are all significant variables with regard to the student. Cognitive style and certain personality characteristics further influence the student's progress in language learning (Naiman, Frohlich and Todesco, 1975). Cognitive style refers to the self-consistent and enduring individual differences in cognitive organization and functioning. In relation to language learning, different learners may approach the task in different ways consistent with the manner in which they cope with other learning situations. Recognition of individual differences in cognitive organization and functioning, combined with other variables listed above, lends support to arguments for individualization of instruction and a more eclectic approach

to designing a program geared to the needs of each student (Gansheroff, 1975). The environment of an individualized classroom is optimally responsive to the learner (Henry, 1975). But other classroom conditions such as class size, intensity of training, and facilities on hand will also affect the progress of the learners.

Age is often cited as a major variable in second language learning. Lado (1964) identifies four different age groups in relation to individual modes of learning foreign languages: (1) pre-school (2) primary school (3) secondary school (4) college, university and other adult groups. As one becomes older, the ability to mimic and imitate diminishes, thereby making it more difficult to achieve accurate pronunciation. However, adults are able to compensate to some extent by deliberate study as opposed to the many play activities utilized in methods for younger learners. Conceptual learning seems to increase with age, whereas children less than ten years of age seem to learn very effectively through conditioning (Andersson, 1967).

The question of an optimal age for second language learning has been widely discussed and disputed. Andersson (1967) states that the optimum age for beginning continuous learning of a second language seems to fall within the span of ages four through eight, with superior performances to be anticipated at ages eight, nine and ten. The two major reasons given for this choice are that during this early period the brain seems to have the greatest plasticity and specialized capacity needed for acquiring speech. However, the problem is far

more complicated than this. Research in the problems of bilingualism in relation to optimal age for introducing the second language shows clearly the need to consider such factors as cultural and socioeconomic factors, level of language abilities in the native language, and attitudes towards the native language and the second language, particularly as these factors relate to the cognitive development of the bilingual child.

The promotion of the child's intellectual abilities to the fullest potential is after all the central concern of our education system. A recent newspaper article (Bartlett, 1974) identified difficulties in second language acquisition as a key problem in Canadian Indian education, specifically in relation to intellectual growth and achievement. It has been proposed to delay the introduction of English until grade three for non-English speaking native children.

Attitudes toward the native and second language also influence to a significant degree the progress which the learner will make in acquiring the target language. Lambert (1963) states that an individual successfully acquiring a second language gradually adopts various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitude toward the other group are believed to determine his success in learning the new language. Lado (1964) also supports Lambert's contention,

stating that inhibitions and prejudices are far more likely to hamper the progress of the adult learner than the child.

Lado is a key figure in the field of contrastive linguistics. The fundamental assumption of his book, Linguistics Across Cultures (1957) is that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture. More recent research in the area of mother tongue interference disputes Lado's contention of the great importance of this factor, stating that difficulties with learning English are far more often attributable to internal inconsistencies or complications inherent in the English language (Diller, 1975). Nevertheless, an understanding and appreciation of the students' linguistic and cultural background will help him adjust more quickly to the new environment, especially if the learner comes from a linguistic and cultural background radically different from the one he is moving in to.

Educational level is another factor significant in foreign language learning, related to some degree to the language goals of the learner. A man engaged in a profession will have different language needs than the man who has little education or may even be illiterate in his native language. Many programs in Calgary are geared to the latter type of student. The majority of those registered at the Y.W.C.A. and A.V.C. for example, are employed as

factory and restaurant workers, office cleaners, construction workers, and require only a rudimentary level of language skill to perform adequately on the job and to cope in the community.

Previous exposure to the target language and the level of proficiency already achieved must also be considered. Absolute beginners will benefit most from structured learning situations which expose them to a limited vocabulary, and emphasize oral language skills. Vocabulary expansion and proficiency in the written language skills become more important as the students' oral, receptive and expressive skills progress.

The Teacher and the T.E.S.O.L. Class

Perhaps the single factor most influential at the present time in the teaching of foreign languages is the capability of the teacher to accurately perceive the particular needs and goals of the students, and to implement a program, within the limitations of classroom facilities which are so often present, geared to those needs and goals. The importance of the teacher cannot be overestimated.

An experimental study cited by Desson (1967) and carried out by the Research Department of the Toronto Board of Education revealed that students instructed by a specially trained teacher did somewhat better than those taking a similar course via film, and that a group using course materials presented through an illustrated text and tape recordings obtained better results than one exposed to the same course over television. Their findings would seem to indicate that

at least until the inherent possibilities of films and television have been fully exploited, the normal classroom directed by a specialist employing properly designed materials will, by virtue of its greater flexibility, continue to produce somewhat better results. Books, tapes, slides and films are, as it would appear, not destined to replace the good teacher; rather only when the good teacher uses these materials can success be achieved.

Factors related to the background of the students and the teachers, as well as the facilities and materials available will all have a direct bearing on the methods and the specific instructional techniques used within the framework of the method. These four general areas are closely interrelated and of great importance in T.E.S.O.L. planning, hence, the concentration on problems in these areas on the following pages of this survey.

CHAPTER THREE

PROCEDURES

PRELIMINARY WORK

Because there had never been co-ordination or communication among the agencies offering T.E.S.O.L. programs in Calgary, there was much preliminary work to be done simply to locate the various agencies offering T.E.S.O.L. services. The initial steps were relatively simple. While some of the programs were easy to locate, it took much longer to locate others, and it is possible there are still programs in existence which have not been included in the survey.

Preliminary investigations of the various T.E.S.O.L. programs included interviews with program directors, supervisors, and teachers, as well as classroom observations, and attendance at conferences, workshops and teacher in-service training sessions. This exposure provided much information on the status of T.E.S.O.L. in Calgary, both of an objective and subjective nature. It also helped to clarify the intent of the survey study to those who would be asked to complete the questionnaire at a later date. This factor no doubt contributed to the high percentage of returns on the questionnaire.

THE QUESTIONNAIRE

From reviewing the literature, and from preliminary investigations of the various T.E.S.O.L. programs, it was apparent that problems in T.E.S.O.L. arise in four major areas. The intent of the questionnaire was to tap information on these four general areas of concern: (1) the background of the students and (2) the teachers, (3) the availability and use of materials and facilities, (4) the general methods and approaches implemented.

These four areas are in many ways interrelated. The methods which are implemented will largely depend on factors related to the student body: their age, linguistic and ethnic background, their learning set or means of cognitive style, their language goals and needs, previous exposure to the target language.

The methods which are implemented will also depend heavily on the facilities and materials available; that is, adequate classroom space, access to laboratory facilities, the availability of audio and visual aids such as records, tapes, films, slides, film strips and the corresponding necessary equipment (i.e. tape recorder, record player, movie projector, film strip projector, screen). Other desirable teaching materials might include a blackboard, picture files, readers and workbooks. Six general methods were listed, and the teachers were asked to choose the one(s) which most closely approached

their particular classroom practices and techniques in relation to any given method. These methods included: (1) traditional, (2) direct, (3) audio-lingual, (4) audio-visual, (5) cognitive, (6) I make up my own methods according to the needs of my students and the facilities on hand.

The importance of the teacher in implementing the T.E.S.O.L. program cannot be overemphasized. She must take the responsibility of judging the needs, capacities and goals of her students and implementing a program geared to these needs, capacities and goals. Without well-trained and capable teaching personnel, the best equipment and materials would be of little use. Judging teacher capabilities is a formidable task, and the intent of the questionnaire was not to delve into this area. However, questions dealing with teacher qualifications and training, as well as experience in the field of T.E.S.O.L. were included, with the hope these would indicate areas where teachers could possibly need upgrading. Further courses offered at the University as well as programs for teacher in-service training could be oriented to the needs of the instructional staff in terms of weaknesses in their academic preparation for the demands of a job in T.E.S.O.L.

Questions pertaining to these details of T.E.S.O.L. programs were incorporated into a multiple-choice form. Adequate space was left for elaboration of the question if the teacher so desired, and

additional comments and reactions to the survey were invited at the end of the questionnaire.

The questionnaire is included in Appendix B.

OTHER SOURCES OF INFORMATION

Besides the questionnaire, data was obtained from various other sources. This information was helpful in accurately presenting background data on Calgary's non-English speaking population, and also the population of non-English speaking residents actually enrolled in T.E.S.O.L. programs.

Statistics Canada keeps relatively detailed information on the residents of Canada's larger cities. The information is published after each census: the most recent one was completed in 1971. Although these statistics are four years old, they help to clarify problems in T.E.S.O.L., particularly in relation to such factors as ethnic background, language capabilities, areas of town in which non-English speaking immigrants are concentrated, and socioeconomic status.

Manpower and Immigration publishes statistics every year covering details of immigration which are also related to problems in T.E.S.O.L. These include such factors as language capabilities, age, educational background, as well as statistics on arrivals of immigrants in each province. In 1974, the reports were presented in a somewhat more detailed fashion, and rather than publishing the report annually, the statistics were released each quarter year.

Student registration forms were obtained from program supervisors so that information could be presented regarding enrollment figures, linguistic background of the students, age, arrival date in Canada, and level of proficiency achieved in English prior to registration in the course.

Further information was obtained from brochures, mimeographed reports, and other survey materials made available by the various program directors and supervisors.

Data relevant to this study was drawn from all these sources, so that a description of the status of T.E.S.O.L. programs in Calgary could be presented.

The task of collecting the data was carried out over a period of eight months: September, 1974, to April, 1975.

DISTRIBUTION OF QUESTIONNAIRES

In most instances, the questionnaires were given directly to the teachers of T.E.S.O.L. At that time, they were given a short explanation of the study and questions were welcomed and answered. In cases where this was not possible, the questionnaires were either given to the supervisors or, in a few instances, where teachers could not be conveniently located, they were mailed to their homes.

Each questionnaire was accompanied by a letter which explained the intent and the value of the survey and by a stamped envelope for returning the information.

THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Questionnaires were distributed to the following teachers:

	number of questionnaires
Alberta Vocational Centre	9
Mount Royal College	9
Calgary Public School Board	
Langevin Elementary and Junior High	4
John Diefenbaker Senior High	2
Rosscarrock Elementary	1
Ian Bazalgette Junior High	1
Sir John A. MacDonald Junior High	1
Dr. E.P. Scarlett Senior High	1
McDougall Elementary	6
Western Canada Senior High	2
Crescent Heights Senior High	13
Calgary Separate School Board	3
Bishop Carroll Senior High	1
Berlitz School of Languages	1
S.A.I.T.	1

A total of 55 questionnaires were distributed to the above educational institutions.

Questionnaires were also given to the volunteer staff at the Y.W.C.A. and also those volunteers involved in T.E.S.O.L. to New Canadian Housewives under the auspices of the Calgary Public School Board. A total of 69 questionnaires were distributed: 60 were distributed to the instructors at the Y.W.C.A. and another nine were given to the volunteers teaching New Canadian Housewives.

Limitations of the Study

Because many of the T.E.S.O.L. programs for immigrants have been in operation for only short periods of time, it was not possible to include all the programs in the survey in regards to making questionnaires available to all the instructional staff involved. These programs nevertheless have been noted in Chapter 1, Availability of Programs.

No response was received from M.R.C.'s night program or from A.V.C.'s night program, so these constitute a further limitation on the survey materials available with regards to the questionnaire.

Questionnaires were made available for distribution among M.R.C.'s day program staff, for the program is described as an English As A Second Language (E.A.S.L.) program. However, from returns on the questionnaire, class observations, teacher interviews, and from other

materials provided by the program supervisor, it appears this program could more accurately be described as a T.E.F.L. program, at least for the purposes of this survey study. Although there are no restrictions for registration in the courses, the vast majority of the students are at M.R.C. on student visas. Their language needs and goals are quite different from those of the newly arrived immigrant who cannot speak English. Information on M.R.C.'s day program is, therefore, largely irrelevant to this study. Statistics on student enrollments have nevertheless been included in the appendix and other data pertaining to this study have also been noted from time to time.

CHAPTER FOUR

RESULTS OF THE INVESTIGATION

INTRODUCTION

From preliminary investigations as well as from the returns of the questionnaires, a number of problems surfaced which indicated the need to consider modifications in the final presentation of the data, particularly in regards to reporting the background of the teachers, the availability of facilities and materials, and the general methods and approaches.

Data on the background of the students, and Calgary's total non-English speaking population was mostly obtained from 1971 Census reports, 1974 Immigration Reports, and student registration forms from the various programs available. This information is simply reported in a straight forward, objective manner.

The problem arose in reporting information related to the other three major areas of concern of this investigation. It became apparent that a wide range of availability of funds for T.E.S.O.L. programming exists, which has direct consequences on the quality of services which can be offered in terms of facilities and materials, implementation of a method, as well as possibilities of hiring well qualified instructional staff. Availability of funds also has an influence on the student population which any given program may attract.

More than half of the questionnaires (55.6%) were distributed to teachers who instruct voluntarily and receive no salary whatever for the work they do. It would not be fair to report the results of the questionnaires returned by these teachers along with the results of the questionnaires returned by salaried instructional staff. Programs which are inadequately funded cannot be expected to compete with programs where financing is more readily available. The results of the latter, therefore, have been included in this study separately.

RETURNS ON THE QUESTIONNAIRE

Of a total of 115 questionnaires distributed to the instructors of the various T.E.N.C. and T.E.S.L. programs, 80 or 65.2% were returned. Of the 69 questionnaires given to volunteer staff, 45 or 66.7% were mailed in, and of the salaried staff, 29 out of 46, or 63% were returned.

In addition, nine questionnaires were given to Mount Royal College's staff members. Five of these were returned.

THE STUDENTS

Variables related to the student population which must be taken into consideration in planning a T.E.S.O.L. program include the linguistic and ethnic background of the students, their socioeconomic status, sex, age, length of stay in Canada prior to registration, and previous exposure to the target language. Each of these factors will be dealt with separately.

First however, it may be helpful to gain a general impression of the ethnic background of the total population of Calgary. This is followed by an explanation of the major concentrations of the ethnic groups of non-English background.

Calgary's Major Ethnic and Linguistic Groups

Information regarding the ethnic and linguistic background of the population of Calgary was taken from the 1961 and 1971 Census statistics. Chart #1 illustrates this information.

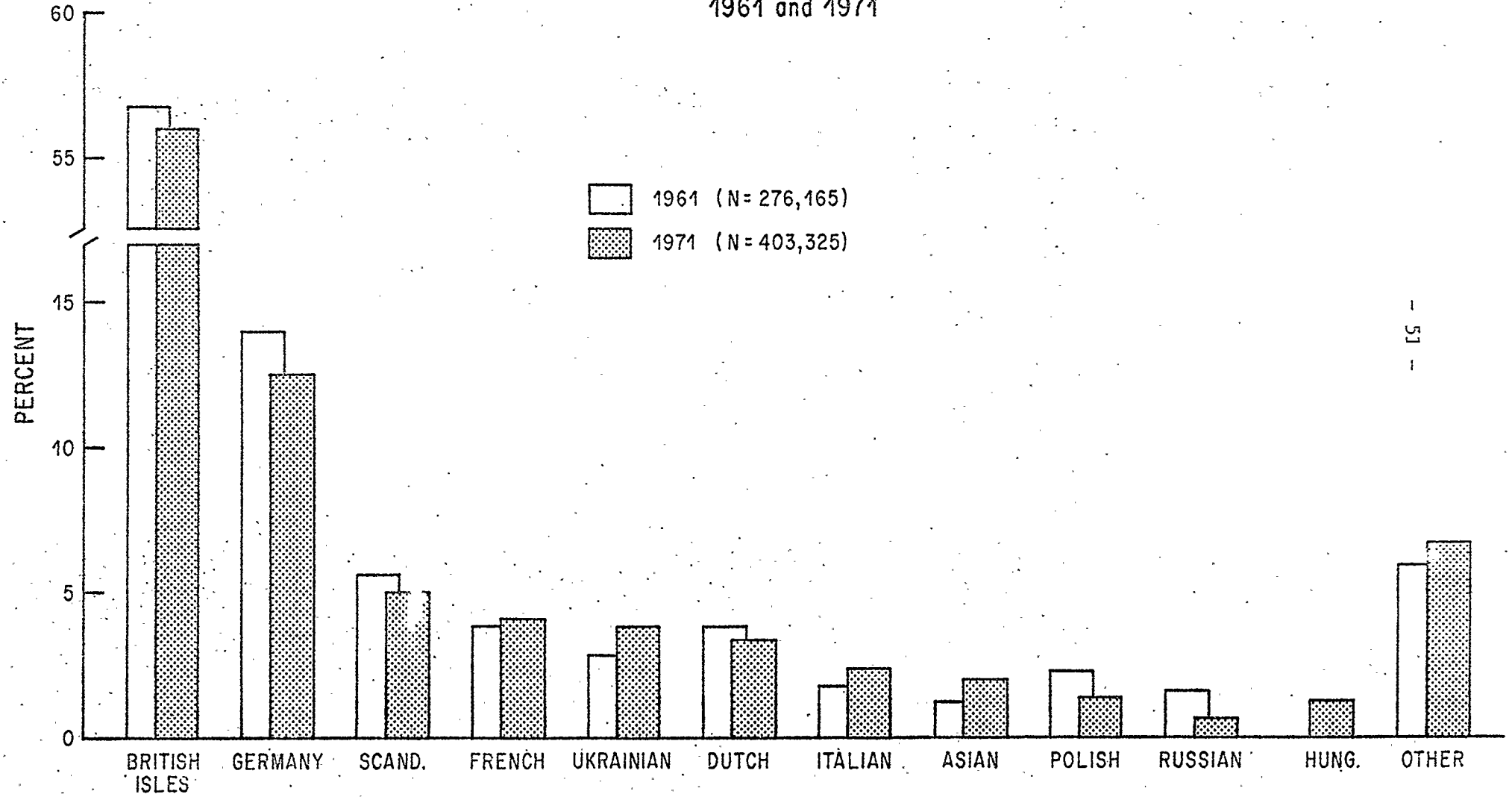
As one would expect, the majority of Calgary's residents in 1971 were originally English speaking and came from the British Isles (56%). But there are ten other linguistic groups which figure significantly. These are: German - 12.6%, Scandinavian - 5%, French - 4.1%, Ukrainian - 3.9%, Dutch - 3.4%, Italian - 2.3%, Asian - 2%, Polish - 1.9%, Hungarian - 1.4% and Russian - .7%.

In the ten years from 1961 to 1971, the general makeup of the people of Calgary in terms of ethnic background remained relatively stable, although there were changes in each of the eleven major ethnic groups which are worth noting.

The group of English origin declined slightly: by .9%. The German population has also declined, but more significantly (1.5%). The Scandinavian population declined from 5.7% to 5%. The French

Chart #1

ETHNIC ORIGINS OF CALGARIANS 1961 and 1971



Source: 1961 - Government of Alberta & the University of Alberta, Edmonton, Atlas of Alberta, University of Alberta Press, 1969.
1971 - Statistics Canada, 1974, 1971 Census of Canada.

and Ukrainian populations increased by .2% and 1% respectively. The Dutch population increased by .8%, the Italian by .6%, the Asian by .8%, while the Polish decreased by .3% and the Russian by .9%. The Hungarian population was not indicated in 1961, but showed 1.4% in 1971. The numbers of people coming from all other ethnic background also rose significantly; from 5.0% to 6.7%.

Perhaps the major groups of interest are the Ukrainians, Italians and Asians, for in each case, their populations have nearly doubled in the ten years from 1961 to 1971.

It is not surprising to find that Ukrainian and Italian, along with German, French, Dutch and Polish are the main languages still most often spoken at home for some 25,000 Calgarians (see chart #3).

It is interesting to note that Asian languages are not represented on the chart indicating the dominant languages for certain groups of Calgary residents. However, it is quite certain that Chinese must make up a significant proportion of the "other" groups of languages. In the predominant Chinese area in town for example (i.e. "Chinatown": that area North of 17 Ave. S. and East of Centre St. to the Elbow River, and bounded by the Bow River on the North side), there is a higher proportion (15.8%) of non-English speakers, but whose native language is not specified, than anywhere else in Calgary. Since it is known that the major ethnic group

Chart #2

THE UKRAINIAN, ITALIAN AND ASIAN POPULATION
IN CALGARY 1961 - 1971

	1961	1971
UKRAINIAN	7980	15,850
ITALIAN	4970	9,810
ASIAN	3220	7,920

(other than of British origin) in the area is Asian, it is reasonable to expect then that the language most often spoken in this area, besides English, would be Chinese.

In summary then, German, Italian, French, Ukrainian, Dutch, Polish and quite likely Chinese, represent the dominant languages for 6.2% of Calgary's total population. These findings are consistent with the data available concerning the major ethnic groups in Calgary; that is, there is a clear relationship between the major ethnic groups which compose the total population of Calgary, and the language representative of each of these ethnic groups, which continues to serve as the dominant language for certain groups of people.

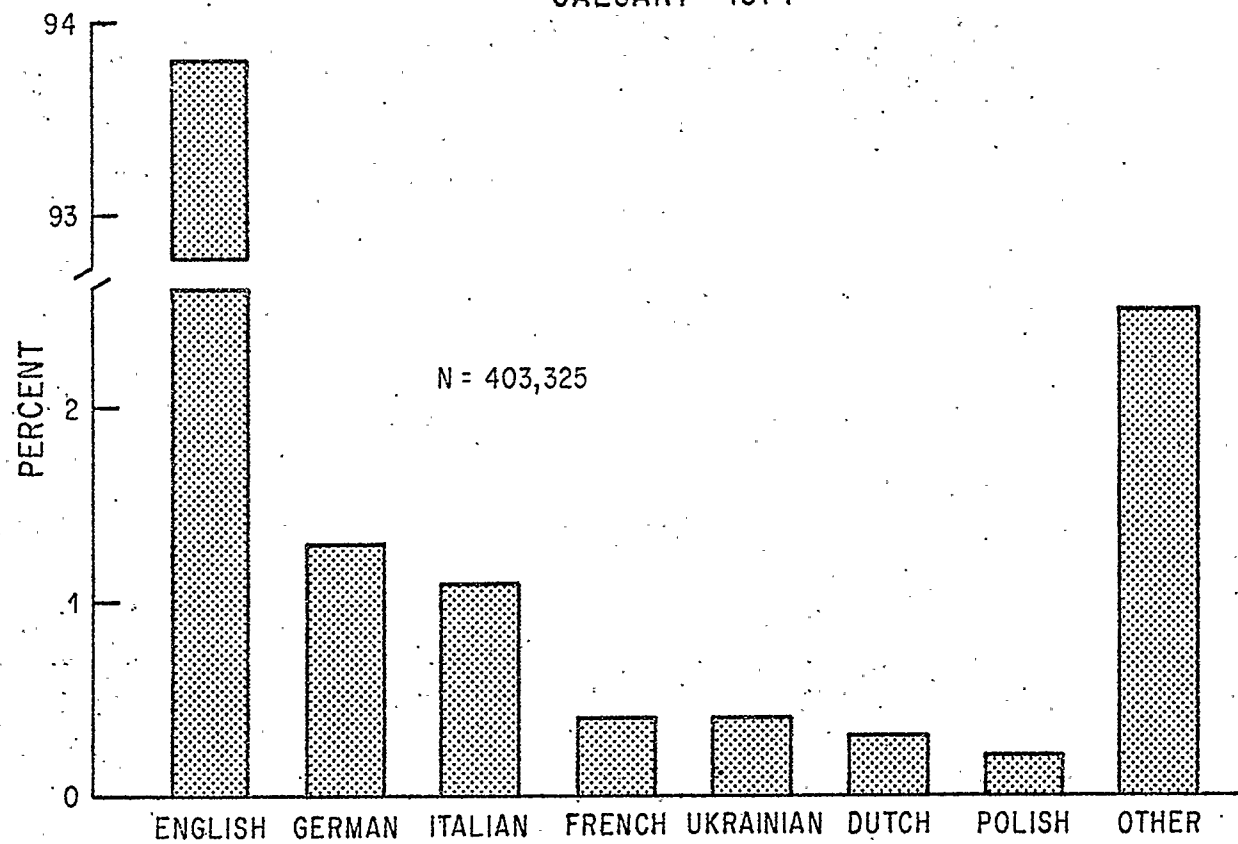
Major Concentrations of Non-English Immigrants

For the purposes of the 1971 Census, the city was arbitrarily divided into 77 census districts. A map indicating the boundaries of these districts is included on page 56.

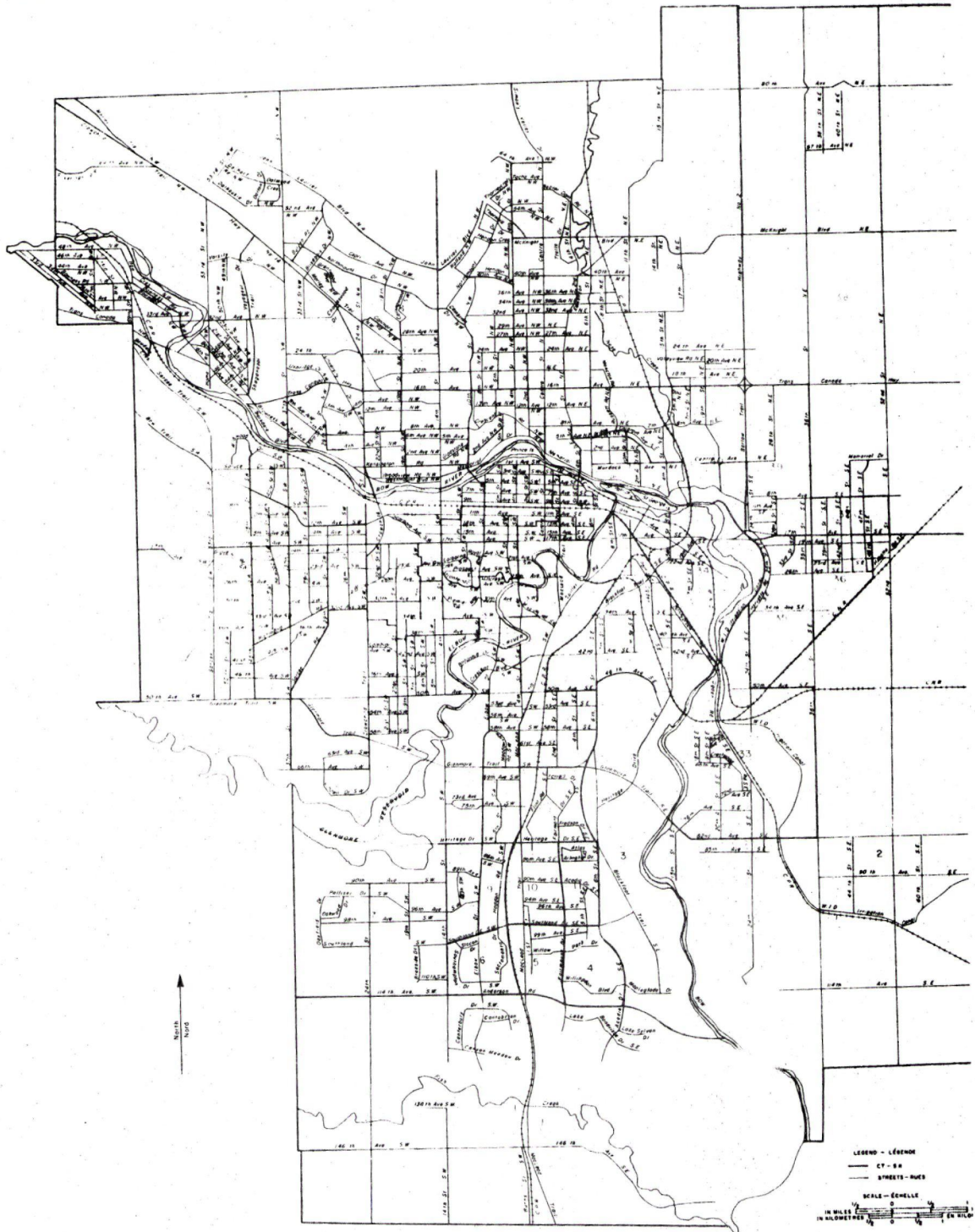
In general, immigrants of English background make up 55 to 60 per cent of the population in the 77 census districts. They are most highly concentrated in the Mount Royal area (district #28) where immigrants of English background make up 73.7% of the population. They are least concentrated in district #41, that area known as Bridgeland and Riverside (35.7%). Immigrants of non-English

Chart #3

LANGUAGE MOST OFTEN SPOKEN AT HOME
CALGARY - 1971



Source: Statistics Canada, 1974, 1971 Census of Canada.



The 77 Census Districts of Calgary 1971

background make up significant sectors of the population in ten other census districts.

District	% non-English	Ethnic Groups
41 Riverside-Bridgeland	64.3%	German 17.5% Italian 12.3% Ukrainian 6.7%
42 "Chinatown"	60.2%	Asian 11.1%
40 Mayland Heights	56.1%	German 21.5%
60 St. George's Heights	54.2%	German 15.1% Italian 11.9%
39 Radisson Heights	53.7%	German 15.1%
36 Dover	53.2%	German 18.4%
73 Thorncliffe Heights	53.2%	German 18.0% Asian 4.5% Dutch 4.3%
37 Penbrooke Meadows	53.1%	German 15.6% Ukrainian 6.7%
2 South Hill - Tempo Village	51.5%	Dutch 10.7% French 8.9% German 7.7% Ukrainian 6.5%
35 West Dover	50.3%	German 17.5%
11 Acadia (east)	49.4%	German 14.2% Scandi- navian 6.3%

These districts with large numbers of people of non-English background are located in the East sector of Calgary, primarily in the area

immediately East of 4th St. E. on the North side of the Bow River up to 16th Ave. N. and extending to 52 St. E.

There are a number of other areas, each with concentrations of particular ethnic groups. These areas also tend to be below the average in terms of English background population (all between 50 - 55 per cent English).

District	Ethnic Groups
9 Haysboro (East)	German 16.8%
12 Fairview	German 18.5%
22 Richmond Park	French 10.3%
38 Pine Ridge	German 18.9%
43 Downtown Calgary	Asian 10.0%
51 Bowness	German 12.4%
	Dutch 10.9%
62 Balmoral	German 11.8%
	Italian 8.2%
75 Huntington Hills	German 13.0%
	Ukrainian 5.6%
	Asian 5.4%

Ethnic and Linguistic Background of Adults Registered in T.E.S.O.L. Programs

Student enrollment figures were obtained for the programs offered at McDougall Elementary, Crescent Heights Senior High, Western Canada Senior High, A.V.C. and Y.W.C.A. as well as the program for New

Canadian Housewives offered by the Calgary Public School Board. Statistics for Mount Royal College have also been included. However, it must be remembered the vast majority of the students at M.R.C. are studying in Calgary on student visas, and do not plan to make Calgary their home. These statistics are illustrated and are to be found in Appendix C.

In all instances, the Chinese figure prominently in course registrations. At the Y.W.C.A. they account for 51.6% of the student enrollment, McDougall Elementary - 28.2%, Crescent Heights Senior High - 17.7%, Western Canada Senior High - 48.3%, A.V.C. - 19.7%, and the program for New Canadian Housewives - 14%. At Mount Royal College, 70.3% of the students are Chinese, largely speakers of Cantonese.

Since Calgary has a large German population, and since more speakers of German cannot speak English than any other language group in Calgary (refer to chart # 3), one would expect to find large numbers of Germans enrolled in T.E.S.O.L. programs. However, this is not always the case. At the Y.W.C.A., for example, only 2.5% of the student population is German. At Western Canada Senior High, the Germans comprise 3.5% of the class enrollment. McDougall Elementary - 5.1%, and A.V.C. - 5.3%. The two exceptions are Crescent Heights Senior High where indeed there are more Germans than any other group (18.5%) and the program for New Canadian

Housewives, which has 12.3% German enrollment. There are no German students at Mount Royal College (day program).

Speakers of Romance languages, particularly Italian, constitute important sectors of the student enrollments in two of the programs offered locally. At Crescent Heights Senior High, 7.3% of the students are Italian and 4.6% are French. In the program for New Canadian Housewives: 14% Italian and 1.8% French.

Hungarians show mostly at Crescent Heights Senior High (8%); Western Canada Senior High (6.9%) and in the program for New Canadian Housewives (10.5%).

Lastly, speakers of Slavic languages, mostly Yugoslavians, Czechoslovakians and Poles, but also some Ukrainians, Croatians and Russians, show up significantly in general enrollment figures. At McDougall Elementary they together make up 14.5% of the enrollment, at Crescent Heights Senior High - 12.7%, A.V.C. - 9.1%, Western Canada Senior High - 6.8%, Mount Royal College - 4.1%, and in the program for New Canadian Housewives - 15.9%.

In general then, the T.E.S.O.L. programs for adults seem to be attracting largely Chinese and German speaking people, with significant numbers of speakers of Slavic languages, Hungarian and Italian.

Ethnic and Linguistic Background of non-English Speaking Immigrant Children

Statistics for ethnic and linguistic background of non-English speaking immigrant children are far less detailed than those for adult registrations in the various programs. Some indication of the major non-English speaking groups nevertheless was made available.

The Calgary Public School Board reports that the majority of their pupils in T.E.S.O.L. classes at Langevin School are Chinese, although of the 95 pupils registered there in the 1973-74 school year, 11 were European, 4 were from the Middle East, 4 were non-Chinese Asians, 2 were Africans and 2 were from South America.

Sir John A. MacDonald Junior High and John Diefenbaker Senior High schools are both located on the same block in the Huntington Hills area. The three instructors who teach at these schools at the present time (two at John Diefenbaker Senior High and one at Sir John A. MacDonald Junior High) all report classes almost entirely made up of Chinese students (there is one Korean registered).

The class at Rosscarrock Elementary is also reported to be made up largely of Chinese, but also includes some Yugoslavs and Arabs.

The classes at Ian Bazalgette Junior High and Dr. E.P. Scarlett Senior High are reported to be made up of students of diverse ethnic

and linguistic backgrounds including Punjabi, Japanese, French, Spanish, Arabic, Pakistani, Lebanese and Danish.

Teachers for the Calgary Separate School Board report large numbers of Portuguese children from the Azores, particularly at Holy Trinity School (16th Ave. and 41 St. S.E.) where 20 out of 22 children are Portuguese, and also at St. Anne School (8 St. and 26 Ave. S.E.) where 6 out of 17 children are Portuguese and come from the Azores.

Other groups include Italian, French Canadian, Polish, Austrian, Korean, Brazilian Portuguese, Spanish, Hungarian, and Yugoslavian.

Socio-Economic Status of Non-English Speaking Immigrants

Social stratification is a term used to refer to any hierarchical ordering of groups in society. In the industrialized societies of the West, this takes the form of stratification into social classes. Social class is determined by the sociological method of assigning an individual a numerical index score on the basis of his occupational, income, educational and/or other characteristics, and then grouping him together with others with similar indices.

Until 1967, Canada practiced a racist immigration policy. Preference was further given to the young and well-educated who could speak either French or English, or both. But these things are changing, and the discussion on the contentious Green Paper gives evidence

of these changes. Until 1967, nine out of ten immigrants came from Europe and the United States (Arnopoulos, 1975). By 1974, only 50% were Europeans and Americans, while the other half were Africans, Asians and Latin Americans. This latter group of people --people from the Third World--plagued by unemployment, the population explosion and grinding poverty are the rising group of new immigrants of this decade. These people readily find work as factory workers, chamber maids, waiters, farm workers, miners, loggers and construction workers--in short, as semi or unskilled workers. These immigrants are willing to do the work established Canadians will not do. Many Canadians would rather go on unemployment insurance before submitting to backbreaking work in squalid conditions for long hours at the minimum wage.

Of the 161 students registered at the Y.W.C.A., all but three are employed as laundry and drycleaning workers, restaurant workers, office cleaners, construction workers, garment factory workers, seamstresses, and the like.

The day program at A.V.C. is termed Industrial English for New Canadians and the explicit purpose stated is "to equip adult students with sufficient communication skills in English to enable them to enter the labor force." (A.V.C., 1971a).

The program offered by the Calgary Public School Board, Division of Continuing Education, reports students of diverse occupational backgrounds, although still largely semi-skilled or unskilled laborers.

According to the 1971 Census figures, it is the areas where non-English speaking immigrants are most highly concentrated that family incomes are among the lowest in Calgary. The average family income in 1971 for all of Calgary was \$10,291. Areas such as "Chinatown" (average income: \$3,631), Bridgeland-Riverside (average income: \$7,123), and Downtown Calgary (average income: \$6,872) show yearly family incomes well below the average. The average yearly income for the 11 districts with high percentages of immigrant population was \$8,912.

Both the Calgary Public and Separate School Boards, not surprisingly, have found a need to establish T.E.S.O.L. classes for school-aged children in these same areas, again indicating that inability to speak English and socioeconomic background are in some way related.

Sex of Students

In many instances, where statistics were available, it was found that registrations of females and males were very nearly equal. At the Y.W.C.A., Western Canada Senior High, McDougall (afternoon classes);

registrations for men and women were almost the same. McDougall's morning classes indicate 68.3% female and only 33.8% male. The program for New Canadian Housewives in fact accepts male students, but all but 4 of the 51 registered were women. At A.V.C. (day program) approximately half the students are men; half women. However, it must be remembered these students must anticipate a job in the labor force, so that married women with young children or expectant mothers are for the most part excluded from the classes.

No statistics were made available regarding the sex of children of school age registered in T.E.S.O.L. programs.

Age of Students

According to statistics made available by the Calgary Public School Board (1974b), 345 students were in need of T.E.S.O.L. programs during the 1974-75 year. Of these, 154 or 44.6% of the children were of Division I (aged 6 to 9) and not eligible for the programs under School Board policy.

Approximately 95 pupils of Division II and III attended the Langevin School program and about 95 secondary school students (junior and senior high) were accommodated in classes operated by the Division of Continuing Education in Ian Bazalgette Junior High, John Diefenbaker Senior High, and Sir John A. MacDonald Junior High.

The Separate School Board, like the Public School Board, finds that most of the children needing special instruction are in the elementary grades.

Adults registered in the programs offered at the Y.W.C.A., A.V.C. and Public School Board, Division of Continuing Education, tend to be between the ages of 27 and 35, with the average age around 31.

Adults registered in the program for New Canadian Housewives are generally somewhat older: the average age being 44.

Students at Mount Royal College tend to be in their early 20's.

These findings are generally congruent with Immigration policy and recent immigration statistics. Preference is given to young adults between the ages of 25 and 40. It is generally this group that has children of elementary school age; again consistent with the findings of the Public and Separate School Boards in relation to requirements for T.E.S.O.L. programming for non-English speaking immigrants.

Length of Stay in Canada Prior to Registration

In the school systems, a child with language difficulties will be identified almost immediately upon arrival and registered in a T.E.S.O.L. class if at all possible, although there were reports of Canadian born children whose native language was not English, being referred to T.E.S.O.L. programs. Students at Mount Royal College

also begin classes almost immediately upon arrival in Calgary: this is in most cases their explicit reason for coming here.

This is not the case with non-English speaking adult immigrants. Some are fortunate enough to receive financial assistance and can begin classes soon after their arrival. In other instances, immigrants have been in Calgary for up to 25 years without having learned to speak English.

In general, adults register sometime during their second year of residence in Calgary, with women being slightly slower than men to register. The most notable exception is the class of New Canadian Housewives, where the average length of residence in Canada prior to registration for the English program is 8.6 years. Nearly half of those attending these classes have been in Canada for ten years or longer.

Level of Instruction and Enrollments in T.E.S.O.L. Programs

With the exception of Mount Royal College, the various programs largely report students in the beginning levels of the T.E.S.O.L. program. At Mount Royal College, the reverse is true: 53.8% are Advanced, 34.6% are Intermediate, and 11.5% are Beginners.

From a total of 132 students, A.V.C. reports the smallest enrollment figures in the Advanced level (17.3%); 30.8% of the students are Intermediate and 51.9% are Beginners (Basic).

Eligibility for programs in T.E.N.C. for school-aged children in the Calgary Public School system is specifically dependent on the child having little or no fluency in English, although classes are organized on three levels, on the basis of the pupil's knowledge of English as assessed by the teachers in charge of the T.E.N.C. program. Beginner, Intermediate and Advanced classes are held at Langevin Elementary School for both Division II and III pupils. At Sir John A. MacDonald Junior High, although all the students have had six years of English in their homeland, all are reported to speak English poorly: their previous study of English equipped them mostly with comprehension skills. Rosscarrock Elementary School has a Pre-School group of children, Beginners (ages 6 to 8 and in Grade 1) and an Intermediate group. Classes at John Diefenbaker Senior High are organized into two levels, Beginner and Advanced, with approximately an even number of students in each group (about 15 in each class).

The Separate School Board reports mixed groupings of children. Like the Public School Board, however, they hesitate to take children out of their regular classes for T.E.N.C. instruction if the children could be participating in regular classroom activities. This suggests that most of the children in T.E.N.C. classes are also beginners.

The Continuing Education Division of the Calgary Public School Board, program for adults, is organized on five different levels. About 62% of the students have not been exposed to English before and are registered in the Beginners classes.

The program at S.A.I.T. is an Advanced Conversation course for adults. The title of the program suggests these students have already had considerable experience with English.

The Y.W.C.A. appears largely to have Beginner students, although all levels of competency in English are reported.

In general then, the T.E.S.O.L. classes appear largely to accommodate the needs of the recently arrived immigrant who has little knowledge of English upon arrival.

Other Problems and Considerations Related to the Student Population

Among other problems which one might expect to encounter with newly arrived immigrants (both English and non-English speaking), difficulties adjusting to the new cultural environment, or culture shock as it is termed, is the one most likely anticipated. According to the returns on the questionnaires, about half of the students experienced some hardships in this regard, the others, little or none. There were a few cases reported of difficulties among students of all ages: older adults, young children, as well as students and young adults. The problem is manifest in various ways: the desire

expressed outrightly by some to return to their homeland, the hesitation to mix with the other children in the class, and shyness and lack of confidence to participate. Cliquishness among Chinese students at M.R.C. was also reported. There was one instance of "no culture shock" reported simply because the new arrivals spent most of their time in a community where the native language was spoken, and friends of the same nationality and linguistic background were easily found.

Other problems include difficulties with transportation, particularly with the night school sessions at Crescent Heights Senior High School, and problems related to the students having to work shifts at their jobs. Sometimes this resulted in poor attendance for those students involved. More often, however, students were reported suffering from fatigue and overtiredness, and consequently unable to concentrate in class. Insufficient time to do homework, plus inability to persevere with practicing English throughout the week at home and at work were also cited as difficulties. Learning capacity, somehow felt by the respondents to be vaguely related to a general intelligence factor and the level of schooling achieved in the native land was another variable to be taken into consideration in program development. This concern was expressed on a number of questionnaires returned.

Very good to excellent attendance was reported by 85.7% of the teachers, both volunteer and salaried. Particularly among the volunteer teachers, where classes consist usually of only two or three students, attendance was stated as being near-perfect.

Despite the problems the non-English speaking immigrants face, it appears from the attendance reports that these people are nevertheless highly motivated to learn the new language.

THE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Introduction: General Demographic Information

The overwhelming majority of the teachers, both salaried and volunteer, are women (89.7% and 88.9% respectively). The salaried instructional staff are mostly in the 31-40 year age group (53.8%) and the volunteers are mostly over 50 years of age (50%). Among the salaried staff, all but one learned English as their first language; among the volunteers, English was the native language of every one.

Academic Background

Of the salaried staff, 86.2% have graduated from university; among the volunteers 44.4% hold a university degree and an additional 28.9% have attended university but did not graduate. It is interesting to note that 60% of the volunteers over 50 years of age are retired school teachers.

An itemized summary of the specific university courses related to T.E.S.O.L. which teachers have taken follows:

	volunteer	salaried
linguistics	8.9%	48.3%
English	48.9%	86.2%
Foreign Languages	42.2%	72.4%
T.E.S.O.L. (specifically)	2.2%	31.0%

Experience in T.E.S.O.L. or Foreign Languages

Of the salaried staff, more teachers had three to six years teaching experience in T.E.S.O.L. or Foreign Languages, than any of the other alternatives listed for that question. The results were as follows: no experience - 14.3%, 1 - 2 years experience - 17.9%, 3 - 6 years experience - 39.3%, and more than 6 years - 28.6%.

For the volunteers, the results were as follows: no experience - 54.5%, 1 - 2 years experience - 20.5%, 3 - 6 years experience - 2.5% and more than 6 years experience - 4.5%.

FACILITIES AND MATERIALS

Introduction

Materials and facilities made available to the teachers of the various programs range from the most elaborate and complete at such locations as Mount Royal College, to situations where the teachers have no permanent classroom space and are left to a large degree to

make up their own materials. It must be remembered that many of the programs are actually still only in the beginning stages of development and suffer from inadequate funding more than anything else. The problems of securing funds have already been discussed.

Of the volunteer staff, 40% reported the materials and facilities to be adequate and appropriate. Of the salaried staff, 44.8% were satisfied in these respects with the facilities and materials. In both volunteer and salaried staff, a great majority reported spending time developing their own alternative or supplementary materials: 71% and 72.4% respectively.

Student Workbooks and Basic Texts

Almost all the teachers, both volunteer and salaried, indicated the use of a basic text and/or student workbook. The one most frequently mentioned was Carson Martin. These are the only books used by the Y.W.C.A. This series is also widely used by the Calgary Public School Board's program for Junior and Senior high school students, the Calgary Public School Board's program for adults, as well as the Basic and Intermediate levels at A.V.C.

The Lado series, Mott series, and English 900, are also frequently used. Other books mentioned include Let's Write English, New Practice Readers, Reader's Digest Skill Builders, English for Today series, and Pictionaries.

An adequate supply of student work books and basic texts are all that the voluntarily run programs can offer their instructional staff in the way of materials and facilities. The following items and their reported uses therefore apply only to salaried staff of T.E.S.O.L. for immigrants in Calgary.

Tape Recorder

Of the salaried staff, 66.7% reported the availability of a tape recorder, and of the remainder, 20.7% expressed the desire of having one available. Tape recorders are used by teachers to record the students, largely for the purpose of playing back the recording for the student to evaluate for himself his progress in English. In this respect, the tape recorder fulfills to a certain extent the role of the language laboratory.

Prepared Tapes and Records

Of the salaried staff, 17.2% reported the use of prepared tapes, although often these were tapes they had themselves prepared. These tapes are most often used for exercises in listening comprehension. In other instances, where commercially prepared tapes were available, these were reportedly used in conjunction with filmstrips, so that an audio-visual presentation of a favorite fairy tale, for example, is possible.

English Around the World, a series consisting of records, pictures and books, is also reported used in the elementary grades.

There were no reports of commercially prepared tapes used as an integral or major component of the total language program.

Screen

The availability of a screen was reported by 48.3% of the staff although in most of these cases, the screen was little used.

Films

The availability of films was reported by 48.3% of the staff although these most often were supplied by the National Film Board, Calgary's Film Library, or the Calgary Public School Board's Media Services. These films are generally intended for tourist promotion, or may be short films dealing with a simple subject, but are nevertheless found to be quite appropriate and useful in the T.E.S.O.L. classes by those teachers who reported their availability.

Lab Facilities and Programs

Access to language laboratory facilities was reported by 13.8% of the teachers. R.C.A. language laboratory facilities are in operation at S.A.I.T. and used in conjunction with a prepared program. In all other instances where lab facilities were available, they were intended as labs for French and German classes in the schools. Because prepared

lab programs for English are largely not available, these labs are reported to be little used.

A.V.C. reports plans to have a language laboratory in the near future.

M.R.C. has full lab facilities: this was the major reason cited by Manpower for programming their spring course at M.R.C. rather than at A.V.C.

Reading Materials

The availability of adequate reading materials for the students was reported by 82.8% of the teachers. In most instances, the readings used are to be found in the students' texts and workbooks. Other sources of reading materials include the school's library, or magazines and papers which the students or the teacher may bring. Reader's Digest books are also mentioned as well used.

Priorities for the Purchase of Extra Materials

The desire to have more audio-visual materials and equipment was stated by 86.8% of the salaried staff, and 44.4% of the volunteers. More specifically, such materials as pictures, maps, slides, filmstrips, tapes and records, and the required audio-visual equipment, was seen as desirable as part of the language program.

Among the salaried staff, lab facilities, games, take-home records, cultural materials, and subscriptions to magazines were further mentioned as priorities in procuring extra materials.

More closely related to administration and implementation of the language program, such factors as larger and permanent classrooms, smaller classes, more staff, more time with the students, access to duplicating equipment, money for field trips, and in-service training opportunities were mentioned by the salaried staff as desirable.

Among volunteer staff, the actual physical teaching environment was mentioned as a problem by 26.7% of the teachers. A larger and more private room with a blackboard was most often stated as necessary. Among the other priorities, more time with the students was mentioned.

METHODS

The Choice of Methods

The majority of teachers, both volunteer and salaried, stated that they made up their own methods according to the needs of their students and the facilities on hand. These statistics came to 77.8% and 76.9% respectively. Of the other methods listed, the salaried staff selected the following: audio-lingual - 30.8%, direct - 30.8%, audio-visual - 23.1%, traditional - 15.4%, and cognitive - 7.7%. About 54 % checked more than one method, thereby indicating a mixture or combination of methods, again usually suited to the particular teaching situation.

With the volunteers, the direct method was indicated by 33.3% as used, then audio-visual - 15.6%, audio-lingual - 8.9%, traditional - 8.9% and cognitive - 2.2%.

Many respondents commented that the lack of materials and facilities necessitated the particular method which was indicated, in most cases this being the final alternative listed: I make up my own methods according to the needs of my students and the facilities on hand. Factors related to the student population further appear to significantly influence the method chosen. Teachers often reported having to modify or combine methods (again resulting in selection of the last choice of methods) to accommodate the students' individual learning style, and weaknesses in any given aspect of the four communication skills (i.e. listening, speaking, reading, writing). The choice of method then is quite definitely influenced by factors having to do with the background of the students as well as the limitations of the materials and facilities made available to the instructors.

Priorities in Communication Skills

Nearly all the instructional staff, both volunteer and salaried, recognized the importance of oral communication skills and placed a heavy emphasis on oral language experiences within the framework of the methods they chose to implement. About 52% of the teachers stated they would spend their time exclusively on oral communication skills

with beginning students and another 48.1% stated they would spend 75% of their time in this manner with students who had no previous exposure to the target language.

With non-beginning students, 21.7% of the total number of respondents stated they spend 75% of their time emphasizing and improving oral communication skills, and 78.3% stated they divided their time evenly between oral language and written language skills with these students.

CHAPTER FIVE

DISCUSSION

CONCLUSIONS

The findings of the study indicate that T.E.S.O.L. services are provided for the majority of non-English speaking immigrants, adults and children alike. From Immigration statistics, it was estimated that approximately 500 non-English speaking school-aged children arrived in Calgary in 1974. Enrollment statistics provided by the Calgary Public and Separate School Boards show that 342 children received T.E.S.O.L. instruction in the 1974-75 school year, and another 154 children in the Calgary Public School system needed special help but did not receive it for various reasons. It is hoped these children will receive special instruction in the 1975-76 school year. Thus, the school systems have accounted for nearly all the newly arrived non-English speaking children.

Enrollment statistics of the various T.E.S.O.L. programs indicate that approximately 814 adults received T.E.S.O.L. instruction in the 1974-75 season. It is likely that many immigrants already spoke English as a second language, or learned English incidentally at their work and in their social contacts. Nevertheless, there remain approximately 4,000 Calgary residents who cannot speak English

(Statistics Canada, 1974). These are most likely housewives and children under six years of age, and in all probability some people over the age of 65. In all these instances, the need to learn English may not be felt, so it may be there will always be a small percentage of the population who cannot speak English. The results of the 1976 Census will give an interesting basis for comparison.

Results of this investigation show that although the Germans are the largest ethnic and linguistic group of non-English background in Calgary, it is the Chinese who almost always dominate the registrations in T.E.S.O.L. classes for immigrants. Although it is true that the Asian population is growing at a rapid rate, they nevertheless compose only a small sector of the non-English population of Calgary (2%).

Although T.E.S.O.L. programming appears to be adequate in regards to simply offering instruction to the non-English speaking immigrants, T.E.S.O.L. programming is nevertheless inadequate in a number of aspects. The unavailability of finances appears to be the greatest problem. This has had direct consequences for the quality of T.E.S.O.L. programming. Inadequate class time and facilities were specifically mentioned by both volunteer and salaried instructional staff as factors ultimately hampering the students' progress. The greatest deficiencies appear to be in the supply of audio-visual materials and equipment.

In terms of the time factor, T.E.S.O.L. programming does not seem to meet the needs of the children. Children who have acquired a rudimentary level of facility in English and are felt to be able to cope in a regular classroom situation, return to their regular classes full time. Very often, the children attend T.E.S.O.L. classes for less than one year. According to Ashworth (1975) this does not make satisfactory provision for the language needs of the non-English speaking immigrant child. It takes longer to learn a second language well enough to compete in the education system. Surely we owe the child more than simply the chance to cope in the classroom environment: he should be given every opportunity to succeed both academically and socially within the system. It is Ashworth's contention that special instruction in English must be provided over a period of two to three years, so that in case of failure in academic requirements, this failure cannot be attributed to the child's weaknesses in communication skills in English.

RECOMMENDATIONS

The following recommendations, based upon the findings of this study, are offered in the hope that they will be of use to those involved in T.E.S.O.L. programming and instruction. It is recommended:

- 1) that additional funds be sought from the Federal Government to subsidize T.E.S.O.L. programs for non-English speaking immigrant children. Many of the inadequacies of the T.E.S.O.L. programs for children are a direct result of lack of funds, and the Provincial Government, which has no jurisdiction in Immigration policy, cannot be expected to continue carrying the total financial burden of the education of non-English speaking immigrant children. Additional funds would greatly improve the quality of instruction. By hiring additional staff, it would be possible for the teachers to spend more time with their pupils, and small classes would be ensured. T.E.S.O.L. services could also be expanded to include the many youngsters, particularly in Division I, who could benefit from special instruction in English. Additional funds would also make it possible to purchase the audio-visual materials and equipment which is necessary in the implementation of the methods the teachers most favor (i.e. generally, an audio-visual method).
- 2) that more in-service training sessions, conferences and seminars be organized for the teachers, with specific concentration in presentation of theory in linguistics and also suggestions for instructional techniques and methods in T.E.S.O.L. Volunteer teachers especially seem to need and want background theoretical information, and in-service training sessions could provide the

opportunity to accommodate the needs of the volunteer instructional staff. Since the funds necessary to operate an adequate T.E.S.O.L. program (in terms of the number of students able to participate) within the Calgary Public School system, are not likely to be forthcoming in the near future, in-service training sessions would also help to alleviate the problems of the regular classroom teachers who must deal with non-English speaking immigrant children in their classes.

- 3) That the University of Calgary establish a core program of studies for teachers wishing to major in T.E.S.O.L. The program might include course work in linguistics, learning psychology, methods in T.E.S.O.L., anthropology, and sociolinguistics, for example. In view of the fact that teachers in the field of T.E.S.O.L. in Calgary are generally weak in their practical experiences in T.E.S.O.L., a well supervised practice teaching session would also be of great value in the program.
- 4) that research be carried out to more clearly identify the problems of non-English speaking immigrant children. There remain many misunderstandings about the bilingual event and the relationship to socioeconomic status and cognitive development, for example, as well as the relationship of these factors to first language acquisition. It appears that many non-English speaking immigrant children in Calgary are of low socioeconomic status, indicate less than average scholastic achievement, and lack

experience and facility in their native language. The language environment outside the school furthermore influences the child's progress in learning English. What are the implications of all these factors on the time of introduction of English as the second language, and the methods to be implemented? What kind of advice can be offered to the parents of the immigrant children regarding the persistent use of the native language at home and the promotion of the first language as the dominant language of self expression for the child?

- 5) that the needs of the non-English speaking immigrant child be re-evaluated in light of the above considerations, and T.E.S.O.L. programs be expanded, if necessary, in two directions: to include youngsters in Division I, and to continue with T.E.S.O.L. instruction over a longer period of time--perhaps two or three years--so that the child will feel confident enough with his English to succeed socially as well as academically in the regular classroom environment.

REFERENCES

REFERENCES

A. BOOKS

- Andersson, Theodore, "The Optimum Age for Beginning the Study of Modern Languages", Readings in Foreign Languages for the Elementary School, ed. S. Levenson and W. Kendrick, Waltham, Massachusetts: Blaisdell Publishing Co., 1967.
- Anthony, Edward, "Approach, Method and Technique", Teaching English as a Second Language, ed. H.B. Allen and R.N. Campbell, New York: McGraw-Hill Publishing Co., 1970.
- Boyd, Gertrude, Teaching Communication Skills in the Elementary School, New York: D. Van Nostrand Co., 1970.
- Chastain, K., The Development of Modern Language Skills: Theory to Practice. Philadelphia: The Centre for Curriculum Development Inc., 1971.
- Chomsky, N., Language and Mind. New York: Harcourt, Brace and Johanovich, 1968.
- Corder, S.P., The Visual Element in Language Teaching. London: Longman Group Ltd., 1966.
- Cote, D., Levy, S., and O'Connor, P., Ecouter et Parler Teacher's Edition. New York: Holt, Rinehart and Winston, 1962.
- Finocchiaro, Mary, Teaching Children Foreign Languages. New York: McGraw-Hill Publishing Co., 1964.
- Fries, C., Teaching and Learning English as a Foreign Language. Ann Arbor: The University of Michigan Press, 1945.
- Government of Alberta and University of Alberta, Edmonton, Atlas of Alberta. Edmonton: University of Alberta Press, 1969.
- Guberina, P. and Rivenc, P., Voix et Images de France. Paris: Dider, 1963.
- Huebener, T., Audio-Visual Techniques in Teaching Foreign Languages. New York: New York University Press, 1960.

Huebener, T., Why Johnny Should Learn Foreign Languages. New York: Chilton Co., 1961.

Hutchinson, Joseph, The Language Laboratory... How Effective Is It? Washington: U.S. Government Printing Office, 1964.

Lado, Robert, Linguistics Across Cultures. Ann Arbor: The University of Michigan Press, 1957.

Lado, Robert, Language Teaching: A Scientific Approach. New York: McGraw-Hill Inc., 1964.

Lakoff, R., "Transformational Grammar and Language Teaching", Teaching English as a Second Language, ed. H.B. Allen and R.N. Campbell, New York: McGraw-Hill Publishing Co., 1970.

Lambert, W., Havelka, J., and Crosby, C., "The Influence of Language Acquisition Contexts on Bilingualism", Language, Psychology and Culture, ed. S.D. Anwar Stanford: Stanford University Press, 1972.

Marcel, Claude, The Study of Language Brought to its True Principles, cited by E.V. Gatenby "Conditions for Success in Language Learning", Teaching English as a Second Language, ed. H.B. Allen and R.N. Campbell, New York: McGraw-Hill Publishing Co., 1970.

Miller, J., The Visual Adjunct in Foreign Language Teaching, Philadelphia, Chilton Books, 1965.

B. PERIODICALS

Arnopoulos, S., "Face of the Future: Deciding what kind of nation we want to be", Weekend Magazine, June 28, 1975, p.2-4.

Ashworth, M., "Today and Tomorrow in E.S.L.", TESL Talk, Vol. 6, No. 1, January, 1975.

Asker, W., "Does Knowledge of Formal Grammar Function?", School and Society, Vol. 17, January - June, 1923, p.109-11.

Bartlett, Cathie, "Switch to English: New Language Often Disruptive", The Leader-Post, (Regina) September 4, 1974.

Butterworth, B. (ed.), Special Issue of TESL Talk: Orientation Resources, Ministry of Culture and Recreation, Ontario, April, 1975.

de Villiers, M., "Face of Fear: Racism in Canada", Weekend Magazine, June 28, 1975, p.10-15.

Diller, K., "Some New Trends for Applied Linguistics and Foreign Language Teaching in the United States", TESOL Quarterly, Vol. 9, No. 1, March, 1975.

Editorial, Calgary Herald, "English Second Language for many B.C. Students", May 23, 1975, p.15.

Gansheroff, K.A., "The Who and How of Individualizing Instruction of English as a Second Language", TESL Talk, Vol. 6, No. 1, January, 1975.

Ghali, F., "Performance Objectives and Individualization in Teaching French as a Second Language", Alberta Modern Language Journal, Vol. 13, No. 3, Spring, 1975.

Henry, R., "The Individualization of Instruction in ESL", TESOL Quarterly, Vol. 9, No. 1, March, 1975.

Krashen, S. and Seliger, H., "The Essential Contributions of Formal Instruction in Adult Second Language Learning", TESOL Quarterly, Vol. 9, No. 2, June, 1975.

Lambert, W., "Psychological Approaches to the Study of Language Part III, On Second Language Learning and Bilingualism", Modern Language Journal, Vol. 47, March, p.114.

Manpower and Immigration, Immigration '74, Quarterly Report, First Quarter, Ottawa: 1974.

Manpower and Immigration, Immigration '74, Quarterly Report, Second Quarter, Ottawa: 1974.

Manpower and Immigration, Immigration '74, Quarterly Report, Third Quarter, Ottawa: 1975.

Manpower and Immigration, Immigration '74, Quarterly Report, Fourth Quarter, Ottawa: 1975.

Naiman, N., Frohlich, M., and Todesco, A., "The Good Second Language Learner", TESL Talk, Vol. 6, No. 1, January, 1975.

Robinson, N., "The Relation Between Knowledge of English Grammar and Ability in English Composition", British Journal of Educational Psychology, Vol. 30, 1960, pp. 184-86.

Rubin, J., "What the Good Language Learner Can Teach Us", TESOL Quarterly, Vol. 9, No. 1, March, 1975.

Stall, R., "Face of Hope: The land of opportunity", Weekend Magazine, June 28, 1975, pp. 7-8.

C. UNPUBLISHED WORKS

Alberta Vocational Centre, Industrial English for New Canadians
Summary of 1973 - 74 Scholastic Year, September 10, 1973 to
June 28, 1974, 1974a (Mimeographed).

Alberta Vocational Centre, Industrial English, Basic Course
Outline, Intermediate Course Outline and Advanced Course
Outline, 1974b (Mimeographed).

Calgary Public School Board, Division of Continuing Education
Compensatory Education Proposal: "English for New Canadians"
1973 (Mimeographed).

_____ English for New Canadians, 1974a (Mimeographed).

_____ English Classes for New Canadians, Summary of Questionnaire
Responses, 1974b (Mimeographed).

_____ English Classes for New Canadians, Recommendations
1975a (Mimeographed).

_____ English Classes for New Canadians, Cost Implications
1975b (Mimeographed).

_____ English Classes for New Canadians, Report to the Education
Committee, 1975c (Mimeographed).

Desson, G.H., "The Preparation of Alberta Teachers of French".
Unpublished Masters Thesis, The University of Calgary, 1967.

Kunelius, H.J., "English Phonology for Chinese Speakers". Unpub-
lished Masters Thesis, The University of Calgary, 1971.

Langstraat, A. (Coordinator, School of Languages, Division of
Continuing Education, Calgary Public School Board), Interim
Progress Report on E.N.C. Classes in Public Schools, 1975a
(Mimeographed).

_____ Report on E.N.C. Classes in Public Schools, Report
Number 2, 1975b (Mimeographed).

Pinchin, C.B., "First and Second Language Learning". Unpublished
Masters Thesis, The University of Calgary, 1974.

Tolar, B. and Bascom, S.A., A Certificate Program in Teaching
English as a Second Language, Mount Royal College, 1973.

Appendix A

Letter Enclosed with the Questionnaire Distributed
to the Teachers of English to Speakers of Other
Languages in Calgary

540 - 49th Ave. S.W.
Calgary, Alta. T2S 1G5
April 1, 1975

Dear Fellow-teacher:

The field of teaching English as a Second Language (T.E.S.L.) has attracted much attention in recent years. However, the expanded services in the field have not been without their problems. Lack of co-ordination among the various programs available has been the major problem; as a result the numbers of students and instructors involved on the local scene are not known. This has further complicated the possibility of teacher training programs as well as securing funds to support both the T.E.S.L. programs and the teacher training programs. Those of you who were able to attend the recent T.E.S.L. Conference at Mount Royal College will certainly have come away from it with an appreciation of the difficulties I mention.

I am currently working for an M.A. degree at the University of Calgary, Faculty of Education, Department of Curriculum and Instruction. For the thesis requirement, I have proposed to make a survey of the various programs of T.E.S.L. in Calgary. The five major institutions I am investigating are: Mount Royal College, Y.W.C.A., Alberta Vocational Center, the Calgary Public School Board, and the Calgary Separate School Board. Besides these, there are a number of other small projects in operation. I estimate there are approximately 175 instructors involved in these programs.

By means of the questionnaire, I hope to obtain as much information as possible, in an objective form, about the students, instructional staff, facilities and materials, and methods. No doubt, my final report will provide the starting point for further research and study, for there remain many unanswered questions. For example, I suspect the vast majority of children manifesting difficulties in learning English as a second language will come from lower socio-economic backgrounds. Their problems in fact may be related to first language acquisition and secondly, bilingualism. If the data I collect will bear out my suspicion, then I should hope that someone will take the time to further investigate and counsel the teachers, children and parents involved in the child's bilingual learning and living environment. How will the child best learn? How does the child feel about his first language? Should the child be encouraged to make English his dominant language? Can the child in fact cope with his two languages at all? These, plus many other questions, must be taken into account if we are to advance significantly in the field of English as a Second Language, particularly in those instances where we are working with New Canadians and immigrants who plan to make Canada their home.

Kindly answer the questions as best as you can, and return to me no later than April 21, 1975. When the survey has been completed, the information will be made available to you through your co-ordinator or supervisor, should you be interested. The data will only be valuable if a good return on the questionnaires is obtained: your co-operation is necessary. If you have comments or questions about the study, please do not hesitate to give me a call either at my home (243- 4929) or at the university (284-6291).

Sincerely yours,

Hetty Roessingh

Appendix B

Questionnaire Distributed to the Teachers of English
to Speakers of Other Languages in Calgary

7.

Schooling of Teacher

<u>school</u>	<u>dates</u> <u>from - to</u>	<u>degree (if any)</u>	<u>majors</u>	<u>minors</u>
---------------	----------------------------------	-------------------------	---------------	---------------

8. Experience with Teaching English as a Second Language or Foreign Languages:

- _____ no experience
- _____ 1 - 2 years
- _____ 3 - 6 years
- _____ more than 6 years

PART TWO Information about the students

1. Specify name and location of your school.
2. How many classes of English as a Second Language do you teach?
3. What is the size of each class?
 - _____ 1-4 students
 - _____ 4-8
 - _____ 8 - 15
 - _____ 15 +
4. What is the age group of students in each class?
 - _____ 5 - 8
 - _____ 8 - 12
 - _____ 12 - 18
 - _____ 18+
 - _____ 60+
5. How many hours per day and how many days per week do you instruct each class?
6. Are your classes homogeneously grouped in regards to competency in English? _____ yes
 _____ no
 ... homogeneously grouped in regards to linguistic and
 cultural background? _____ yes
 _____ no

7. Briefly elaborate on the groups of students you teach:
linguistic and cultural background:

educational background of your students:

occupation of students: _____ unskilled laborer
_____ skilled laborer
_____ student
_____ professional

8. State specific reason your students are learning English:

_____ to gain entrance into university
_____ to become a Canadian
_____ to return home to teach English
_____ other reasons (please specify)

9. Your students achieve best in: _____ oral comprehension
_____ oral expression
_____ written comprehension
_____ written expression

Are there any vast discrepancies in achievement in the four communication skills?

_____ yes _____ no If yes, please specify:

10. Briefly describe any problems you may be experiencing with your students:

attendance; _____ poor "culture shock" _____ little or none
_____ average _____ some
_____ good _____ Considerable
_____ perfect

Other problems (please specify):

11. How did your students find out about the courses you are teaching?

12. When did your students first come to Canada? _____ to Calgary?

PART THREE Information about facilities

Please check those facilities you have access to. Describe your specific use of each.

tape recorder

prepared tapes

screen

films

student take-home records

lab facilities (briefly describe)

prepared lab programs

exercise books

reading materials

Do you feel that the facilities and materials which you have on hand are appropriate and adequate? _____ yes _____ no

If not, are you developing your own alternative or supplementary materials?

What would be your priorities if you could purchase additional materials and facilities?

PART FOUR Information on methodology

1. When do your students start to read (after how many hours of oral instruction)?
2. At what point do the students begin to write? Briefly describe the beginning writing exercises and how these would progress to advanced writing styles.
3. What method do you use:
 - _____ traditional
 - _____ direct
 - _____ audio-lingual
 - _____ audio-visual
 - _____ cognitive
 - _____ I make up my own methods according to the needs of my students, and the facilities on hand
 - _____ other

Briefly elaborate:

4.	Beginner	non-Beginner	Oral	Written
			100%	0%
			75%	25%
			50%	50%
			25%	75%
			0%	100%

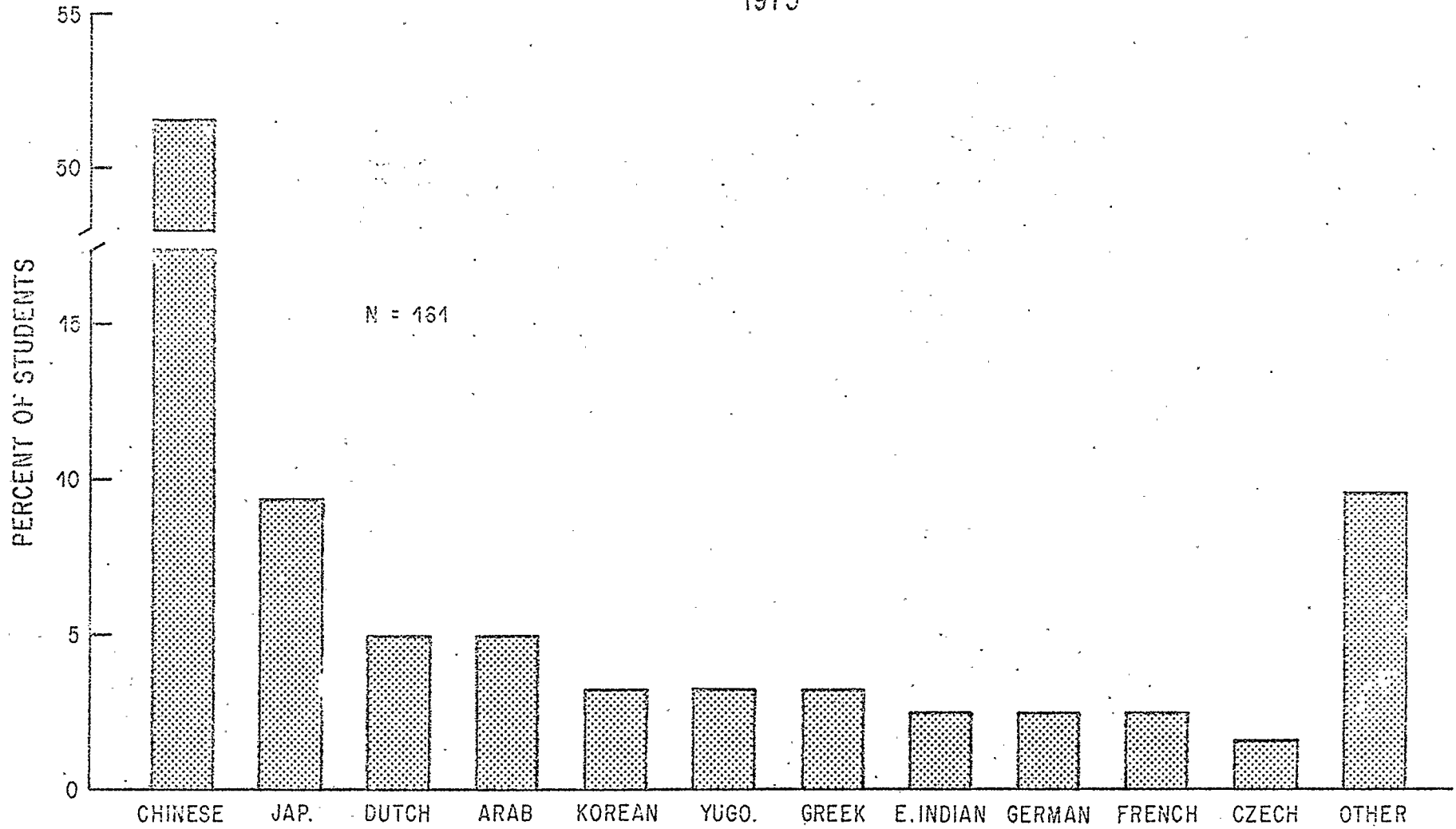
Please indicate on the above chart the approximate amount of time you would allot to oral and written communication skills for beginning and non- beginning students.

5. General comments about the questionnaire:

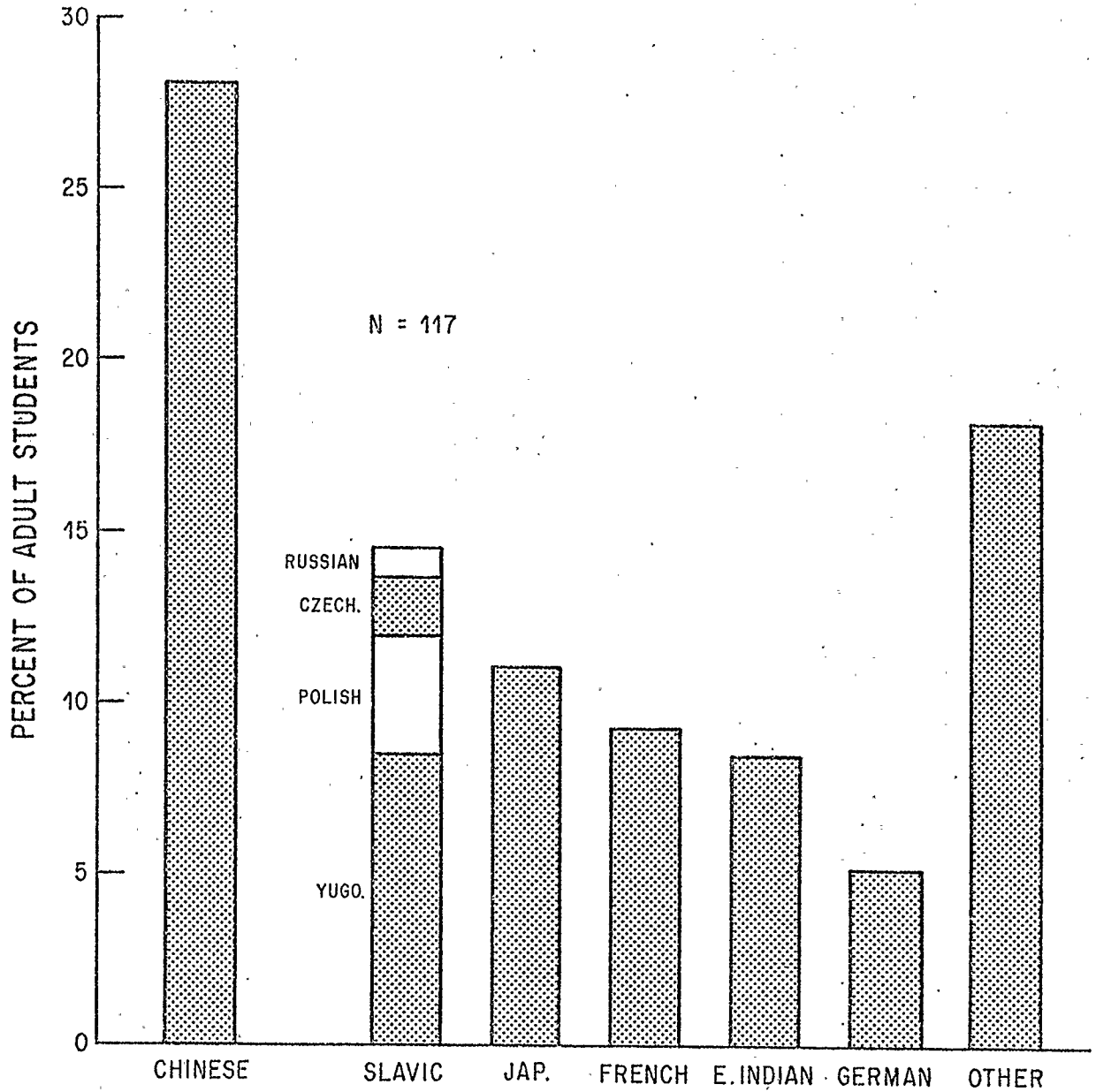
Appendix C

The Ethnic and Linguistic Background of Adult Students

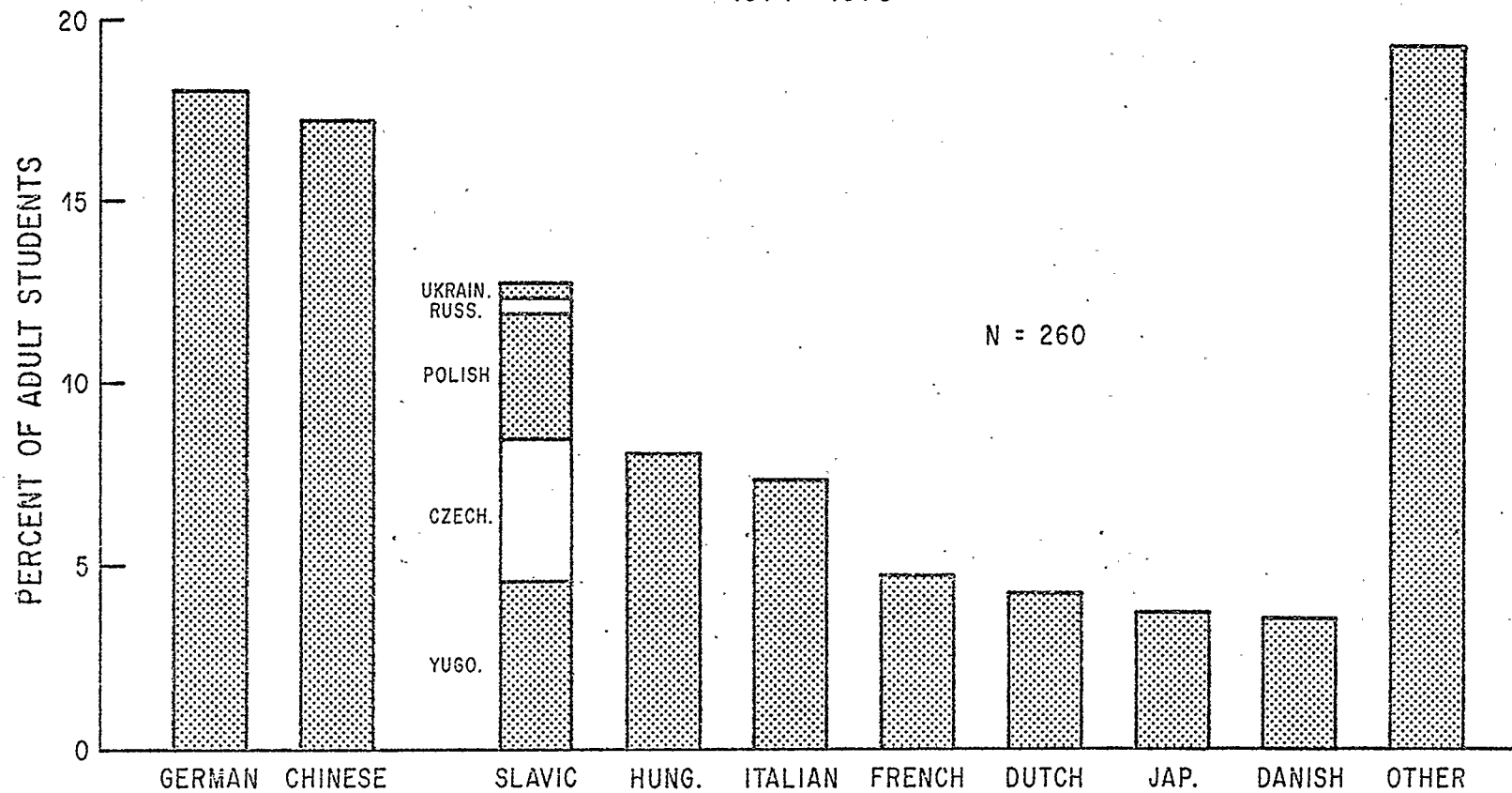
LINGUISTIC & ETHNIC ORIGINS OF STUDENTS
AT THE Y.W.C.A.
1975



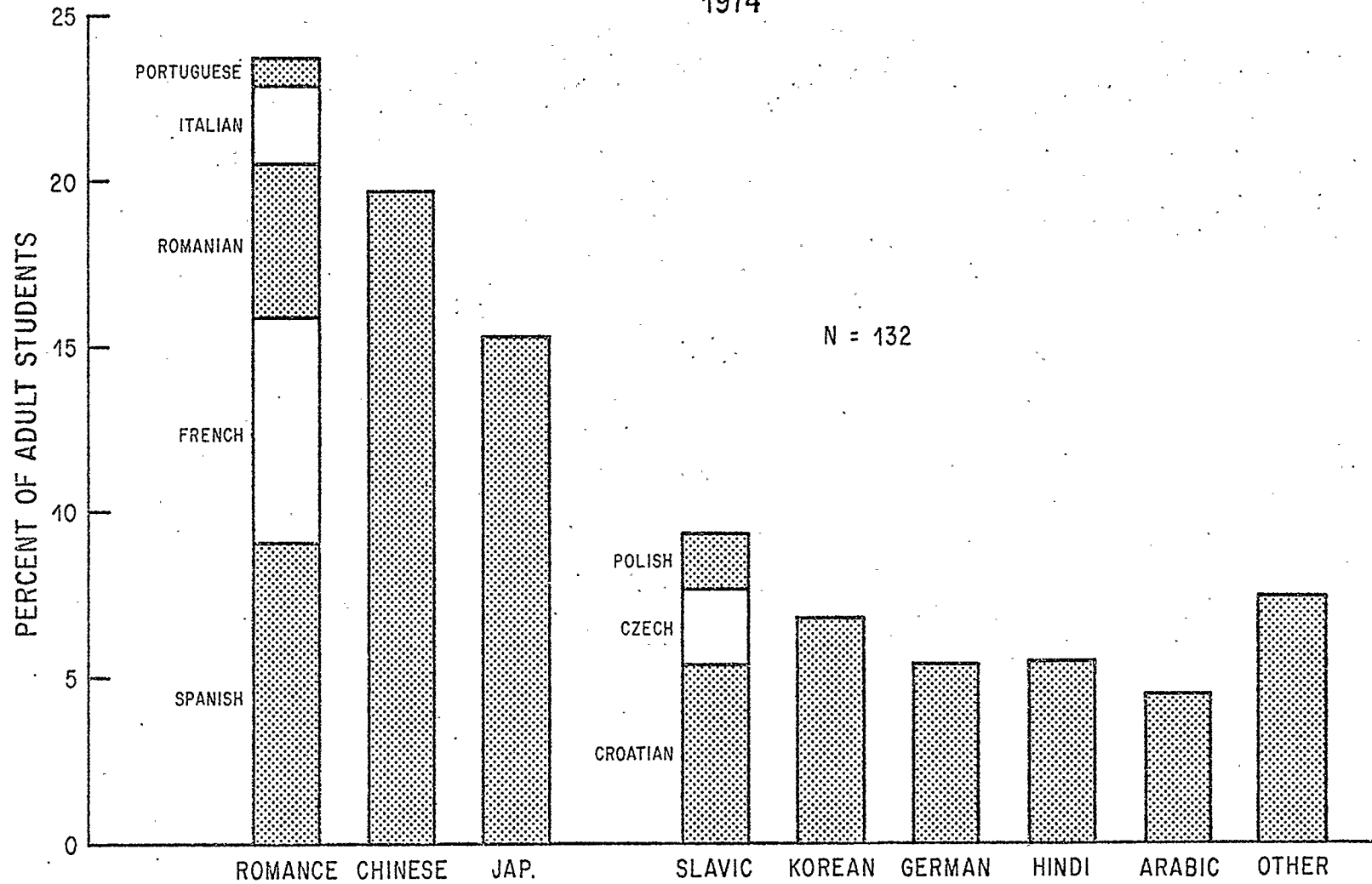
LINGUISTIC & ETHNIC ORIGINS OF ADULT STUDENTS
AT McDOUGALL (A.M. and P.M.)
1974-1975



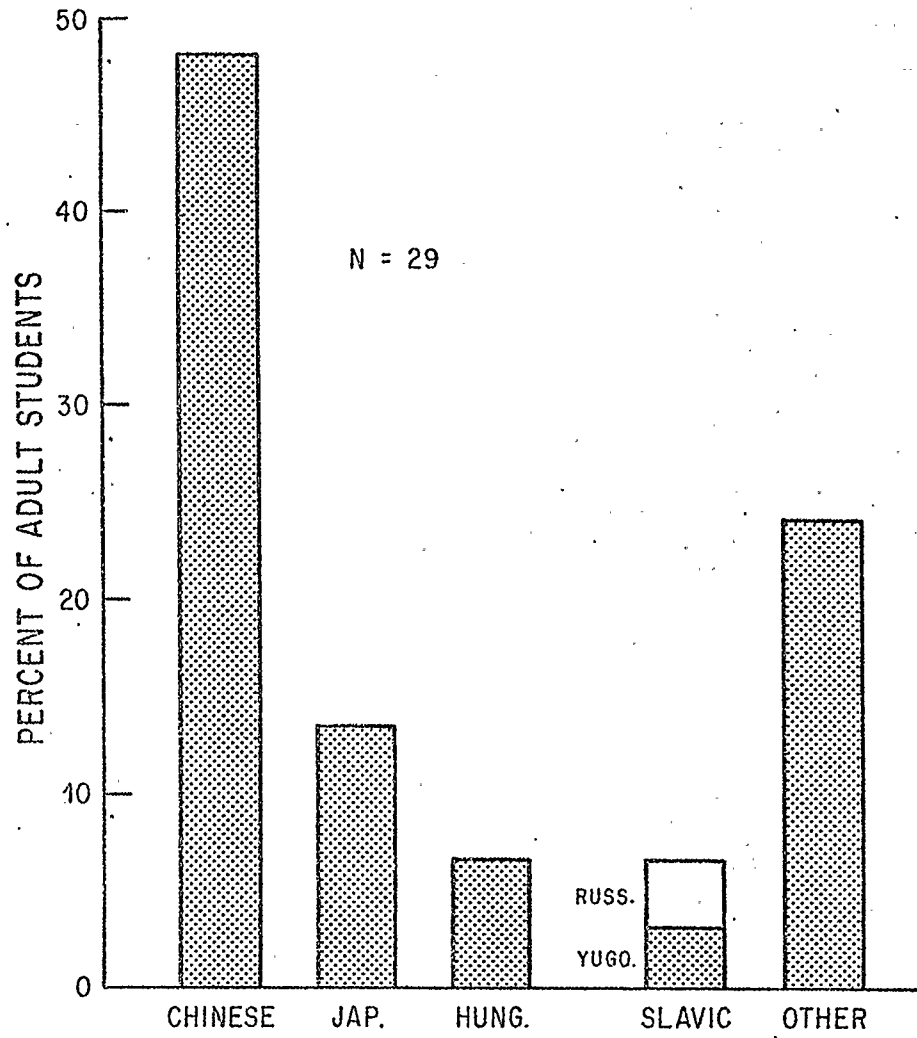
LINGUISTIC & ETHNIC ORIGINS OF ADULT STUDENTS
AT CRESCENT HEIGHTS
1974 - 1975



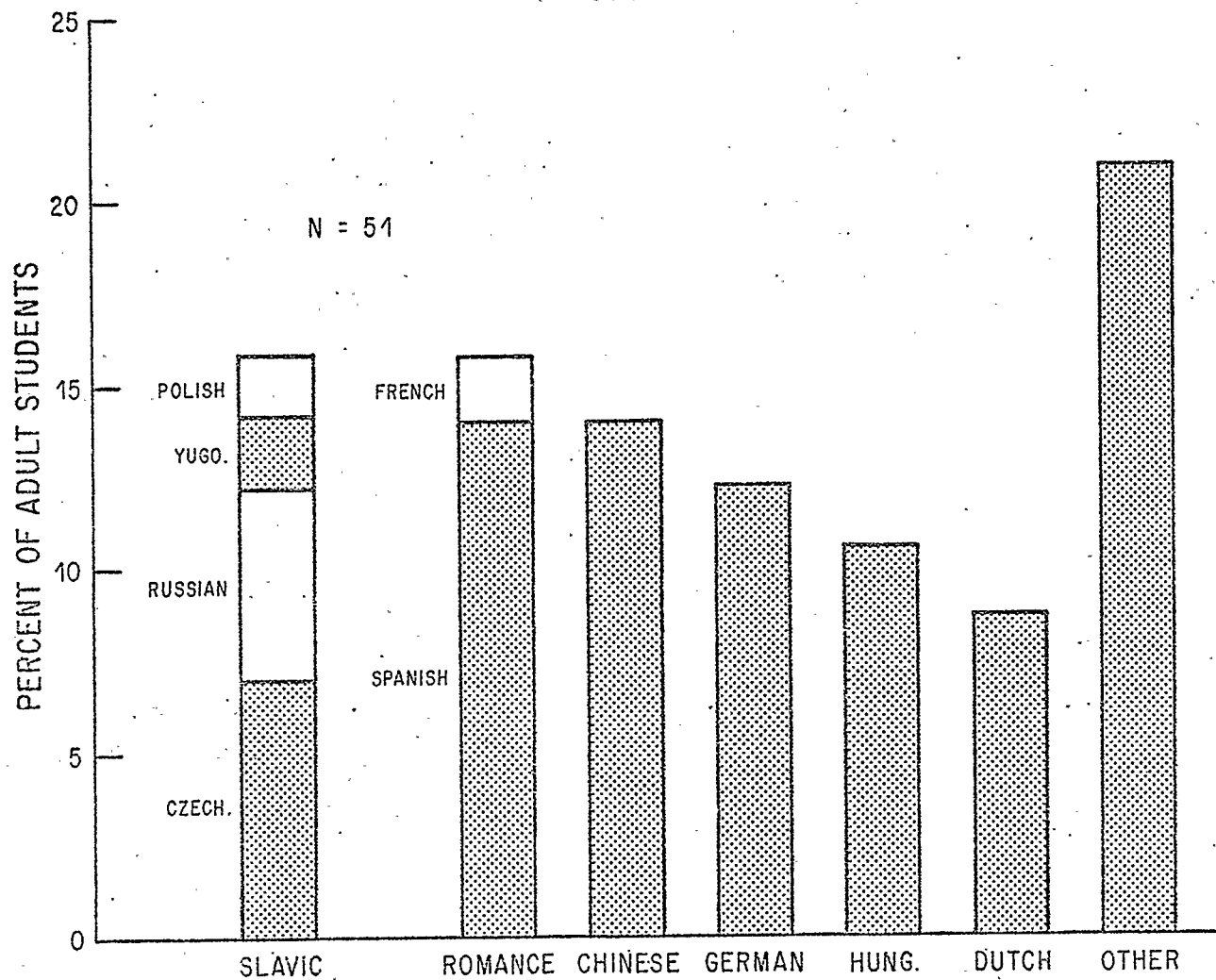
LINGUISTIC & ETHNIC ORIGINS OF ADULT STUDENTS
 AT ALBERTA VOCATIONAL CENTRE (DAY PROGRAM)
 1974



LINGUISTIC & ETHNIC ORIGINS OF ADULT STUDENTS
AT WESTERN CANADA SENIOR HIGH SCHOOL
1974 - 1975



LINGUISTIC & ETHNIC ORIGINS OF ADULT STUDENTS
IN THE ENGLISH FOR NEW CANADIAN HOUSEWIVES PROGRAM
1974 - 1975



LINGUISTIC & ETHNIC ORIGINS OF STUDENTS
AT MOUNT ROYAL COLLEGE (DAY PROGRAM)
1974 - 1975

