



National Library
of Canada

Bibliothèque nationale
du Canada

Ottawa, Canada
K1A 0N4

0-315-24285-X

CANADIAN THESES ON MICROFICHE SERVICE - SERVICE DES THÈSES CANADIENNES SUR MICROFICHE

PERMISSION TO MICROFILM - AUTORISATION DE MICROFILMER

• Please print or type - Écrire en lettres imprimées ou dactylographier

AUTHOR - AUTEUR

Full Name of Author - Nom complet de l'auteur

BARBARA GENEVILVE DAVISON

Date of Birth - Date de naissance

APRIL 19, 1946

Canadian Citizen - Citoyen canadien

Yes - Oui

No - Non

Country of Birth - Lieu de naissance

CANADA

Permanent Address - Résidence fixe

5921 ROYAL MOUNT
FALLS, ONTARIO
CANADA
M5H 1E3

THESIS - THÈSE

Title of Thesis - Titre de la thèse

A SURVEY OF THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE IN NEW SCOTIA
APRIL 1955 - MARCH 1984

Degree for which thesis was presented
Grade pour lequel cette thèse fut présentée

Master of Arts in Education

Year this degree conferred
Année d'obtention de ce grade

1982

University - Université

Saint Mary's University

Name of Supervisor - Nom du directeur de thèse

AUTHORIZATION - AUTORISATION

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to
microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights and neither the thesis nor exten-
sive extracts from it may be printed or otherwise reproduced without the
author's written permission.

L'autorisation est par la présente accordée à la BIBLIOTHÈQUE NATIONALE
DU CANADA de microfilmer cette thèse et de prêter ou de vendre des ex-
emplaires du film.

L'auteur se réserve les autres droits de publication et la thèse ni de longs ex-
traits de celle-ci ne doivent être imprimés ou autrement reproduits sans
l'autorisation écrite de l'auteur.

ATTACH FORM TO THESIS - VEUILLEZ JOINDRE CE FORMULAIRE À LA THÈSE

Signature

Barbara A. Davison

Date

October 25, 1985

N 911 6403

Canada

SAINT MARY'S UNIVERSITY

A SURVEY OF THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE IN NOVA SCOTIA

APRIL 1983 - MARCH 1984

by

© BARBARA GENEVIEVE DAVISON 1985

A THESIS
SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

HALIFAX, NOVA SCOTIA

AUGUST 1985

EXAMINING COMMITTEE

W. H. H. H. H. H.
F. H. H. H. H.

Acknowledgements

The writer wishes to express her thanks to her thesis supervisor, Dr. Michael Herrick, and to the members of the thesis committee, Dr. Michael MacMillan and Dr. Fred Dockrill for their help in the completion of this thesis.

She would like to thank also those people who were kind enough to complete and return the questionnaires sent to them.

Abstract

The purpose of this study was to examine and describe programs for the teaching of English as a Second Language (ESL) in Nova Scotia as they existed in the period April 1983 to March 1984. Answers were sought to the following questions:

1. Where are ESL programs found and who administers them?
2. Who are the students in ESL programs as defined by age and native language?
3. When are classes taught?
4. What books and teaching materials are used in ESL programs? How and by whom are they chosen?
5. What qualifications are required of ESL teachers?
6. What ESL teacher-training facilities exist in Nova Scotia?
7. What are the characteristics (goals, entrance requirements, program requirements, teaching methods recommended) of ESL teacher training facilities?

To obtain this information, three questionnaires were constructed: one for elementary and secondary ESL programs, one for adult ESL programs and one for ESL teacher training programs. These questionnaires were sent to the superintendents of all provincial school boards, the principals of all regional vocational schools, the directors of provincial continuing education programs, federally funded programs, university programs and teacher-training programs. The percentage returns for the three questionnaires were 71.8 per cent for elementary and secondary programs, 72.5 per cent for adult programs, and 85.7 per cent for teacher-

training programs

Some of the more important findings from the survey are:

1. There were approximately 200 students of school age and 420 adults enrolled in ESL classes.
2. There were large numbers of non-English speaking adults in Nova Scotia who were not enrolled in ESL classes, the majority of these adults being French-speaking Canadians.
3. ESL programs existed throughout the province.
4. Textbooks were primarily chosen from American and British sources.
5. In most ESL programs, the only qualification required of teachers was fluency in English. Those hired to teach children were required to have a teaching certificate.
6. There is only one, one-credit university course in Teaching English as a Second Language (TESL) offered in Nova Scotia.

TABLE OF CONTENTS

CHAPTER	PAGE
I PRESENTATION OF THE PROBLEM	1
1. Introduction	1
2. Need for the Study	4
3. Purpose of the Study	5
4. Limitations of the Study	6
5. Definition of Terms	7
II REVIEW OF THE LITERATURE	9
1. Immigration to Canada	9
2. ESL in Canada 1978-1983	13
3. Immigration to Nova Scotia	16
4. ESL in Nova Scotia	19
III COLLECTION OF THE DATA	24
1. Description of the Instrument	24
2. Distribution of the Questionnaires	25
3. Summary of Responses	26
IV SUMMARY OF THE FINDINGS	29
1. Programs for Primary-Grade Twelve	29
2. Programs for Adults	37
3. Programs for Teacher Training	46
V COMMENTS AND RECOMMENDATIONS	48
1. Summary of the Study	48
2. Conclusions	49
3. Recommendations	55
ENDNOTES	56
BIBLIOGRAPHY	60
APPENDIX A	67
APPENDIX B	81

LIST OF TABLES

NUMBER

PAGE

1.	Immigration to Canada-Language Capabilities	12
2.	Immigration to Canada Destined for Nova Scotia	20
3.	Immigration Destined for Nova Scotia-Language Capabilities	21
4.	ESL Survey - Summary of Responses	28
5.	Numbers and Native Languages of P-12 ESL Students by Location of Administrative Body	30
6.	Age Division of Non-English Speaking Population	31
7.	ESL Books and Materials Used in K-12 Programs	34
8.	Numbers and Native Languages of Adult ESL Students by Location of Administrative Body	38
9.	Population by Non-English Mother Tongues	39
10.	ESL Books and Materials Used in Adult Programs	42-43

CHAPTER ONE

PRESENTATION OF THE PROBLEM

1. INTRODUCTION

In order to participate in the economic, political, and social life of Canada, an adequate knowledge of one of the two official languages is a prerequisite; the importance of communicative ability cannot be overstressed. The legal right of all Canadians of access to one of the two official languages, namely English and French, was established with the passage of the official Languages Bill C-120 by the House of Commons (1969). This Bill C-120 evolved from the report of the Royal Commission on Bilingualism and Biculturalism.¹ Two chapters of Book Two: Education, published by this Commission, dealt with the weaknesses found in the teaching of either English or French as a Second Language (ESL/FSL) in Canada. It was generally found that teaching was not begun early enough, there was a lack of sequential programs, there was not enough teaching in the language, and there was not enough Canadian content in the courses.²

The Royal Commission on Bilingualism and Biculturalism, however, limited itself to a discussion of language learning opportunities for only those Canadians of school age, and of that limited group, only those for whom either English or French was the mother-tongue. However, there are many people in Canada, both children and adults, for whom neither

English or French is the mother-tongue. In 1983 alone, of a total of 89,157 people who immigrated to Canada, fully 39,694 (44.5 per cent) did not speak English and/or French.³

In 1968, G.S. Newsham did an unpublished survey of English as a Second Language in Canada,⁴ and in 1975, Mary Ashworth published a volume discussing the problems of immigrant children in western and central Canada.⁵ It was not until 1978 that Newsham, together with P. Acheson, attempted

To describe all ESL programs which existed in publicly funded institutions giving courses for students from kindergarten to university, and for adult learners in adult education classes. In addition, (they) attempted to provide information on all programs in Canada for the training of teachers in this field.⁶

Their book, English as a Second Language in Canada, which is based on a survey similar to the one conducted by Newsham in 1968, offers what appears to be a comprehensive view of ESL programs across the country. According to these authors, "the history of the teaching of English as a Second Language in Canada as a whole has yet to be written"⁷ and that other than the two studies cited above and a brief historical account of the teaching of English in Ontario by Carson Martin (1972),⁸ "for the rest of Canada there appears to be little documentation"⁹ as of 1978. The need for such documentation as they attempted to supply is stated as:

3

Discussions at recent founding meetings of TESL Canada revealed that while the teaching of English as a Second Language in Canada is done almost everywhere in the country, there is a lack of communication between different areas. The United States and Great Britain have had professional associations for more than ten years and have centres available for co-ordinating activities and disseminating information. Canada has no established national association for English as a Second Language and there appears to be little documentation about the extent of the need for teaching English as a Second Language or the extent or kind of services available.¹⁰

The overall total response rate of the Newsham and Acheson survey was 67 per cent. The earlier Newsham survey had a response rate of 68 per cent. "In both surveys, the Yukon, Prince Edward Island, and Nova Scotia replied that they had no information about any ESL courses in their areas."¹¹ for kindergarten to grade twelve students. In 1968, eight questionnaires surveying programs for adults were sent to Nova Scotian institutions. The eight questionnaires were returned, but of these, only three described programs. According to Newsham and Acheson:

In the ten years since 1968, there appears to have been an increase in the number of programs in British Columbia, Saskatchewan, and Prince Edward Island, but a decrease in the programs in New Brunswick, Nova Scotia, Manitoba and Alberta.¹²

In fact, according to all tables presented in the 1978 volume, no programs for ESL for children, adults or teacher training existed in the province of Nova Scotia at the time the survey results were obtained. As recently as January

1983, Florence T. Pieronek and Edward Chuitert reported in The Canadian Modern Language Review that there was a limited program (in ESL) in Halifax, Nova Scotia.¹³

2. NEED FOR THE STUDY

At the current time, there is an organization in this province called Teaching English as a Second Language in Nova Scotia (TESL Nova Scotia). This organization was formed in April, 1982¹⁴ and it is a full member of the federation of provincial ESL associations known as TESL Canada, itself founded in November, 1978.¹⁵ The membership of TESL Nova Scotia is composed of people who are interested in ESL and the settlement problems of those whose mother-tongue is not English. Its stated objectives are:

1. To encourage and support the promotion of policies/programs related to second language learning and teaching.
2. To promote communication among various jurisdictions evolved in ESL.
3. To promote and foster scholarship, research, and professional development among ESL teachers.
4. To allow for representation of membership at provincial and federal levels of government.¹⁶

This organization has indicated a need for a directory of ESL programs for children and adults in order to better meet its objectives. An examination of the existing facilities in Nova Scotia that provide English as a Second

Language programs would not only produce a directory of such facilities but would also provide data on which to make recommendations for future provision of language learning opportunities. The Department of the Secretary of State and the provincial Department of Education have also indicated an interest in the results of such a study. Mary Ashworth, the author of Immigrant Children and Canadian Schools (1975) has received Secretary of State funding to update her previous research findings and has requested permission to review the results of this study that describe programs for primary to grade twelve students in Nova Scotia.

The assumption underlying a survey and study of ESL programs in Nova Scotia is that an examination of existing facilities is an essential preliminary to any further research of an evaluative nature.

3. PURPOSE OF THE STUDY

This study presents the results of a survey of the publicly supported programs in Nova Scotia for the teaching of English as a Second Language and for the training of teachers in this speciality. The specific purposes of this study are:

1. To locate ESL programs for children and adults.
2. To define participating students by age and mother-tongue so as to be able to compare findings with data collected by Statistics Canada in 1981.
3. To establish whether classes were full-time, part-time or withdrawal.

4. To examine the textbooks and teaching materials currently being used and to establish how these texts and materials are chosen.
5. To establish what qualifications are required of ESL teachers and instructors.
6. To locate teacher-training programs for ESL.
7. To describe the characteristics of any existing ESL teacher-training facilities.

As was previously stated in the NEED FOR THE STUDY section, this information would be of value to several organizations.

4. LIMITATIONS OF THE STUDY

The following limitations should be observed with respect to the design of this study and the applicability of the findings.

1. This study is based on information gathered by questionnaires sent out during the period of April, 1983 to March, 1984. The questions concerned programs in operation during this same time period. Any conclusions reached apply to this time period only.
2. Questionnaires were sent to only publicly funded institutions. They were not sent to private companies, private clubs, or to individuals. This study represents, therefore, only part of the work done in the teaching of English to non-native speakers. It was not the purpose of this survey to attempt to document volunteer efforts or individual tutorial efforts in the area of ESL delivery.

3. Questionnaires A and B were sent to the directors of education programs with the request that they be forwarded to those teaching any existing programs to ensure accuracy of specific details. A telephone poll of respondents to the questionnaires indicates that this request was complied with.

4. Not all questionnaires that were returned contained information. Remarks or generalizations refer to only those programs for which information was obtained (see Table 5 and Table 8).

5. DEFINITION OF TERMS

A number of terms which have a specific meaning, and which are used frequently in this study, follow:

1. Mother-tongue. The first language learned by an individual is his mother-tongue.

2. Second language. A second language is defined here as a language, other than the mother-tongue, which is officially recognized in the country under discussion.

3. Foreign language. A foreign language is defined here as a language other than the mother-tongue, which is not officially recognized in the country under discussion.

4. ESL. The abbreviation for "English as a Second Language" is ESL.

5. TESL. TESL is the abbreviation for "teaching English as a Second Language."

6. Non-English speaking student. The definition used here refers to a student whose ability to speak and understand English is not sufficient for ordinary age-grade placement in a school where English is the language of instruction.

7. Non-English speaking adult. For the purposes of this study, a non-English speaking adult is anyone over the age of fifteen whose mother-tongue is not English and who is denied equal opportunity and equal access to education and/or employment because of that fact.

8. Withdrawal class. In a withdrawal class, students requiring special assistance are removed from their grade placement for a specific amount of time each day or week.

9. Full-time class. In a full-time ESL class, the students remain with one teacher for all academic subjects. Full-time classes usually span divisions (Primary, K-3, Junior, 4-6, Intermediate, 7-9 and Senior 10-12) rather than individual grade levels.

CHAPTER TWO

REVIEW OF THE LITERATURE

1. IMMIGRATION TO CANADA

Immigration has been a facet of Canadian existence since before Confederation. Figures for newly-arrived immigrants are available as early as 1852.¹⁷ Originally there was no legislation of any kind governing or controlling the entrance of people into that territory now known as Canada. Without reviewing the myriad of problems such as length of voyage, conditions of passage, immigrant reception services, or lack thereof, and the need for quarantine facilities, it is interesting to note that the first Immigration Act (1869) primarily offered a measure of protection for the immigrant. Numbers of passengers per foot of deck space or per ton of ship's capacity, inspection of ship facilities by quarantine officers prior to embarkment, detailed passenger lists, and extensive reports of any immigrant dying on route to Canada were outlined in this legislation, which held the transportation companies and/or the ship's master responsible for the safety and well-being of the passengers. However, the Immigration Act of 1869 also:

foreshadowed those restrictions on entry which have developed into the prohibited classes of today. It was required that the passenger list show whether the ship carried any person who was insane, idiot, deaf-mute, blind or infirm and whether accompanied by parents or relatives able to support him.

If any such person were likely to become a public charge the Collector of Customs might exact a bond of \$300 from the master of the ship to reimburse the country for any expenses on his behalf incurred during the following three years.¹⁸

Over the years, the original act has been replaced, and succeeding acts amended, to extend both protective and restrictive provisions for immigration to Canada.

Currently, Canadian immigration is governed by the Immigration Act, 1976.¹⁹ It is by this act that levels of immigration and quotas of immigrants are set annually.

Article 7 of the Act states that

The Minister, after consultation with the provinces concerning regional demographic needs and labour market considerations and after consultation with such other persons, organizations and institutions as he deems appropriate, shall lay before Parliament, not later than the sixtieth day before the commencement of each calendar year or, if Parliament is not then sitting, not later than the fifteenth day next thereafter that Parliament is sitting, a report specifying

- a) the number of immigrants that the Government of Canada deems it appropriate to admit during any specified period of time; and
- b) the manner in which demographic considerations have been taken into account in determining that number.¹⁹

The Act was administered, in 1976, by the Ministry of Manpower and Immigration. In 1977, the ministry title was changed to Employment and Immigration Canada, a title it holds to date (1985). This ministry annually produces Immigration Statistics, a book of tables examining various

aspects of the annual influx of immigrants to Canada from: "Country of Last Permanent Residence and Destination of Immigrants" to "Immigration by (Intended) Occupational Group."²⁰

Until 1977, the Canadian immigrant population was not analysed for language ability. However, as of 1978, two more tables were included in the reported statistics, notably, for the purposes of this study, one of the new tables was entitled: "Language Capabilities and Destination of Immigrants."²¹ In 1980, this information was reported not only by province of destination, but by sex as well.²²

Table 1 is a compilation of data taken from the Language Capabilities tables published by Employment and Immigration Canada for the years 1978-1983. As was explained above, this information for the years prior to 1978 was not available to Newsham and Acheson when they conducted their survey of ESL in Canada. This information indicates that, on average (for the years the information is available), more than 40 per cent of newly-arrived immigrants to Canada did not speak one of the country's official languages.

It is difficult to project the number of immigrants, much less the number of immigrants who do not speak one of Canada's official languages, that will enter Canada in any given year. This is so for several reasons, not the least of which are world economic, political, and religious

TABLE 1
IMMIGRATION TO CANADA - LANGUAGE CAPABILITIES²³

YEAR	TOTAL	TOTAL NEITHER ENGLISH NOR FRENCH	% NEITHER ENGLISH NOR FRENCH
1978	86,313	28,449	32.96%
1979	112,096	53,218	47.48%
1980	143,117	74,215	51.86%
1981	128,618	52,842	41.08%
1982	121,147	47,809	39.46%
1983	89,157	39,694	44.52%
Totals 1978-1983	680,448	296,227	43.53%

strife which often create refugee situations, public reaction for or against increased immigration levels and levels of unemployment in Canada. Nevertheless, because the Immigration Act of 1976 has as one of its objectives "to fulfill Canada's international legal obligations with respect to refugees and to uphold its humanitarian tradition with respect to the displaced and the persecuted",²⁴ it seems appropriate to assume that, whatever the annual immigration quota decided upon by the Minister of Employment and Immigration Canada, 40 percent of those gaining landed-immigrant status in Canada will lack communicative ability in either English or French.

2. ESL IN CANADA 1978-1983

ESL activities in Canada between 1978 and 1983 extend in directions well beyond the focus of this survey; any listing of conferences held, papers presented, tests and curricula developed, textbooks published, issues examined, or proposals made would show that nationally, at least, and provincially, in some cases, English as a Second Language is as much a facet of Canadian existence as immigration is. As was pointed out in Chapter One: Introduction, The Newham and Acheson survey cited attempted to meet a need that was identified at founding meetings of TESL Canada in 1977. As was also noted, in Chapter One: Need for the Study, TESL Canada was officially founded in November, 1978. It was founded as a federation of existing provincial ESL Asso-

ciations and its full members at the time of formation were: ESL Chapter of Manitoba Modern Language Association, SPEAQ (la Société pour la promotion de l'enseignement de l'anglais, langue seconde, au Québec), T.E.A.L. (The Association of British Columbia Teachers of English as an Additional Language) and TESL Ontario.²⁵ Since that time, as provincial associations were founded, they joined the federation, with the result that as of 1985, ten provincial and one territorial associations are represented on the TESL Canada Council.²⁶ The objectives of the federation are similar to the objectives of TESL Nova Scotia stated in Chapter One: Need for the Study, except that the scope of TESL Canada is national rather than provincial.

A major aim that TESL Canada aspires to is "to represent and express the professional concerns of those committed to TESL in Canada."²⁷ To this aim:

In December 1980, TESL Canada and TESL Ontario co-sponsored the National Symposium of the Provision of ESL to Adult Refugees from South-East Asia, an event which brought together over 200 ESL professionals from across the country to evaluate the state of ESL policy in Canada based on the experience of the Boat People.²⁸

As a member of TESL Ontario, then residing and teaching ESL in Nova Scotia, this writer was asked to prepare a brief on the provision of ESL in this province for presentation at the symposium. Personal correspondence with the Minister of Education for the province of Nova Scotia, the Honourable Terrance Donahue, dated October 28, 1980, and a follow-up

interview held on November 10, 1980, produced very little information. In response to the question "How is adult refugee ESL provision co-ordinated in this province?", the response was that it was not coordinated. This and other questions asked in the letter and responded to in the interview will be further discussed in the Section of this chapter called ESL in Nova Scotia 1978-1983.

In December of 1981, TESL Canada produced a 72-page position paper entitled "The Provision of ESL Training to Adults: Six Principles Toward a National Policy" based on the more than one hundred recommendations brought forward by working groups at the South-East Asian Symposium. The six principles referred to are:

1. universal accessibility to ESL for all newcomers to English Canada
2. greater flexibility and sufficiency of programs
3. national, provincial, and local coordination
4. functional Canadian orientation and citizenship content in ESL material
5. increase in support for community agencies providing settlement and language-training services
6. recognition of the key roles of the ESL professional and the ESL profession.

The principles are then addressed individually with a total of fifty-six separate recommendations made for implementation of a two-stage approach for immigrant integration. As the position paper describes them, Stage

One would be "a full-time three month (300-hour) reception ESL and native-language orientation program, called Welcome to Canada, available to all newcomers on demand,"³⁰ and Stage Two would involve referral to one of several vocational ESL programs.

In the spring of 1982, the federal government initiated a tri-ministerial review of immigration, settlement and integration involving the Secretary of State, Employment and Immigration Canada and Multiculturalism Canada. That the principles and recommendations set forward in TESL Canada's Position Paper described above were referred to and considered as valid during this review can be seen by examining "A Discussion Paper on a New Framework for Immigrant Language Training"³¹ (particularly the concluding recommendations which resemble the Six Principles supported by TESL Canada in word and intent). This document was published by the Canada Employment and Immigration Commission in March 1983 and is a listing of recommendations that may or may not become government policy for language training provision.

3. IMMIGRATION TO NOVA SCOTIA

Just as immigration is an integral part of Canada's history, immigration is also an integral part of Nova Scotia's history. For background information for this survey, however, books or articles that examined language needs of minority groups in this province could not be found or had not been published, which is more likely the case.

This writer found several excellent publications that examined ethnicity and multiculturalism. The Ethnic Heritage Series published by the International Education Centre, Saint Mary's University, is composed of a series of volumes on various ethnic groups, the most important for the purposes of this study being Volume VI by Hugh Millward (1981)³² and Volume X by Ronald L. Cosper (1984)³³. The former study is called "Regional Patterns of Ethnicity in Nova Scotia: A Geographical Study", while the latter is entitled "Ethnicity and Occupation in Atlantic Canada: The Social and Economic Implications of Cultural Diversity." Both of these studies are based on Statistics Canada information published in 1971 or, in the case of the Millward study, some intercensal figures from 1976. Millward found that "Since the mid-60's over half of all new citizens in Nova Scotia have resided in the Halifax-Dartmouth metropolitan area (even though less than a third of the population at large resides there)".³⁴ In conclusion, he writes that

Nova Scotia is not unlike Canada as a whole in its ethnic make-up. With its British stock derived from Loyalists, Scots and Irish, its sizeable French language minority, its Native, Black and German charter groups, and a compendium of older and newer immigrants, its models in miniature the diversity of all Canada. Indeed, few areas of the country of equivalent size and population are more varied in terms of ethnic history or current ethnic pattern. (p. 54)

James Morrison, writing in Multiculturalism: A Handbook for Teachers (1981), states that, "in Nova Scotia, "a recent survey (1976) points out that there are almost eighty-five-hundred native peoples, over one thousand, five hundred from Germany, one thousand, two hundred of Italian extraction and almost one thousand from the Middle Eastern Countries."³⁵ However, he also notes that "those who are different from the mainstream population - different in language, culture or colour have remained on the banks of the mainstream attempting to enter gingerly but not wishing to be swept away and assimilated."³⁶

How do immigrants choose Nova Scotia as their province of intended destination? There are as many answers to this question as there are immigrants; but one of the very important factors governing immigration to a particular province is stated in the Immigration Act 1976 cited elsewhere in this study. Article 109 deals with consultations with provinces and it states "The Minister shall consult with the provinces respecting the measures to be undertaken to facilitate the adaptation of permanent residents to Canadian society and the pattern of immigrant settlement in Canada in relation to regional demographic requirements."³⁷ What this means in essence is that the federal government negotiates annual provincial quotas for immigrants. This writer was told that the province of Nova Scotia has an agreement with the federal government to

receive or offer entry to 1.4 per cent of the annual Canadian immigration quota. Table 2 indicates that this ceiling was not reached during the six year period between 1978 and 1983 and that the six-year average per cent of Canadian Immigrants settling in Nova Scotia is 1.09 per cent.

Millward (1981) noted in his study that "the mother tongue diversity index for Nova Scotia increased slightly from 14.5 in 1971 to 15.4 in 1976... (and that) the small increase in diversity came about through a rise in the percentage with all other mother tongues (2.0% to 2.9%)"³⁹. It is regretful that Language Capabilities and Province of Destination tables are not available prior to 1978, because the information presented in Table 3 shows a remarkable increase in percentages of non-official language speakers entering Nova Scotia since 1978. Possibly intercensal information available in 1986 will show a much greater mother-tongue diversity index increase for Nova Scotia than was reported in Millward's study.

4. ESL IN NOVA SCOTIA 1978-1983

It is not the purpose of this study to write a history of ESL in Nova Scotia, though possibly this study may contribute to the first chapter of such a history. As "early" as 1968, Newsham did discover, and report on, the Federal Department of Transport program conducted at the Canadian Coast Guard College in Sydney⁴¹ and two programs

TABLE 2

IMMIGRATION TO CANADA DESTINED FOR NOVA SCOTIA³⁸

YEAR	CANADA	NOVA SCOTIA	% TO NOVA SCOTIA
1978	86,313	980	1.13%
1979	112,096	1,336	1.19%
1980	143,117	1,616	1.13%
1981	128,618	1,403	1.09%
1982	121,147	1,254	1.04%
1983	89,157	833	.93%
TOTALS 1978-1983	680,448	7,422	1.09%

TABLE 3
IMMIGRATION DESTINED FOR NOVA SCOTIA - LANGUAGE CAPABILITIES⁴⁰

YEAR	TOTAL	TOTAL-NEITHER ENGLISH OR FRENCH	%	TOTAL-NO ENGLISH	%
1978	980	124	12.65%	137	13.97%
1979	1,336	475	35.55%	501	37.5 %
1980	1,616	814	50.37%	829	51.29%
1981	1,403	343	24.44%	369	26.3 %
1982	1,254	305	24.32%	320	25.51%
1983	833	186	22.32%	196	23.52%
TOTALS 1978-1983	7,422	2,247	30.27%	2,352	31.68%

for adults conducted by local school boards.⁴² The Newsham and Acheson survey findings (1978) for Nova Scotia have already been discussed in the Introduction to this study. The questions then becomes "What has happened since 1978?"

As was mentioned in the section ESL in Canada 1978-1983, an attempt was made by this writer to ascertain answers to questions about provincial Department of Education policy on ESL related matters in the fall of 1980. A letter containing policy questions and the following resolution was sent to the Minister of Education prior to a meeting held on November 10, 1980:

That, in view of the total lack of co-ordination and communication about the language needs of refugees at the national level, a nationally co-ordinated information network be established jointly by the Secretary of State and the Council of Ministers of Education, Canada, based upon existing resource centres or clearing houses in the various provinces or (if none such exist), upon newly-created resource centres or clearing houses, and that these information centres be linked across the country by a quarterly newsletter and be supplied with toll-free telephone facilities and adequate funding and staffing."⁴³

At the interview that followed this letter, the Minister was not able to give any comments on the current or projected provincial Department of Education's plans for the delivery of ESL to either adults or children. Programs were initiated wherever there was a perceived need and then terminated as a result of rural-to-urban, or inter-

provincial, refugee migration. The attitude seemed to be that the need for ESL programs would satisfy itself if no one admitted it existed. A resource centre for information dissemination has never been established though the need for one continues to exist. The formation of TESL Nova Scotia in April, 1982, with a membership of approximately fifty people indicates that there are people in this province concerned about English as a Second Language and the teaching of this subject to non-English speakers. To again quote the Report on the Royal Commission on Bilingualism and Biculturalism, "The need for second-language teaching cannot be seriously questioned...The question, therefore, is not so much whether it should be taught, but rather how it can be taught better."⁴⁴

Non-English speaking people live and work in Nova Scotia. Non-English speaking people continue to migrate and immigrate to Nova Scotia. Therefore, the central question to be answered by this thesis is, Are there language programs available for these people that will enable them to participate as fully as they choose in the economic, political and social life of Nova Scotia?

CHAPTER THREE

COLLECTION OF THE DATA

1. DESCRIPTION OF THE INSTRUMENT

Three questionnaires (see Appendix A) were constructed using a format similar to that used by Newsham for her English as a Second Language in Canada Survey in 1968. This format was selected because it was the basis for the later Newsham and Acheson survey in 1978 which yielded so little information about programs in Nova Scotia. It was felt that by using a similar format, comparative observations between the 1978 survey and this survey could be made. It must be noted here, also, that no change was made in the format because a literature search has revealed no changes or critiques of the basic format. Both of the previous surveys were conducted after the existence of an ESL program had been established; that is to say that letters of inquiry were first sent to administrators who in turn responded that they did, or did not, have an ESL program in their jurisdiction. The far smaller geographical and numerical scope of this survey allowed the researcher to combine the existing program question into the questionnaire format.

Questionnaires A and B were designed to obtain the following information, if in fact an ESL program existed:

- Students - the number of students in a program who could be defined as non English-speaking students
- their native language

- their grade level (P-12) and class placement
- their enrolment in credit or non-credit programs (adult)

- Programs
- locations of programs
 - goals of programs
 - entrance & placement tests used (adult)
 - teaching materials used

- Teachers
- number of teachers
 - qualifications required
 - adequacy of supply

Questionnaire C was designed to obtain the following information about teacher-training programs.

- Students
- number of students enrolled in a program

- Programs
- location of program
 - date of commencement
 - goals of the program
 - entrance requirements
 - program requirements
 - teaching material used
 - teaching methods recommended

2. DISTRIBUTION OF THE QUESTIONNAIRES

The initial problem in conducting this survey was establishing the location of publicly supported education programs in Nova Scotia. This problem was solved by

reference to such publications as Directory of Schools in Operation - 1982-83, printed by the Province of Nova Scotia, and the AUCC Catalogue. Since the purpose of the survey was an attempt to locate programs, or the need for such, questionnaires and a covering letter were sent to any listed institution that might have an ESL program. Personal contacts made through association with members in TESL Nova Scotia were invaluable in locating programs not administered by the provincial Department of Education. Programs supported by the federal government were located mainly through personal contacts. The applicable form of each questionnaire sent was accompanied by a covering letter which explained the purpose of the survey and a stamped, self-addressed return envelope. Appendix B contains a complete list of those to whom questionnaires were sent, as well as an indication of those who responded.

3. SUMMARY OF THE RESPONSES

The material in this study was obtained through the kindness of the many professionals in the field who took the time and effort to complete and return the questionnaires sent to them. Although the major purpose of this study was to examine existing programs, their clientele, and the training of their staff, a secondary purpose was to attempt to locate programs, or the possible need for programs, outside the metropolitan areas of the province. A response of "not applicable" was, therefore, considered as valuable as

a response which gave answers to all questions. Even in some areas where there appeared to be no current need for ESL programs, some pertinent recommendations were made (see Survey Comments in the Program Section for each questionnaire).

A total of 86 questionnaires of all types was sent to those responsible for educational programs in the province. A total of 63 responses was received, an overall response rate of 73.3% (see Table 4). These figures represent a return of 28 for the questionnaires dealing with English language programs from primary to grade twelve (71.8%), a return of 29 for the questionnaire dealing with English programs for adults administered by various jurisdictions (72.5%) and a return of 6 questionnaires from teacher training institutions (85.7%).

TABLE 4
ESL SURVEY - SUMMARY OF RESPONSES

<u>FORM A</u>	<u>Children</u>	
Sent 39	Returned 28	71.8% Returned
	unan 3	
	ans-N/A 15	
	ans-Rep 10	
	28	
<u>FORM B</u>	<u>Adults</u>	
Sent 40	Returned 29	72.5% Returned
	unan 3	
	ans N/A 17	
	ans Rep 9	
	29	
<u>FORM C</u>	<u>Teacher Training</u>	
Sent 7	Returned 6	85.7% Returned
	unan 0	
	ans.-N/A 5	
	ans.-Rep 1	
	6	
Total Sent 86		
Total Return 63		
Total Reported 20		
Total N/A 37		
Total unan. 6		
%		
of total sent that were returned		73.3%
of total sent that were answered (N/A or information)		66.3%
of total answered that were reported		35.1%
of total answered that were N/A		64.9%
of total sent that were not returned or not answered		33.7%
of total sent that were reported		23.3%
of total sent that were N/A		43.0%

CHAPTER FOUR

SUMMARY OF THE FINDINGS

As described in the section Collection of Data, questionnaires A and B had similar format and purpose. This section will examine the 10 responses to Form A and the 9 responses to Form B which are designated "ans-Rep" (Table 4) under the headings Students, Programs and Teachers. The one Form C questionnaire that reported a teacher training program will also be examined, under the general headings of Students and Programs.

1. PROGRAMS FOR PRIMARY - GRADE 12

Responses to Form A

Students

Table 5 indicates the numbers and native languages of ESL students enrolled in Grades Primary to 12 by location of administrative body. For the sake of clarity, it is presented on a separate page, as is Table 6, which was tabulated from Statistics Canada data collected in 1981. If one then compares the total number of school-age children discovered in the survey with the total number of non-native English speakers in that same age group reported by Statistics Canada, one finds that the numbers are within a close range of each other (179 - 199 survey vs. 200 Statistics Canada). This writer is aware that the 1981 Statistics Canada findings and the 1984 survey findings are not necessarily counting identical people, but it appears that

TABLE 5

Numbers and Native Languages of P-12 ESL Students
by
Location of Administrative Body

Location	Number	Fr. Can.	Greek	Polish	Chinese	Japanese	Vietnamese	Lebanese	Czech	Spanish	Icelandic	Russian	Indonesian	Laotian	Pakistani	Indian	Can. Mic. Hae
1. Canso R.V.	30	✓															
2. Lunenburg R.V.	0																
3. Cumberland D.S.B.	4				✓												
4. Dartmouth D.S.B.	32	✓	✓	✓	✓		✓	✓			✓			✓		✓	
5. Digby D.S.B.	0																
6. Halifax D.S.B.	65	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		
7. Inverness D.S.B.	0																
8. Lunenburg C.D.S.B.	3	✓															
9. Pictou D.S.B.	40-60	✓		✓													✓
10. Shelburne D.S.B.	5	✓															

TOTAL 179-199

TABLE 6

Age Division of Non-English Speaking Population

(Nova Scotia 1981)

Out of School Population Aged 15 and Over	1070 (F)	480 (other)	1550 total
All other aged 15 and Over	180 (F)	55 (other)	235 total
Aged 6-14	145 (F)	55 (other)	200 total
Aged 0-5	435 (F)	180 (other)	615 total
TOTALS	1830 (F)	770 (other)	2600 total

This analysis, by age, indicates that as of 1981 there were 435 (235 + 200) children or adults who did not speak English enrolled in schools. The number of adults who did not speak English and were not enrolled in school was 1550. It is speculated that the number of non-English speakers currently living in Nova Scotia has increased since 1981 because of changes in federal immigration policies and the increased percentage of immigrants not restricted by the point accumulation system.

if the number 200 is relatively stable then this age group of students whose native language is not English is being assisted with some form of English as a Second Language program.

According to the Statistics Canada data examined, 145 of students in this age group had French as a mother tongue, while 55 spoke some other native language. The other native languages reported by Statistics Canada were Dutch, Greek, Chinese, Vietnamese and Native Indian. However, Table 5 indicates a much broader range of linguistic backgrounds uncovered by the ESL survey. This range exists in the largest metropolitan areas of the province, namely Halifax and Dartmouth, and is probably the result of such factors as parental academic exchange programs, parental long-term job assignments and pre-university students seeking Canadian university entry requirements rather than an indication of the existence of an established linguistic community. International political strife and refugee sponsorship programs, which have placed non-English speakers in non-traditional immigrant settlement areas such as Nova Scotia, could account for the increasing numbers of southeast Asian and middle European language-speakers discovered in the E.S.L. survey.

Programs - Content - Form A

Four of the respondents to Form A reported in detail about their ESL programs: two reported that ESL classes were given as part of the regular school day while two reported that there were no regularly scheduled ESL classes per se. The other six respondents that indicated the existence of non-native English speaking students all wrote N/A (not applicable) through the Program section of the questionnaire. Therefore, this discussion will be limited to the information provided by only four respondents (40 percent of total reporting programs).

In those places where programs exist, instruction is provided on a withdrawal basis - there appear to be no full-time E.S.L. classes offered by any school board in the province at the time of this survey. The instructors have access to a full range of audio-visual equipment except for language laboratories. Program content is individualized to meet students' needs. Textbooks are chosen by individual instructors and those that are being used are based on British or American English. Table 7 details textbooks reported to be in use.

TABLE 7:

ESL Books and Materials Used in K-12 Programs

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Place & Date of Publishing</u>
Collins Study Skills:			
a) Academic Writing	R.R. Jordan	Collins	England 1980
b) Listening Comprehension and Note-Taking Course	K. James and A.J. Matthews	Collins	England 1979
English Alpha	Kenton Sutherland (editor)	Houghton Mifflin	U.S.A. 1980
Look, Listen and Learn	L.S. Alexander	Longman	England 1968
Magic of English	Jan Vinson	Harper Row	U.S.A. 1970

There appear to be no provincially established guidelines for program implementation, curriculum development, textbook choice or evaluation procedures. Emphasis on various aspects of language instruction such as reading, writing, fluent speaking, grammatical knowledge, and awareness of Canadian life and culture is left to the discretion of the individual instructor. Personal telephone contact was made with the respondents of reported programs to verify the above interpretation of responses to the questionnaire.

Programs - Survey Comments - Form A

The following are the comments made in response to the question: "Have you any general comments you would like to make on the subject of the teaching of English as a Second Language in Nova Scotia?"

- Our approach has been one of trial and error lacking well-planned curriculum and teaching strategies based on research or a sound knowledge base. Although we have not received very many pupils requiring such a course, certainly a well-planned and structured program would better serve the educational needs of these pupils.
- Much good work in the field of E.S.L. has gone on in Nova Scotia since the early 70's - most of it unrecognized, and a great deal of it done by volunteers - who saw a need and moved to fill it. Some school boards, too, have moved to meet the needs of a small and fluctuating number of immigrant students in this port of entry, where the immigrant population is frequently transient. More needs to be done to improve the qualifications of teachers of E.S.L. It would be beneficial if an E.S.L. credit course could be offered in the senior high schools.

Teachers - Form A

Teachers hired to teach E.S.L. programs offered by school boards in Nova Scotia are required to possess a valid teaching certificate and show some proof of fluency in spoken English. In some cases they are required to show some proof of formal study in linguistics and in the methodology of teaching E.S.L., in other cases they are not. All respondents indicated an adequate supply of teachers except one, who responded to this question with the comment: "probably not, if the need for one should arise". The following are the comments made in response to the question "Have you any recommendations for improving either the training of teachers or the availability of teachers?"

- The availability of a consultant to schools in Western Nova Scotia, who could work with the classroom teacher in employing a recommended curriculum and methods, would greatly help us meet the needs of those few who enter our school systems requiring a course in English as a second language. Such a resource person to be called upon as the need arose would be very valuable.
- Teachers of E.S.L. have been forced to go out of the province to attend conferences or to take courses. Much experience has been gained by trial and error within the classroom. Until recently no training was available within the province. Now one course is offered by a recognized educational institution and there is the possibility of teacher training being offered by a newly established profit-making organization.
- At least one TESL course - probably a mixture of linguistics and techniques - should be made an integral part of all B.Ed. programmes. Further courses should be available for those who intend to specialize in the field.
- Methodology courses would be useful - more in-service training and more contact with others working in the same field.

2. PROGRAMS FOR ADULTS

Responses to Form B

Students - Form B

Table 8 indicates the numbers and native languages of E.S.L. students enrolled in programs for adult learners by location of administrative body. The total number of students in all types of classes for adults ranged between 401 and 421, totals that do not compare favourably with totals tabulated from the Statistics Canada data presented in Table 6. Even if one assumes that the "all others aged 15 and over" (total 235) represented adults enrolled in full and part-time educational programs in 1981, there was still a sizable population, primarily of French native language, who did not or could not avail themselves of English language programs. The question is whether or not there are sufficient opportunities being offered in this province for adults to learn English.

According to Statistics Canada (1981 Census Figures) there was a total of 2600 people (all ages) in Nova Scotia who did not speak English. Of these, 1830 were French-speaking and 770 spoke a variety of other languages. Of the 770 who did not speak one of Canada's official languages, 220 spoke European languages, 370 spoke Asiatic languages and 180 spoke one of the Native Indian languages. This information is presented in Table 9.

TABLE 8

Numbers and Native Language of Adult ESL Students
by
Location of Administrative Body

[illegible]

TABLE 9.

Population by Non-English Mother Tongues (Nova Scotia 1981)

French	1830	
Italian	40	
German	10	
Portuguese	40	
Netherlandic	20	European
Polish	25	
Greek	70	
Spanish	10	
Ukrainian	5	

Chinese	190	
Indo Pakistani	50	
Arabic	50	Asiatic
Philippine	20	
Vietnamese	50	
Other Asiatic	10	

Native Indians 180

As was the case with the school-aged population, the ESL survey disclosed a much broader range of linguistic backgrounds than was established by Statistics Canada. The government data indicated the existence of approximately 16 varied native language groups, while respondents to the survey indicated the existence of at least twenty-eight such groups. It is difficult to speculate about the reasons for such diversification because the factors that could explain the existence of diverse language background children do not necessarily apply to adults enrolled in government-funded programs. Refugee and/or landed immigrant status is frequently a prerequisite for such programs, although this survey failed to establish the existence of prerequisites or restrictions related to enrollment in programs for adults.

The students reported on in this section are enrolled in a broad range of programs as can be seen by reference to the data base for Form B of the questionnaire indicated in Appendix B. Some of the programs reported on are funded at the municipal level, some at the provincial level and some at the federal level of government. In many cases, joint funding occurs, or funding provided by one level of government supports a program administered by another. In some cases, universities and part-time continuing education classes, for instance, a fee is charged to the students. In other cases, Canada Employment and Immigration Commission

(CEIC) programs, for example, the students are paid a training allowance for attending classes. This survey was not conducted in order to establish funding sources or funding formulae; however, student participation in programs is often motivated by financial considerations.

Programs - Content - Form B

As was mentioned above, under Responses to Form B -- Students, the programs reported on are extremely varied, some being full-time (20-30 class hours per week) others long-range part-time (3 class hours per week, 30 weeks per session) and other short-range part-time (3 class hours per week, 12 weeks per session). Table 10 details textbooks reported to be in use in the existing programs.

This listing is not complete in that many respondents indicated that resource books were too numerous and varied to list. A quick perusal of the texts listed, however, shows that most instructors are using materials published in the United States of America. Canadian materials are usually developed locally or regionally and are not published for mass distribution. They are, therefore, difficult to list in a questionnaire of this nature. Most of the material used is chosen by individual instructors except in those cases where the director of the program is either one of the instructors or is knowledgeable in English as a Second Language methodology. The diverse programs each seem to have their own guidelines, and all reported programs

Table 10
ESL Books and Materials Used in Adult Programs

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Place and Date of Publishing</u>
Complete Course in English	R.J. Dixon	Regents	U.S.A. 1972
Drills in English	F. Stuglitz	Regents	U.S.A. 1970
English as a Second Language - From Theory to Practice	M. Finocchiaro	Regents	U.S.A. 1974
English Idioms and How to Use Them	J. Seidel and W. McMordie	Oxford University Press	England 1978
English Sentence Structure	R. Krohn	University of Michigan Press	U.S.A. 1971
Essential Idioms in English	R.J. Dixon	Regents	U.S.A. 1951
Graded Exercises in English (Revised)	R.J. Dixon	Regents	U.S.A. 1983
Guidebook for Teaching English as a Second Language	B. Wattenmaker and V. Wilson	Allyn and Bacon	U.S.A. 1980
Introduction to Canadian English	C.N. Martin	Ontario Ministry of Citizenship and Culture	Canada 1963
Key to English Series	varied	Collier, MacMillan	England 1965
Listening Comprehension and Note-Taking Course	K. James R.R. Jordan and A.J. Matthews	Collins	England 1979
New English 900 (Books 1-6)	Editor - Peggy Intrator	MacMillan	U.S.A. 1978
New Streamlined English Series	Laubach, Kirk and Laubach	New Readers Press	U.S.A. 1968

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Places and Date of Publishing</u>
Pronunciation Contrasts in English	D. Nilsen and A. Nilsen	Regents	U.S.A. 1971
Pronunciation Exercises in English	M.E. Clarey and R.J. Dixon	Regents	U.S.A. 1963
Seaspeak	Weeks	Pergamon	Canada 1984
Studying Strategies	B. Abbs and I. Freebairn	Longman	England 1982
Tests and Drills in English (Books 1 & 2)	R.J. Dixon	Regents	U.S.A. 1972
Wavelength	Weeks	Alhambra	Canada 1982
Writing Academic English	A. Oshima and A. Hogue	Addison - Wesley	U.S.A. 1978
Writing Strategies for ESL Students	J.A. Johnson	MacMillan	U.S.A. 1983

indicated some form of pre-test, post-test evaluation procedure. Because most of the programs involve more than one instructor, both the need for clear-cut syllabus and curriculum design and the opportunity for program development appear to exist, where they did not appear in response to the Form A questionnaires. As was the case with respondents to Form A, personal contact was again made with instructors of reported programs to verify the above interpretation of responses to the Form B questionnaire.

Programs - Survey Comments - Form B

The following are the comments made in response to the question: "Have you any general comments you would like to make on the subject of the teaching of English as a Second Language in Nova Scotia?"

- There is not enough of it, i.e. to meet very real demands in the community. For "new Canadians", for example, it is a sink-or-swim affair. There is little honest consideration of their linguistic requirements vis-a-vis employment, accommodation, etc. ESL has "not arrived" in Nova Scotia to any appreciable degree, especially as reflected in our institutions such as: school boards, universities and so on.
- There is little or no guidance in the development of ESL programs in Nova Scotia. We need a provincial consultant for all the age levels, not just the elementary/secondary level. Why has federal funding bypassed the province and been allocated to local school boards? When will the Department of Education face its responsibility?
- More teacher training is necessary. Some source of practical ideas must be established.

- The adult education programs are obviously not well prepared or directed.

Teachers - Form B

In the majority of responses to Form B, teachers in programs for adult ESL learners were not required to possess a valid teaching certificate. They were, however, required to show some proof of fluency in spoken English. Although the teachers hired were not required to show some proof of formal study in either linguistics or ESL methodology, all respondents felt that the supply of teachers was adequate and most felt that there were no serious defects in the training possessed by the teachers of English as a Second Language. The one respondent who felt that there were serious defects commented that there are "not enough formal or credit courses available in Nova Scotia, either B.A., B.Ed or M.A."

The following are the comments made in response to the question "Have you any recommendations for improving either the training of teachers or the availability of teachers?"

- Provide more ESL teacher training in B.Ed. programs. Provide practical teaching opportunities in ESL.
- Workshops - especially Saturday workshops. We need June and summer courses as well.
- There should be more emphasis on, and teacher in, technical syllabus design, more emphasis on ESP and evaluation techniques.
- Why must we leave the province to get training in this field?

- Perhaps the availability of a resource person to train and prepare a teacher for conducting such a course when needed would be valuable to us.

3. PROGRAMS FOR TEACHER TRAINING

Responses to Form C

Students - Form C

Although six out of seven institutions surveyed using Form C - Teacher Training returned the questionnaire, only one institution, namely Mount Saint Vincent University in Halifax, was able to provide confirmation of the existence of any form of teacher training in the field of ESL. This training is available to anyone who meets the general entrance requirements of the university. It is restricted to one course which is cross-listed in the university calendar between Linguistics 385/6 (an undergraduate credit or half credit) and Education 585/6 (a Bachelor of Education credit or half-credit). During the time-frame of this survey, March 1983 to April 1984, a total of thirty-three students completed the credit which was offered as a six-week summer program in 1983 and then again from September 1983 to April 1984.

Program - Form C

The program includes classes in linguistics and methodology and there is an optional practice teaching component. No special training in the use of audio-visual equipment or the language laboratory is included. The

theory and methods espoused are not directed toward any specific non-English speaking group. The texts for the sessions offered during 1983-1984 were Principles of Second Language Teaching by H. Douglas Brown and Communication in the Classroom by Johnson and Morrow. The instructor comments: "However, we do not make much use of books as articles are usually more valuable and up-to-date." The teaching method recommended to the students is "communicative". The textbooks recommended to the students as teaching texts are: "many and various, according to their needs."

Upon completion of this teacher-training course there is no certificate or diploma awarded.

CHAPTER FIVE

COMMENTS AND RECOMMENDATIONS

1. SUMMARY OF THE STUDY

This study was undertaken in order to find answers to certain questions about English as a Second Language programs in Nova Scotia. It was done to meet a need, expressed by the TESL Nova Scotia Association, and other organizations, for a directory of ESL programs in the province. It was done to establish the fact that programs do exist in Nova Scotia, even though none was located or described in a previous survey (1978) of such programs in Canada. It was also done as a preliminary or first stage investigation into how the language needs of non-native English speakers, be they immigrants, French-Canadians or Native Indians, were being addressed by publicly-funded organizations in the province.

In order to achieve the above mentioned purposes, three questionnaires were constructed: one for student programs, one for adult programs and one for teacher training programs. The first two questionnaires contained questions under the sub-headings: Students, Programs and Teachers, while the third contained questions about Students and Programs. These questionnaires were sent to a total of eighty-six (86) publicly-supported institutions that could possibly have ESL programs as part of their curriculum. The percentage return for these questionnaires was 71.8 per cent for the student programs, 72.5 per cent for the adult

programs and 85.7 per cent for the teacher training programs.

In spite of the fact that the 1978 survey conducted by Newsham and Acheson failed to uncover ESL programs in this province, the present study located four areas; namely Canso, Dartmouth, Halifax and Pictou, where there are more than thirty school-aged children in need of, or receiving, ESL instruction. Programs for adults were located at seven institutions throughout the province, while one institution reported the existence of some form of ESL teacher training.

Although a total of between 580 and 620 children and adults was receiving some form of ESL instruction at the time of this study (1983-1984), information published by Statistics Canada indicates that there was a total of 2600 non-English speakers in the province as early as 1981 with a further increase of 320 (1982) and 196 (1983) according to Immigration Statistics.

2. CONCLUSIONS

The results of this study show that there are programs established in the province of Nova Scotia designed to address the needs of a portion of the non-English speaking population. Although most reported programs (two out of four for children and five out of seven for adults) are located in the metropolitan areas of Halifax and Dartmouth, ten other locations either reported on existing programs or the need for such. The programs for children are adminis-

tered by local school boards and, as such, are the responsibility of the provincial Department of Education. The reported programs for adults, on the other hand, indicate that, of an enrollment of between 401 and 421, fully 385-405 adults are in programs in institutions that receive some form of federal government funding (transfer payments, Secretary of State grants, and/or allocations under the Federal Adult Training Act).

There can be no doubt that there is a need for more ESL programs in this province. As was noted in Chapter Four: Programs for Primary-Grade Twelve, the number 200 appears to be a relatively stable indicator of the number of non-English speaking students in this age group. However, there are areas in the province where French is the mother-tongue or where English is spoken as a dialect. A failing of this survey was that it did not obtain information about native Canadian children who speak English as a dialect, nor did it yield results that could be comprehensively compared to the information available from Statistics Canada. "What proportion of the 145 French-speaking children between the ages of six and fourteen (as reported by Statistics Canada) is represented in the total number of children reported to be enrolled in ESL programs (179-199)?" is a question that cannot be answered. "How many Native Indian children enter schools speaking English as a Second Dialect?" also cannot be ascertained as a result of this survey. The needs of

these groups of children, as well as the needs of the children of immigrants, must be considered when one is examining ESL needs.

Statistics Canada reported that, as of 1981, there were 1070 non-English speakers who spoke French as a mother-tongue and 490 non-English speakers who spoke some other mother-tongue for a total of 1550 adults aged fifteen and over who were out of school. Enrollment figures for reported programs for adults are between 401 and 421 and of these, between 67 and 87 are reported to be students holding student visas for the purpose of studying at a post-secondary institution in Canada. This means that fewer than 334 adults of a total out-of-school population of 1550 non-English speakers (21.5 per cent) are currently receiving instruction in English as a Second Language in this province. The question again arises - are there sufficient opportunities being offered in this province for adults to learn English?

Survey comments reported in Chapter Four indicate that there is a pressing need for some form of provincial coordination in the delivery of language services to non-English speakers, both children and adults. Even areas that reported no programs, nor any current need for programs, recommended that such coordination or consultation service should be made available. Assuming that Newsham and Acheson's findings that no ESL programs existed in Nova

Scotia in 1978 were correct, there has been a considerable expansion of ESL programs since then. The questionnaire designed for this survey did not attempt to establish program existence prior to 1978, although this writer did confirm the existence of four programs for adults which were in place before then (Canadian Coast Guard College, Department of National Defence-Windsor Park, Dartmouth School Board and Halifax School Board Continuing Education programs). Many more programs have been established since 1978, but there is no one in the Department of Education who coordinates the efforts of the institutions which deliver ESL services. As a volunteer organization, TESL Nova Scotia, in attempting to meet its stated objectives, does provide as much coordination and consultation as possible, but unless a teacher or administrator is aware of this organization, there is simply no where to obtain assistance in student pre- and post-evaluation, curriculum design, textbook choice, teacher pre-service, teacher in-service, etc.

Survey comments also report the need for expanded teacher-training in ESL in Nova Scotia. There are no provincial qualification requirements for ESL teachers of children other than fluency in English and a valid teaching certificate. The only consistent qualification requirement for teachers of adults is fluency in English. This situation poses some serious questions. Are there no qualifi-

cation requirements because there are no qualified teachers? Are there no qualification requirements because if there were, they would necessitate providing courses in TESL? Are there no qualification requirements because teaching English as a Second Language is viewed as the same as teaching English? Is the implication then that if you can speak a language, you can teach a language? Teachers teaching languages other than English, in the school systems in Nova Scotia (as modern or foreign languages) are required to have more qualifications, more training in their chosen discipline, than teachers teaching English as a Second Language. Again, TESL Nova Scotia has attempted to meet the in-service needs of ESL teachers by hosting an Annual Conference and by setting up a series of monthly workshops that address the more pressing of these needs. As a volunteer organization, it is not able to certify teachers, nor is it, at the current time, able to reach those teachers who reside outside the Halifax-Dartmouth area.

Just as there is a need for more programs, a need for better coordination, and a need for teacher training in ESL, there is also a need for further research into those programs that already exist in Nova Scotia. These programs rely heavily on materials that are produced or published in the United States of America or in Great Britain for the purpose of teaching Canadian English. It has been the writer's experience that what material does filter into the

province from other areas of the country is obtained at other provincial or national conferences by the few professionals in the field fortunate enough to be able to attend these conferences. Through the work of TESL Nova Scotia, this material is shared with as many people as possible but the majority of the members are teachers of the programs, not the administrators who set the guidelines, aims, and objectives of the programs. Research into actual program content, methods being employed and linguistic pedagogical and andragogical justification for this content, these methods, could form the second step in addressing ESL programming for the province.

As was pointed out in Chapter Three, a literature search did not reveal any evaluation or reference to the Newsham and Acheson study, the results of which were instrumental in establishing a need for this study. Personal communication with G.S. Newsham and P. Acheson⁴⁵ indicated that they were not aware of any evaluation of either the procedure or the findings of their study. This researcher, using survey instruments similar to the questionnaires used in 1978 has, in fact, found programs for English as a Second Language in Nova Scotia where none were reported to exist in the 1978 survey English as a Second Language in Canada. The final conclusion of this study is that should a survey of ESL programs in Canada be conducted in the near future, the findings should certainly indicate the existence of such programs in Nova Scotia.

3. RECOMMENDATIONS

Based on the above conclusions to this study, the writer would like to make the following recommendations:

1. That the Department of Education provide coordination between various jurisdictions and institutions currently supplying English as a Second Language services in the province of Nova Scotia.

2. That the work of TESL Nova Scotia be continued to be supported, and in the future, actively encouraged, by the provincial government especially in the areas of research and teacher in-service.

3. That special needs groups such as the non-English speaking Francophone and Native Indian populations be examined to confirm if in fact they require English as a Second Language or English as a Second Dialect programs in order to be more active participants in the economic, political and social life of Nova Scotia.

4. That an attempt be made, by the Department of Education, or one of the post-secondary institutions in the province, to establish a Resource Centre/Library for ESL teachers. There is a great deal of material being developed by Canadians for Canadians that is not published due to limited markets.

5. That the Department of Education hire or appoint a Co-ordinator of ESL Services to implement Recommendations

ENDNOTES

1 Report of the Royal Commission on Bilingualism and Biculturalism, Book One: The Official Languages, Book Two: Education (Ottawa: The Queen's Printer, 1967, 1968).

2 Report of the Royal Commission on Bilingualism and Biculturalism, Book Two: Education (Ottawa: The Queen's Printer, 1968), p. 221.

3 Immigration Statistics: Employment and Immigration Canada (Ottawa: Minister of Supply and Services Canada, 1985), p. 10.

4 G.S. Newsham, "A Survey of English as a Second Language in Canada, June 1967-June 1968," Diss. University of Alberta, 1968.

5 Mary Ashworth, Immigrant Children and Canadian Schools (Toronto: McClelland and Stewart, 1975).

6 G.S. Newsham and P. Acheson, English as a Second Language in Canada (Montreal: Centre for the Teaching of English as a Second Language, 1978), p. 7.

7 G.S. Newsham and P. Acheson, English as a Second Language in Canada, p. 3.

8 Carson Martin, "History of ESL in Ontario," TESL Talk, 3, No. 3 (1972), 3-10.

9 G.S. Newsham and P. Acheson, English as a Second Language in Canada, p. 4.

10 G.S. Newsham and P. Acheson, English as a Second Language in Canada, pp. 5-6.

- 11 G.S. Newsham and P. Acheson, English as Second Language in Canada, p. 29.
- 12 G.S. Newsham and P. Acheson, English as a Second Language in Canada, pp. 60-61.
- 13 F.J. Pieronck and E. Chuter, "Survey of E.S.L. Programming in Canadian Schools," Canadian Modern Language Review, 39, No. 2 (1983), 213-221.
- 14 Nick Elson, "From the President..." TESL Canada Newsletter, 1, No. 1 (April 1979), 1.
- 15 "Why and How" TESL Canada Newsletter, 1, No. 1 (April 1979), 1.
- 16 TESL Nova Scotia Update (July 1982), p. 2.
- 17 Immigration Statistics, (1985), p. 3.
- 18 Canada Year Book 1957-1958 (Ottawa: The Dominion Bureau of Statistics, 1958), pp. 167-168.
- 19 "Immigration Act 1976" Canada Gazette Part III (Ottawa: The Queen's Printer, 1977), 2, No. 8, Chapter 52, pp. 7-8.
- 20 Immigration Statistics, (1977), "Table of Contents".
- 21 Immigration Statistics, (1978), p. 15.
- 22 Immigration Statistics, (1980), p. 17.
- 23 Immigration Statistics, (1979-1985).
- 24 "Immigration Act 1976", pp. 5-6.
- 25 TESL Canada Newsletter, 1, No. 1 (April 1979), 4.
- 26 "TESL Canada Directory 1984-1985" TESL Canada Newsletter, 1, No. 5 (February 1985), 19.

27 Unpublished - Final Draft, The National ESL Association Steering Committee, TS.

28 TESL Canada Newsletter, 2, No. 1 (Spring 1982), 2.

29 TESL Canada Newsletter, 2, No. 1 (Spring 1982), 3.

30 "A Discussion Paper on a New Framework for Immigrant Language Training," Canada Employment and Immigration Commission, March 1983.

31 TESL Canada Newsletter, 2, No. 1 (Spring 1982), 3.

32 Hugh Millward, Regional Patterns of Ethnicity in Nova Scotia: A Geographical Study, Ethnic Heritage Series, Vol. 6 (Halifax: International Education Centre, 1981).

33 Ronald L. Cosper, Ethnicity and Occupation in Atlantic Canada: The Social and Economic Implications of Cultural Diversity, Ethnic Heritage Series, Vol. 10 (Halifax: International Education Centre, 1984).

34 Millward, Regional Patterns of Ethnicity in Nova Scotia, p. 38.

35 James Morrison, "The Multicultural Fact in Nova Scotia," in Multiculturalism: A Handbook for Teachers, ed. Peter L. McCreath (Halifax: Nova Scotia Teachers Union, 1981), p. 36.

36 Millward, Regional Patterns of Ethnicity in Nova Scotia, p. 37.

37 "Immigration Act 1976", p. 62.

38 Immigration Statistics, (1979-1985).

39 Millward, Regional Patterns of Ethnicity in Nova Scotia, p. 33.

- 40 Immigration Statistics, (1979-1985).
- 41 G.S. Newsham, "A Survey of English as a Second Language in Canada. June 1967-June 1968," pp. 38-39.
- 42 G.S. Newsham, "A Survey of English as a Second Language in Canada. June 1967-June 1968," pp. 48-51.
- 43 Letter sent to Terrance Donahue, 28 October 1980.
- 44 Report of the Royal Commission on Bilingualism and Biculturalism, Book Two: Education, p. 206.
- 45 Telephone conversation with G.S. Newsham and P. Acheson, 5 September, 1985.

BIBLIOGRAPHY

"A Brief History of the Citizenship Instruction and Language Textbook Agreements," Ottawa: Department of the Secretary of State, October 1981.

"A Discussion Paper on a New Framework for Immigrant Language Training," Ottawa: Canada Employment and Immigration Commission, 1983.

Ashworth, Mary. Immigrant Children and Canadian Schools.

Q Toronto: McClelland and Stewart, 1975.

Bailey, Leuba, ed. The Immigrant Experience. Toronto: The MacMillan Company of Canada Limited, 1975.

Barrington, Gail V. English as a Second Language - an Evaluation of Calgary Board of Education English as a Second Language Services, Grade 1-12 - Summary Report. Calgary: Calgary Board of Education, 1982.

Berryman, Jack. "Immigrant Parents and Their children's Learning of a Second Language," Multiculturalism, 6, No. 1 (1982), pp. 12-14.

Building the Bridges. Proc. of a National Conference on Multicultural Education. 11-14 November 1981. Regina: L.A. Weigl Educational Associates, 1982.

Canada Year Book 1957-1958. Ottawa: The Dominion Bureau of Statistics, 1958.

Cosper, Ronald L. Ethnicity and Occupation in Atlantic Canada: The Social and Economic Implications of Cultural Diversity, Ethnic Heritage Series, vol. 10. Halifax: International Education Centre, Saint Mary's University, 1984.

Davis, Bernard, Deborah Engram, and Henry Lackner. "All Immigrant ESL Class or Regular Classroom Placement?: An Evaluation of a Program for Immigrant Pupils at Saint Francis School," Occasional Paper No. 7 on Studies in National and International Issues. Halifax: Saint Mary's University, 1981.

Davis, Morris and Joseph Krauter. The Other Canadians, Profiles of Six Minorities. Toronto: Methuen Publications, 1971.

Directory of Schools in Operation. Halifax: Nova Scotia Department of Education, 1982.

Donahue, Terrance. Letter to the Minister of Education. 28 October, 1980.

Donahue, Terrance. Personal interview. 10 November 1980.

D'Oyley, Vincent, ed. The Impact of Multi-Ethnicity on Canadian Education. Toronto: The Urban Alliance on Race Relations, 1977.

Elson, Nick. "From the President..." TESL Canada Newsletter, 2, No. 2 (1982), pp. 1-2.

Frideres, J. S. "Multiculturalism: An Evaluation by Nova Scotians Ten Years Later," Multiculturalism, 5, No. 4 (1982), pp. 24-25.

From the Adult's Point of View. Toronto and Montreal: Canadian Association for Adult Education and Institut Canadien d'Education des Adultes, October 1982.

Gold, Dr. Judith H. "Culture, Socio-economic Status and Learning." In Multiculturalism: A Handbook for Teachers, ed. Peter McCreath. Halifax: Nova Scotia Teachers Union, 1981, pp. 54-56.

Gonzalez, Iris G. "Culture Teaching and Second Language Instruction." In Overview of Intercultural Education, Training and Research: Volume III: Special Research Areas, eds. David S. Hoopes, Paul B. Pedersen, and George W. Renwick. Grange Park, Illinois: Intercultural Network, Inc., 1978, pp. 66-76.

Harnsworth, Mary. Report on Second and Third Languages. Commission on Declining School Enrollments in Ontario. Toronto: Publications Centre, Minister of Government Services, 1978.

Henripin, Jacques. Immigration and Language Imbalance. Ottawa: Information Canada, 1974.

"Immigration Act 1976," Canada Gazette Part III. Ottawa: The Queen's Printer, 1977.

"Immigration and Multiculturalism: A Decade to Review," a special issue of TESL Talk, 10, No. 3 (1979).

Immigration Statistics: Employment and Immigration Canada.

Ottawa: Minister of Supply and Services Canada,

1976-1985.

Kalback, Warren E. The Impact of Immigration on Canada's

Population. Ottawa: Dominion Bureau of Statistics,

1970.

Mallea, John R., and Edward C. Shea. "Second Language

Learning," Multiculturalism and Education: A Select

Bibliography. Informal Series No. 9. Toronto: Ontario

Institute for Studies in Education, 1979, pp. 73-77.

Martin, Carson. "History of ESB in Ontario," TESL Talk, 3,

No. 3 (1972), pp. 3-10.

Millward, Hugh. Regional Patterns of Ethnicity in Nova

Scotia: A Geographical Study. Ethnic Heritage Series

vol. 6. Halifax: International Education Centre, Saint

Mary's University, 1981.

Mollica, Anthony, and Janice Yalden. English and French as

Second Languages in Canadian Teacher-Education

Institutions. Welland, Ontario: The Canadian Modern

Language Review, 1984.

Morrison, James. "The Multicultural Fact in Nova Scotia

In Multiculturalism: A Handbook for Teachers, ed.

Peter McCreath. Halifax: Nova Scotia Teachers Union,

1981, pp. 33-37.

Newsham, G.S. "A Survey of English as a Second Language in Canada. June 1967-June 1968." Diss. University of Alberta 1969.

Newsham, G.S. Telephone interview. 5 September 1985.

Newsham, G.S., and P. Acheson. English as a Second Language in Canada. Montreal: Centre for the Teaching of English as a Second Language, 1978.

"Overcoming Barriers to Equitable Participation in Education and Training," Learning a Living in Canada, Vol. 2: Policy Options for the Nation. Ottawa: Minister of Supply and Services Canada, 1983, pp. 91-94.

Palmer, Howard, ed. Immigration and the Rise of Multiculturalism. Vancouver: Copp Clark Publishing, 1975.

Parai, Louis. The Economic Impact of Immigration. Ottawa: Information Canada, 1974.

Pieronck, F.T., and E. Chuter. "Survey of ESL Programming in Canadian Schools," Canadian Modern Language Review, 39, No. 2 (1983), pp. 213-221.

Ralph, Edwin George. "School Board Policies in Second Language Programs in Western Canada," Multiculturalism, 6, No. 1 (1982), pp. 3-8.

Report of the Royal Commission on Bilingualism and Biculturalism, Book One: The Official Language, Book Two: Education. Ottawa: The Queen's Printer, 1967-1968.

Report on Restructuring Adult ESL: P.A.C.E. Working Group

Winnipeg: Manitoba Department of Education, 1984.

Ross, Val. "Afloat in a New Land," Maclean's Magazine,
October 27, 1980, pp. 50-59.

Russell, Lois P. "Second Language Teaching in the Province
of New Brunswick," Canadian Modern Language Review,
26, No. 4 (1970), pp. 15-18.

Russell, Lois P. "Second Languages in New Brunswick - 1972
Edition," Canadian Modern Language Review, 28, No. 3
(1972), pp. 14-19.

Sampat-Mehta, R. International Barriers. Ottawa: Harpell's
Press, 1972.

Selman, Mary. "English as a Second Language for Adults -
Discussion Paper." Victoria: British Columbia Depart-
ment of Education, 1979.

"Statement of Policy and Beliefs." In Multiculturalism: A
Handbook for Teachers, ed. Peter McCreath. Halifax:
Nova Scotia Teachers Union, 1981, pp. 98-99.

Sullivan, Keith C. Minority Group Perceptions of the Goals
of Education for Nova Scotia Schools. Halifax:
Atlantic Institute of Education and Secretary of State,
1982.

TESL Canada. "Final Draft: The National ESL Association
Steering Committee." TS.

TESL Canada Newsletter, 1, No. 1 (1979), pp. 1-4.

"TESL Canada Directory, 1984-1985," TESL Canada Newsletter,

1, No. 5 (1985), p. 19.

TESL Nova Scotia Update (1982), p. 2.

The Education Act and The Education Assistance Act.

Halifax: Nova Scotia Department of Education, 1973.

"The Provision of E.S.L. Training to Adults - Six Principles

Toward a National Policy," TESL Canada Newsletter, 2,

No. 1 (1982), pp. 1-12.

Tienhaara, Nancy. Canadian Views on Immigration and

Population. Ottawa: Information Canada, 1974.

Work for Tomorrow: Employment Opportunities in the 1980's.

Report of the Special Parliamentary Committee on

Employment Opportunities in the 1980's. Ottawa: The

Queen's Printer, 1981.

Wyatt, Jill. "English as a Second Language: A Western

Canadian Perspective," TESL Talk, 2, No. 1 (1982),

pp. 86-91.

APPENDIX A

English as a Second Language in Nova Scotia

Form A : Questionnaire for directors or teachers of classes
for students in a regular school program.
March 31, 1983 to April 1, 1984.

Student Population

1. What is the total student enrolment in your supervisory Area? _____

2. Assuming a definition of a non-English-speaking student to be: "A student whose ability to speak and understand English is not sufficient for ordinary age-grade placement in a school where the language of instruction is English," how many non-English-speaking students do you have in your system? _____

3. If you have classes composed entirely of non-English-speaking students, indicate how many periods a week each class meets. Write in the length in minutes of each single class in English-as-a-second-language.

Class period per week	Kindergarten (min.)	Grades 1-3 (min.)	Upper Elementary (min.)	High School (min.)
one				
two				
three				
four				
five				
six or more				

4. If you have both English and non-English speakers in the same class, how much of the class period is generally allotted to exclusive instruction of the non-English speakers in the English language? (check one)

- a. We do not have this situation _____
- b. No time is allotted _____
- c. Total of less than one full class period per week _____
- d. Total of 1 to 2 full periods a week _____
- e. 3 to 4 full periods a week _____
- f. More than 4 _____ (please elaborate) _____

5. In the left column, check the native languages represented among your non-English-speaking students.

In the columns to the right, if the information is known, check the number of students taught from each language group.

	1 - 20	21 - 100	101 - 500	500 +
<input type="checkbox"/> French (Cdn.)				
<input type="checkbox"/> French				
<input type="checkbox"/> Italian				
<input type="checkbox"/> German				
<input type="checkbox"/> Ukrainian				
<input type="checkbox"/> Greek				
<input type="checkbox"/> Polish				
<input type="checkbox"/> Portuguese				
<input type="checkbox"/> Hungarian				
<input type="checkbox"/> Chinese				
<input type="checkbox"/> Japanese				
<input type="checkbox"/> Vietnamese				
<input type="checkbox"/> Lebanese				
<input type="checkbox"/> Cdn. Indian (specify) _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> Others (Specify) _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				

6. How many of the students identified as non-English speakers
- spent most or all of their lives in Canada? _____
 - are recent arrivals (2 years or less)? _____

7. In the areas where your students live, is it necessary for every-day living that the students speak English? (check one)
- | | <u>Canadians</u> | <u>New Arrivals</u> |
|---------------------|------------------|---------------------|
| a. Some of the time | | |
| b. Most of the time | | |
| c. Not at all | | |

B. Programs

- Are classes in English as a second language given as part of the regular school day? Yes _____ No _____
- Do you have available for use in teaching English as a second language (please check):

a. language laboratory	Yes _____	No _____
b. tape recorders	Yes _____	No _____
c. record players	Yes _____	No _____
d. film and film strip projectors	Yes _____	No _____
e. language master/audio flash card machine	Yes _____	No _____
- Do you have a series of courses at different degrees of difficulty? Yes _____ No _____
 - Number of levels _____
 - Does one lead to the next because of textbook used? _____
 - On what does a student's placement in a level depend?
 - formal tests
 - teacher's opinion
 - other (specify) _____

4. What textbooks do you use? (Not supplementary readings.)

Grade Level	Text	Author	Publisher	Date & Place of Publication

5. Were the textbooks chosen by: (check one)

- a. the Department of Education _____
b. the district school board _____
c. the program director _____
d. other (please specify) _____

6. If you, as the director, chose the textbooks, was it mainly because of: (check one)

- a. availability Yes No
- b. the implied methods of language teaching Yes No
- c. the suitability of practice materials Yes No
- d. the ideas and values expressed in them Yes No
- e. other reasons (please specify) Yes No

7. In your opinion, the textbooks are based on: (check one)

- a. Canadian English _____
b. British English _____
c. American English _____

0. What emphasis is given the following aspects of language teaching by the textbooks used? (Much = 50% or more; some = 11-49%; little = 0-10% of the time.)

	Elementary			Secondary		
	Much	Some	Little	Much	Some	Little
Reading						
Writing						
Pronunciation						
Speaking fluency						
Listening						
Literary appreciation						
Grammatical knowledge						
Composition						
Canadian Life & Culture						
Other (Please specify)						

C. Teachers.

1. Are you as director of the English as a second language program, consulted before a teacher is hired to teach this subject?
Yes _____ No _____
2. Are the teachers who are accepted required to:
 - a. possess a valid teaching certificate? Yes _____ No _____
 - b. show some proof of fluency in spoken English? Yes _____ No _____
 - c. show some proof of formal study in the structure of language (linguistics)? Yes _____ No _____
 - d. Show some proof of formal study in a methods course
 1. in the teaching of any modern language? Yes _____ No _____
 2. in the teaching of English as a second language? Yes _____ No _____

1. Is the supply of teachers adequate? Yes _____ No _____

2. In your opinion, are there serious defects in the training possessed by the teachers of English as a second language? Yes _____ No _____

3. If yes, what are they?)

4. Have you any recommendations for improving either the training of teachers or the availability?

5. Have you any general comments you would like to make on the subject of the teaching of English as a second language in Nova Scotia?

English as a Second Language in Nova Scotia

Form II Questionnaire for directors/teachers of programs for adults. March 11, 1983 - April 1, 1984

A. Student Population

1. How many students do you have enrolled in your classes?

Men _____ Women _____ Total _____

2. In the left column below, check the native languages represented among your non-English-speaking students.

In the column to the right, if the information is known, check the number of students taught from each language group.

	1-20	21-100	101-500	500+
<input type="checkbox"/> French (Cdn.)				
<input type="checkbox"/> French				
<input type="checkbox"/> Italian				
<input type="checkbox"/> German				
<input type="checkbox"/> Ukrainian				
<input type="checkbox"/> Greek				
<input type="checkbox"/> Polish				
<input type="checkbox"/> Portuguese				
<input type="checkbox"/> Hungarian				
<input type="checkbox"/> Chinese				
<input type="checkbox"/> Japanese				
<input type="checkbox"/> Vietnamese				
<input type="checkbox"/> Lebanese				
<input type="checkbox"/> Cdn. Indian (Specify)				
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> Other (Specify)				
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				

3. How many of your students
a. spent most or all of their lives in Canada? _____
b. are recent arrivals (2 years or less)? _____
4. In the area where the majority of your students live, it is necessary, to everyday living, that the students speak English? (check one)
- | | <u>Canadians.</u> | <u>New Arrivals</u> |
|---------------------|-------------------|---------------------|
| a. Most of the time | | |
| b. Some of the time | | |
| c. Not at all | | |
5. At the beginning of the course, is any attempt made to separate students into classes by: (check one)
- | | | |
|--------------------------------------|-----------|----------|
| a. native language | Yes _____ | No _____ |
| b. educational level in own language | Yes _____ | No _____ |
| c. tested fluency in English | Yes _____ | No _____ |
| d. other means (please specify) | Yes _____ | No _____ |

B. Programs

1. How many classes do you have
a. per year _____
b. at one time _____
2. When are your classes held?
- | | |
|--------------|----------------------|
| a. morning | time: _____ to _____ |
| b. afternoon | _____ to _____ |
| c. evening | _____ to _____ |
3. How many times per week do the classes meet? _____
4. Each course lasts for _____ weeks.

5. The classes begin in

- a. autumn _____
- b. winter _____
- c. spring _____
- d. summer _____

(If classes begin more than once in the year, please indicate.)

6. Is the program subsidized?

Yes _____ No _____

- a. by whom? _____
- b. to what % of the cost? _____

7. What is the cost of the program to the student?

\$ _____ for _____ weeks.

8. On completion of the course, does the student receive

- a. a certificate stating that he completed so many hours of course work? Yes _____ No _____
- b. a certificate recognized by the local school board for placement in a regular school/training program? Yes _____ No _____

9. On completion of the course, does the student have the opportunity to

- a. write an examination for entrance to some educational institution? Yes _____ No _____
- b. write an examination for advancement in a trade? Yes _____ No _____

10. Do you have a series of courses for students at different levels of difficulty? Yes _____ No _____

a. Number of levels _____

b. placement in, or advancement to, a level depends on:

- 1. formal testing _____
- 2. student's opinion of his competency in English _____
- 3. teacher's opinion of student's competence _____

11. Do you use in your programs,
- a. language laboratories? Yes _____ No _____
 - b. tape recorders? Yes _____ No _____
 - c. record players? Yes _____ No _____
 - d. film and film strip projectors? Yes _____ No _____
 - e. language master/audio flash card machine? Yes _____ No _____

12. What books do you use as the basis for instruction?

Title..	Author	Publisher	Place and Date of Publications

13. Were the books chosen
- a. by the sponsor of the program? Yes _____ No _____
 - b. by the director of the program? Yes _____ No _____
 - c. by the teachers of the program? Yes _____ No _____
 - d. by others (please specify)? Yes _____ No _____

14. If you, as the director, has the choice of books, were they chosen mainly because of (check one):
- a. availability? Yes _____ No _____
 - b. the implied method of language teaching? Yes _____ No _____
 - c. the suitability of practice materials? Yes _____ No _____
 - d. the ideas and values expressed in the material? Yes _____ No _____
 - e. other reasons? (please specify) Yes _____ No _____

15. In your opinion, the textbooks are based on: (check one)

- a. Canadian English _____
- b. British English _____
- c. American English _____

16. What emphasis is given the following aspects of language teaching:

Much = 50% or more; Some = 11-49%; Little = 0-10%
of class time

	As suggested by textbooks			As mainly used by teachers		
	Much	Some	Little	Much	Some	Little
Reading						
Writing						
Pronunciation						
Speaking fluency						
Listening						
Literary appreciation						
Grammatical knowledge						
Composition						
Canadian culture						
Other (please specify)						

C. Teachers

1. Are you, as director of an English-as-a-second-language program, consulted before a teacher is hired to teach this subject?

Yes _____ No _____

2. Are the teachers who are accepted required to:

- a. possess a valid teaching certificate? Yes _____ No _____
- b. show some proof of fluency in spoken English? Yes _____ No _____

- c. show some proof of formal study in the structure of language (linguistics)? Yes _____ No _____
- d. show some proof of formal study in a methods course
1. in the teaching of any modern language? Yes _____ No _____
2. in the teaching of English as a second language? Yes _____ No _____
3. Is the supply of teachers adequate? Yes _____ No _____
4. In your opinion, are there serious defects in the training possessed by the teachers of English-as-a-second language? Yes _____ No _____
5. If yes, what are they?
6. Have you any recommendations for improving either the training of teachers or the availability of teachers?
7. Have you any general comments you would like to make on the subject of the teaching of English-as-a-second language in Nova Scotia?

English as a Second Language in Nova Scotia

Form C Questionnaire for teacher training programs for
teaching English as a second language
March 31, 1983 to April 1, 1984

1. How many students did you have in your program from March 31, 1983 to April 1, 1984? _____
2. Is your program conducted in:
 - a. winter and summer Yes _____ No _____
 - b. winter only Yes _____ No _____
 - c. summer only Yes _____ No _____
3. What are the entrance requirements for your program?
4. Does your program include classes in:
 - a. English linguistics? Yes _____ No _____
 - b. methods in teaching English-as-a-second language? Yes _____ No _____
 - c. practice teaching in English-as-a-second language? Yes _____ No _____
5. Is training in the use of audio visual equipment including the language laboratory included? Yes _____ No _____
6. Do you give a degree or certificate especially for specializing in teaching English-as-a-second language? Yes _____ No _____
Title _____
7. Is your program oriented especially for teaching English:
(please check one)
 - a. overseas? _____
 - b. to French-speaking students? _____

- c. to immigrant/refugee students? _____
- d. to Indians/Eskimos? _____
- e. to other groups?(please specify) _____
- f. to any or all of the above groups? _____

8. Textbooks: What books do you use for instructing the course in English-as-a-second language?

What textbooks do you recommend to your students as teaching texts?

9: Briefly describe the teaching method that you recommend to your students.

APPENDIX B

Sources of the Data

	Answer Received	
	YES	NO
Form A - Grades P-E2		
<u>Regional Vocational Schools</u>		
Annapolis	X	
Burridge	X	
Canso	X	
Cape Breton		
Colchester	X	
Cumberland		
Dartmouth		
Halifax		
Hants	X	
Kings	X	
Lunenburg	X	
Pictou	X	
Shelburne		
Memorial High School	X	
<u>District School Boards</u>		
Annapolis		
Antigonish	X	
Cape Breton		
Colchester/East Hants	X	
Clare/Argyle	X	
Cumberland	X	
Dartmouth	X	
Digby	X	
Guysborough	X	
Halifax Co/Bedford		
A. Western Area		
B. Sackville Area	X	
C. Eastern Area	X	
D. Musquodoboit Area	X	
Halifax	X	
Hants West	X	
Inverness	X	
Kings County		
Lunenburg County	X	
Northside/Victoria	X	
Pictou	X	
Queens		
Richmond		
Shelbourne	X	
Yarmouth	X	
Hantsport Bd of School Commissioners	X	

Answers Received
YES NO

Form B - Adults

Regional Representatives -
Provincial Department of Education

County of Halifax	X
Counties of Colchester, Cumberland	X
Halifax East and Hants	
Counties of Antigonish, Guysborough	X
& Pictou	
Counties of Annapolis, Kings	X
Lunenburg & Hants West	
Counties of Cape Breton, Inverness	X
Richmond and Victoria	
Counties of Digby, Queens, Shelburne	X
& Yarmouth	

District School Boards

Annapolis	
Antigonish	
Cape Breton	
Colchester/East Hants	X
Clare/Argyle	X
Cumberland	X
Dartmouth	X
Digby	X
Guysborough	X
Halifax Co./Bedford	
A. Western Area	
B. Sackville Area	X
C. Eastern Area	
D. Musquodoboit Area	X
Halifax	X
Hants West	X
Inverness	X
Kings County	
Lunenburg County	X
Northside/Victoria	X
Pictou	
Queens	
Richmond	
Shelburne	X
Yarmouth	X
Hantsport Bd. of School	X
Commissioners	

Answer Received
YES NO

Universities & Post Secondary

Acadia	X
Dalhousie	X
Mount Saint Vincent	X
Saint Francis Xavier	
Saint Mary's	X
University College of Cape Breton	

Federal Government Programs

Canadian Coast Guard College	X
Department of National Defense	X
Manpower Program	X

Form C - Teacher Training

Acadia University	X
Dalhousie University	X
Mount Saint Vincent University	X
Saint Francis Xavier University	
Saint Mary's University	X
University College of Cape Breton	X
Truro Teacher's College	X