

UNIVERSITY OF ALBERTA

THE USE OF *DISCOVER CANADA: THE RIGHTS AND RESPONSIBILITIES OF  
CITIZENSHIP STUDY GUIDE* IN LINC CLASSROOMS

BY

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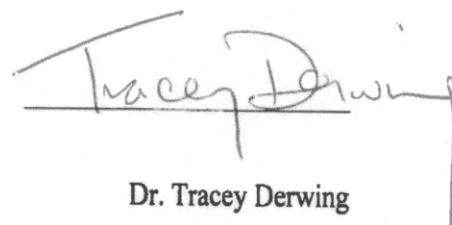
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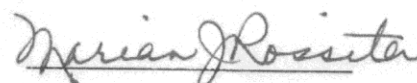
## UNIVERSITY OF ALBERTA

## FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, a Project Report entitled "The Use of *Discover Canada: The Rights And Responsibilities of Citizenship Study Guide* in LINC Classrooms" submitted by Leah Sallis in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in Teaching English as a Second Language (TESL).



Dr. Tracey Derwing



Dr. Marian Rossiter

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## Abstract

This study assesses the use of the *Discover Canada: Rights and responsibilities of citizenship study guide* for Canadian citizenship (CIC, 2011). The research reported here explored whether, to what extent, and for what purposes English as a second language (ESL) instructors in Alberta use the *Discover Canada Study Guide* as a resource for teaching citizenship concepts (history, rights, responsibilities, law, etc.) in federally-funded Language Instruction for Newcomers to Canada (LINC) classrooms. The results of an online survey, as well as an assessment of the readability of the guide itself, are discussed. Recommendations are made for future use of the Guide in ESL instruction, and modifications are recommended to make the Study Guide a more effective resource for ESL learners.

In 2012, 257,515 immigrants came to Canada (CIC Facts and Figures, 2012); it is likely that the majority of them plan to become Canadian citizens. On average, Canadian citizenship is granted to approximately 160,000 individuals each year (CIC, 2012). For adult newcomers to obtain citizenship, it is essential that they fulfill the requirements mandated by Citizenship and Immigration Canada (CIC). This means that they must successfully complete a citizenship test in which they demonstrate their knowledge of citizenship concepts (e.g., government structure, the electoral system, history, geography, rights and responsibilities). *Discover Canada: The Rights and Responsibilities of Citizenship Study Guide* (CIC, 2011) was created to assist applicants to understand these concepts and to prepare them for the Canadian citizenship exam.

Language Instruction for Newcomers to Canada (LINC) is CIC's primary language training program, designed to "contribute to the key strategic objective of Citizenship and

Immigration's settlement program, that is, the successful integration of newcomers into society and promotion of Canadian citizenship" (CIC, 2010, p. 7). One of the mandates of LINC is to facilitate immigrants' "social, cultural, economic and political integration into Canada" (CIC, 2010, p.7). The successful integration of newcomers depends on a thorough understanding of Canadian citizenship concepts, all of which are themes included in the *Discover Canada Study Guide*. The goal of this study is to explore the use of the *Discover Canada* in LINC programs.

To date, research on citizenship concepts in ESL classrooms has shown that there is an interest in the extent to which instructors teach these concepts (Derwing & Thomson, 2005; Fleming, 2003; Pinet, 2006; Thomson & Derwing, 2004). However, to my knowledge, no research has been conducted on the use of the 2011 Study Guide to support citizenship instruction.

## **Literature Review**

### **The Citizenship Exam**

In order to become a Canadian citizen, one must fulfill the criteria set out by CIC, apply for citizenship, and then pass the citizenship exam (individuals under the age of 18 and over the age of 54 are exempt). Before an application is accepted, citizenship applicants must be 18 years or older, have permanent resident status, have resided in Canada for at least 3 years, and have no criminal record. Furthermore, applicants must provide proof that they have "adequate knowledge" of either English or French at a speaking and listening Canadian Language Benchmark (CLB) level 4 (CIC, 2012); if they do not have such proof, they are required to take a third party language test (CIC, 2012).

Once an application is accepted, one is eligible to take the citizenship exam. In preparation for this exam, citizenship courses are available to newcomers and permanent residents, at their own expense. Citizenship preparation courses assist students in learning specific content that may be included in the citizenship exam (e.g., facts about Canadian history, voting in Canada, and rights and responsibilities). Such courses are offered by a variety of organizations, including settlement agencies, community centres, and ESL programs (CIC, 2012). It is not essential that citizenship applicants take these courses, because all of the required information for the exam is included in the CIC-produced material, *Discover Canada* (2011).

### **Citizenship Education**

Citizenship education has evolved since Canada became a dominion in 1867. However, it was not until the repatriation of the constitution in 1981 that Canadians were no longer considered British subjects (in addition to holding Canadian citizenship) under the rule of British law and policy (Joshee, 1996). When immigration consisted of largely non-English-speaking Europeans, citizenship education became a focus of government policy. This shift began during World War II. It was at this time that the Canadian government began to emphasize the importance of citizenship education for immigrants who were not British or French origin in order to guarantee, “patriotism and volunteer initiatives in support of the war effort” (Joshee, 1996, p.110). In order for these new immigrants to become citizens, it was essential for them to learn “the language, customs, history and political systems of the Empire” (Joshee, 1996, p. 109). In 1947, the Canadian government passed the Citizenship Act legislation, making the federal government legally involved in citizenship education (hosting ceremonies, developing training programs and materials) (Joshee, 1996).

The passing of the Citizenship Act in 1947 brought a concomitant need for the creation of study materials for citizenship applicants. The federal government designed a manual on “how to become a Canadian citizen” (Joshee, 1996, p. 112) and a pamphlet outlining the constitution, the political system, and what citizenship entailed (Joshee, 1996). It was important for the federal government to work with the provincial governments to ensure that citizenship information was well distributed. The provinces’ main immigration priority, however, was not citizenship education but language instruction. A compromise was reached: provinces would distribute citizenship material and the federal government would fund language instruction (Joshee, 1996). At the same time, Canadian history and geography were added to the information pamphlets.

The role of the federal government in language instruction grew: curriculum was developed and ‘ESL for immigrants’ instructor training took place (Joshee, 1996). The Multiculturalism Policy (1971) re-iterated that the main purpose of language instruction was to promote “full participation in Canadian society” (Joshee, 1996, p. 115); language instruction with a focus on Canadian citizenship concepts was assumed to lead to newcomer integration. However, in a survey of two hundred ESL and/or citizenship programs across Canada (1992), Derwing found that not only was citizenship education underfunded but that the courses’ content “lack[ed] focus on Canadian issues in ESL classrooms beyond survival information” (p. 198). Derwing (1992) reported that 86% of programs focused on ensuring students passed the citizenship court hearing. At the time, to become a citizen, applicants underwent an in-person interview with a judge. According to Derwing (1992) the court hearing had a very high pass rate. Only 26% of the instructors surveyed included Canadian content in instruction, 12% encouraged societal participation, and 6% stressed language improvement. Program



coordinators reported that the prerogative of their institutions was on language instruction not teaching Canadian content (Derwing, 1992). The results of this survey differed greatly from the government's mandate for the promotion of citizen participation as described in Joshee (1996).

Course materials such as, *A Look at Canada* and *The Canadian Citizen* (produced by Citizenship Registration and Promotion) were described as too difficult for learners and/ or irrelevant to students' lives (Derwing, 1992). Since then, organizations such as The National Working Group on Citizenship Education, Manitoba Education, and the Ontario Ministry of Citizenship (to name only a few) began to focus on "increasing participatory citizenship" amongst students in ESL classrooms (Derwing, 1992, p. 199). Also, other resources had become available, for example, *More of a welcome than a test* (1990) and graded language newsletters, to assist instruction. Regardless of the steps taken, Derwing (1992) concluded that "many ESL program staff still fail[ed] to recognize the natural relationship between citizenship education and language instruction" (p. 201), a sentiment that is represented in the federally funded LINC program, established in 1992. This sentiment is to teach citizenship concepts through language instruction.

Joshee and Derwing (2005) described LINC as "representing a significant change from the previous federally funded language classes" (p. 65). LINC was to focus more on Canadian content than on employment and was available to newcomers with low English proficiency (Joshee & Derwing, 2005). At this time, the federal government began creating more citizenship resources, for example the 'Citizenship Participation Initiative' binders and *A Look at Canada*. Studies showed that the binders were not heavily utilized by citizenship instructors but *A Look at Canada* was used (Joshee & Derwing, 2005). The citizenship interview process was abandoned for a multiple choice citizenship exam in 1996, due to long wait times, pressing financial

concerns, and lack of consistency across judges (Joshee & Derwing, 2005). Many citizenship courses were cancelled or cut back on programming due to the adoption of the citizenship test. Joshee and Derwing (2005) voiced concern regarding the fate of citizenship education in Canada. They argued that “we as educators, researchers, and citizens should also be concerned about the trivialization of Canadian citizenship and the apparent lack of interest in the development of an engaged citizenry” (Joshee & Derwing, 2005, p.73).

### **Identity Theory**

In 1978, Schumann developed a theory that linked a learner’s second language acquisition (SLA) development to the degree with which the learner identified with the larger society. Norton (2000) criticized Schumann’s theory because it did not take into account the uneven distribution of power within society. Norton (2000) argued that the power relationship between learners and native speakers may “compromise efforts by language learners to interact with target language speakers and promote SLA” (p. 119). She suggested that “the learning of a second language is not simply a skill that is acquired through hard work and dedication, but a complex social practice that engages the identities of language learners in ways that have received very little attention” (p. 132). Therefore, teaching citizenship concepts is important, not only for promoting newcomer participation in the larger society but also for helping to overcome inequalities between native (NS) and non-native speakers (NNSs) of either official language, (English or French) in Canadian society.

Norton and Toohey (2001), leading researchers in the area of identity in second language acquisition (SLA), argued that a power relationship exists between NSs and NNSs of English. These authors showed that the power relationship is related to NNSs’ lack of knowledge about the inner workings of society as a whole, resulting in limited participation and active citizenship.

To overcome this power imbalance, it is important to teach NNSs citizenship concepts (Norton & Toohey, 2001). The authors stated that “language classrooms should provide a greater emphasis on tools necessary to overcome limitations imposed by this power relationship in order to be ‘active’ citizens” (Norton & Toohey, 2001, p.15).

Fleming (2003) takes Norton and Toohey’s (2001) argument a step further by emphasizing that ESL instructors should remember that learners are “dynamically constructing their identity as Canadians out of what they find useful. In real ways they are transforming what they encounter both in and outside our classes into a new vision of our national identity” (p. 76). Fleming reinforces the importance of ensuring that instructors not over generalize when teaching citizenship content and Canadian cultural values, by presenting ‘mythical representations’ as facts (2003). Furthermore, Canadian history should not be taught as “an unproblematic and inevitable progress towards our status as the world’s ‘best place to live’” (Fleming, 2003, p. 76). When teaching citizenship concepts in an ESL environment, instructors must encourage critical thinking and allow learners to develop their own notions of Canadian identity, based on their own interpretations and perceptions of Canadian society.

### **Canadian Citizenship Concepts**

The mandate of LINC is to incorporate language instruction with Canadian content. The program is available to new immigrants or permanent residents who have not yet received Canadian citizenship. The Canadian content in LINC classroom activities has also been referred to as Canadian *citizenship concepts* (Derwing & Thomson, 2005). In a national survey of LINC programs, Derwing and Thomson (2005) found that although the LINC program has a double

mandate, not all LINC programs incorporate citizenship concepts (e.g., the rights, responsibilities, behaviours and values of Canadian society) in their classrooms.

In 1991, the federal government distributed a document that outlined the citizenship concepts to be included in language education; however, it was quickly withdrawn after it attracted major criticism from ethnocultural groups, settlement organizations, and the media, who complained that the material was too simplistic and too general (Derwing & Thomson, 2005). Furthermore, the content did not accurately reflect the values and behaviours of Canadians. Since the implementation of LINC in 1992, the federal government has left the development of curriculum to program providers (Derwing & Thomson, 2005).

LINC programs across the country were put in the position of determining which citizenship concepts were appropriate for inclusion in their curricula. According to Derwing and Thomson (2005), some of the chosen concepts were based on cultural stereotypes and did not accurately reflect Canadian society; in other instances, very little specific Canadian content was utilized (Thomson & Derwing, 2005).

### **Pedagogical Approaches to Teaching Citizenship Concepts**

Many approaches have been suggested for implementing citizenship concept instruction. The most recent have focused less on explicit teaching of facts and general Canadian values and more on practical observations of Canadian society in context (Courchêne, 1996; Ilieva, 2001; Murray & Bollinger, 2001; Sauv e, 1996; Walsh-Marr, 2011). They reinforce Fleming's (2003) notion of exploring the diversity within the nation, rather than generalizations.

As Fleming (2003) explained, Canada is not made up of a single national identity but of many identities. Courch ene (1996) commented, "Canada has not had the advantage of having

been able to forge a common destiny based on shared cultural and historical events” (p. 2). From this perspective, Courchêne argued that the important concepts to teach newcomers are Canada’s history and how it has shaped today’s Canada; our history of “systematically exclud[ing]” groups from the larger Canadian society (i.e., First Nations); “common Canadian traditions and symbols; and newcomers’ perspectives and ideas” (p. 6). He explained that in teaching these topics, newcomers would be given a part in creating a new Canadian culture and that “it [would] be a vision that reflects the existing and historical contexts” (p.6). Courchêne went on to say that a transformation of Canadian culture would work only through the education of English as a second language (ESL) instructors (1996).

Sauvé (1996) disagreed with Courchêne’s suggestions for teaching culture, because for her, culture is complex, abstract, and context-specific. Courchêne (1996) referred to culture as “referents and unspoken rules of behaviour” (p. 5), but Sauvé argued that these behaviours “vary according to region, age, gender, ethnicity, class, race, rural versus urban locale, and work” (1996, p.18). The rules of behaviour are characteristics of not just one cultural group or another; there are many different variables to consider. She argued that ESL instructors should teach culture by sharing their own views, while at the same time making newcomers aware that there are “many different and equally acceptable ways of doing things depending on the context” (Sauvé, 1996, p. 18).

Courchêne (1996) and Sauvé (1996) both argued that ESL instructors require more training to work in multicultural classrooms, especially in the creation of materials and curricula that are both suitable for varied different ESL environments and easily adaptable to the ever-changing ESL classroom (Sauvé, 1996). Furthermore, Sauvé (1996) promoted the idea that ESL courses should be focused on “settlement education” through the use of English rather than on

English as the main goal of instruction (p. 20). She called for cooperation between both immigrant and non-immigrant instructors “to examine Canadian culture critically and openly” (Sauvé, 1996, p. 21). She argued that this would allow newcomers to be exposed to multiple perspectives of Canadian culture: “how Canadians see the world, how they themselves are seen by Canadians, and how they can increase the amount of power they have over their own lives” (Sauvé, 1996, p. 23).

Ilieva (2001) took Sauvé’s (1996) argument a step further by suggesting that for newcomers to fully understand the inner workings of society, they should be given ethnographic tools. She suggested that students should observe NSs, themselves, and each other, then discuss their observations in their ESL class. The students should be encouraged by their instructor to analyze behaviour through questions and talking points (Ilieva, 2001). Murray and Bollinger (2001) added cross-cultural awareness techniques to Ilieva’s (2001) pedagogical approach, to help students to better understand their diverse classmates, as well as the rest of Canadian society. Walsh-Marr (2011) added the step of “predicting” to Ilieva’s (2001) model. At this stage, newcomers would “predict the expectations of what certain cultural values are and what behaviours might manifest before the observing fieldwork is done” (Walsh-Marr, 2011, p.116). Walsh-Marr stated that this first stage would allow learners to recognize their own perspectives on Canadian culture, prior to experiencing it first-hand.

### **Expectations of LINC instruction: LINC instructor vs. CIC perspectives**

As expressed in its ‘dual focus’ objectives, the LINC program is to act as a contributor to “the successful integration of newcomers into society and promotion of Canadian citizenship” (CIC Evaluation, 2010, p. 1). This is to be accomplished through language instruction.

Increasing official language proficiency is viewed as a means to connect newcomers with the “social, cultural, economic and political” (CIC, 2010, p. 1) realms of the larger Canadian society. However, the expectations of LINC set out by CIC and the findings recorded in the CIC LINC program evaluation (2010) contradict the findings found in studies by James (2000) and Derwing and Thomson (2005).

Although there are multiple approaches to teaching Canadian culture and citizenship concepts, deciding whose jurisdiction it is to teach these topics has been questioned in recent research (Derwing & Thomson, 2005). Should this responsibility fall on the LINC instructor? Derwing and Thomson (2005) explored this inconsistency. According to their survey of LINC instructors, respondents indicated that their main priority as ESL instructors was language instruction, not coverage of cultural or citizenship concepts (Derwing and Thomson, 2005),

Another inconsistency exists between instructors’ views and the LINC mandate (CIC, 2010) and was evident in the earlier evaluation of the LINC Ontario guidelines, conducted by James (2000). James (2000) found that the government’s intentions of promoting Canadian cultural values was lacking in the Ontario LINC curriculum. The author argued that teaching cultural values was essential for newcomers to successfully participate in Canadian culture (James, 2000). It should be noted that Ontario is currently developing a new LINC curriculum. Research will be required to determine whether the new curriculum encompasses James’ (2000) suggestions.

According to CIC’s LINC evaluation, LINC instructors surveyed, on average, agreed that English language instruction and Canadian concepts instruction were of equal importance to newcomers and to their classroom instruction (CIC, 2010). This is opposite to Derwing and

Thomson's (2005) findings. They found that LINC instructors were focused more on language instruction than Canadian concepts instruction. LINC policy experts reported that "the double mandate of language training and settlement/integration does not dilute the language training; in fact the settlement mandate strengthens the language component" (CIC, 2010, p. 13).

The findings of the CIC evaluation showed improvement in newcomers' English proficiency in all four skills (reading, writing, listening and speaking) and concluded that students are "settling well in to Canada" (CIC, 2010, p. 36). In fact, CIC described LINC students as being on the same level as non-LINC students in terms of "initial settlement activities" (CIC, 2010, p. 36). 'Non-LINC students' refer to immigrants who did not need to attend the LINC program because they already have high or native speaker English proficiency. Although it is positive that LINC is assisting students with language acquisition, it is questionable as to why these students are not more advanced in terms of settlement activities than non-LINC students, if in fact settlement is as important a part of the LINC mandate as CIC claims.

The CIC evaluation also showed that LINC in practice is "closely aligned with CIC priorities, namely the successful integration of newcomers into society and promotion of Canadian Citizenship" (CIC, 2010, p. 36). The report stated that "over 90% of LINC classes teach English for daily life and settlement/integration", and roughly 80% include 'Canadian civics' in instruction (CIC, 2010, p.37). This shows improvement from James' (2000) study, which found that this content was more often than not, missing from the Ontario LINC curriculum.

### **Citizenship Materials**



Thomson and Derwing (2004) conducted a study that examined the ‘appropriate teaching resources’ being used in LINC classrooms and found that many popular Canadian publications contained limited, if any, Canadian-specific content (Thomson & Derwing, 2004). The authors argued that if citizenship concepts are to be taught appropriately in LINC classrooms and if the LINC mandate is to be upheld, resources containing relevant Canadian content should be readily available to teachers (Thomson & Derwing, 2004). This is especially the case if LINC instructors “lack the preparation to independently incorporate contextually appropriate content in their classes” (Thomson & Derwing, 2004, p. 18). If the materials available to these instructors do not include Canadian citizenship concepts, it is unlikely newcomers will learn anything useful regarding integration/settlement. As Thomson and Derwing found in 2005, CIC (2010) reported that LINC instructors have a ‘variety’ of appropriate teaching resources available to them in order to successfully meet learning objectives.

Fleming (2010) analyzed all of the CLB official publications (fourteen in total) produced by the Centre for Canadian Language Benchmarks (CCLB) (2007), including *The Canadian Language Benchmarks 2000: ESL for Adults* (Pawlikowska-Smith, 2000). In this study each resource was examined for content pertaining to citizenship. Although it is stated clearly that the CLB framework is not intended to serve as a curriculum, but rather a “set of guidelines to inform pedagogical choices” (p. 8), Fleming (2010) emphasized how important the tasks in the CLBs are in deciding what content instructors teach. In analyzing these documents, Fleming found very few tasks that included citizenship content. If the tasks did involve some form of civic content, they “represent[ed] learners as somewhat isolated and passive consumers” (p. 13). For example, numerous tasks discussed consumerism rather than employment rights. Fleming (2010) argued that the promotion of active citizenship addressed only at higher proficiency.

Also not found in the CLBs were tasks that connect “collective action, group *identity*, debate, or investigation into citizenship rights” (Fleming, 2010, p. 11), in other words, critical citizenship, as Morgan and Fleming (2011) described. The consumerism content found in the CLBs is likely to be emphasized in ESL classrooms to a greater extent than the content (citizenship concepts) that is missing (Fleming, 2010, p. 8). Fleming (2010) concluded that “the content, both included and excluded, of the sample tasks tells us a great deal about how the framers of the *CLB* view English language newcomers to Canada and what ESL teachers should teach them” (p. 8).

Fleming (2010) interviewed new Punjabi immigrants attending a LINC program to explore their perceptions of what ‘being Canadian’ entails. Punjabi learners were chosen because they are a large immigrant group and have experienced widespread discrimination in Canada. The majority of the participants regarded being Canadian in ‘legalistic terms’ (Fleming, 2010, p. 7), meaning that Canadian citizenship focused on “rights, adherence to law, and respect for national multicultural policy” (p. 7). They did, however, state that ‘consumer rights’ were important, but not as important as employment rights and voting (Fleming, 2010, p. 7), two citizenship concepts not included in the CLBs.

Based on Fleming’s 2010 research, Morgan and Fleming (2011) conducted a study examining the conflicting perspectives and importance of critical citizenship in ESL pedagogy. According to the authors, critical citizenship signifies the questioning of preconceived notions of citizenship outlined in materials produced by those in power (i.e., the federal government). Practitioners of critical citizenship seek to challenge the social structure of Canadian society. From their research, Morgan and Fleming (2011) concluded that ESL instructors relied heavily on the CLBs for the discussion of everyday activities, because few appropriate “resources necessary for the development and realization of such [participatory] content in classroom

settings” (p. 7) exist. Morgan and Fleming concluded that it is the responsibility of ESL instructors to find creative new ways of combining “the concerns of students with issues of equity and social justice in the broader community” (p.11). This connection could assist students in being more critical of the ideas presented to them in their ESL classroom. It may also give them the opportunity to adapt these ideas to fit their own needs and shape their own Canadian identity (Morgan & Fleming, 2011).

A few materials are now available that arguably encourage Morgan and Fleming’s ideas of critical citizenship. These resources offer interactive and critical thinking tasks that may help engage students with Canadian content that may be more relevant to students’ everyday lives. An example of this type of material, is the textbook *Being Canadian (2010)*, created by Cameron and Derwing. Another example is the CIC produced website *The Canadian Citizenship Challenge (2013)*. This website provides classroom activities pertaining to citizenship concepts found in the *Discover Canada Study Guide*. The CIC document *Welcome to Canada (2013)* is also readily available. Although it contains relevant settlement information, it requires instructor modification for classroom use.

### **Discover Canada Citizenship Study Guide (2011)**

*Discover Canada* is a study guide for immigrants preparing to take the Canadian citizenship test. *Discover Canada* was first released as a pilot by CIC in 2010, with the plan to elicit public input; it was subsequently revised and re-released in 2011. According to CIC, its purpose is to aid immigrants in “prepar[ing] to become a Canadian citizen” (*Discover Canada, 2011*). The Study Guide consists of 50 pages that outline what CIC dictates as essential citizenship concepts- knowledge required by all future Canadian citizens. From this text,

citizenship applicants have access to information regarding “voting procedures, Canada’s history, symbols, democratic institutions, geography, and the rights and responsibilities of citizenship” (*Discover Canada*, 2011, p. 3). Also included are the necessary steps for applying for citizenship, a list of further references, and a Study Questions section. *Discover Canada* is available online with audio to anyone with Internet access and/or can be ordered as a hard copy.

In considering the research studies reviewed here, four main themes stand out: debate whether citizenship concepts should be taught in LINC classrooms; discussion of appropriate methodology for teaching citizenship concepts; the type of materials used to do so; and controversy over who is expected to teach citizenship. It seems that in creating the *Discover Canada* study guide and other similar materials (e.g., *Welcome to Canada*, 2013); CIC has attempted to address whether these concepts should be taught and which type of materials should be used. However, from my own experience working in LINC programs in Alberta, materials such as the *Discover Canada Study Guide* appear to be underutilized in LINC classrooms.

In the current study, the following issues will be addressed: (a) to what extent LINC instructors in Alberta use the 2011 Study Guide when teaching citizenship concepts; (b) what determines instructors’ choice to use the 2011 Study Guide (or particular sections of it); (c) how, if at all, certain concepts in the Guide are incorporated into LINC lessons for the purpose of teaching citizenship; (d) what other resources are being used in LINC classrooms to teach citizenship, and (e) what the readability level of *Discover Canada* is. To answer these questions, findings from a survey administered to Alberta Teachers of English as a Second Language (ATESL) and the results of a linguistic analysis of the *Discover Canada Study Guide* are discussed, and recommendations based on the results are offered for LINC instructors, program planners, materials developers, and Citizenship and Immigration Canada officials.

## Method

### Participants

The LINC Instructor Survey (Appendix A) was distributed to 650 members of Alberta Teachers of English as a Second Language (ATESL), via the ATESL listserv. Forty-seven instructors responded to the online survey. Participants were required to have a minimum of two months' full-time teaching experience in a LINC program to ensure some exposure to the LINC mandate.

### Instrument

**Instructor's questionnaire:** To answer the research questions, a quantitative online questionnaire was developed. The survey consisted of 25 closed (i.e., multiple choice, yes/no, Likert scale) and 10 open-ended questions about demographics, knowledge of the *Discover Canada Study Guide*, citizenship concepts, and instructors' perspectives.

### Procedure

I designed the questionnaire and piloted it with TESL graduate students at the University of Alberta. The survey was then uploaded to *SurveyMonkey*® and disseminated to ATESL members. All of the responses were downloaded from *SurveyMonkey*® to an Excel spreadsheet for analysis. In addition, a linguistic analysis of the *Discover Canada Study Guide* was conducted to determine the Flesch-Kincaid readability and vocabulary frequency of each section of the Study Guide.

### Data analysis

**Questionnaire:** The closed question responses were analyzed using descriptive statistics, and means and standard deviations were calculated. The mean, median, and range of the numerical response answers were also calculated. The open-ended responses were transferred into Excel 2007; the answers were grouped into themes.

**Study Guide:** A linguistic analysis of the *Discover Canada Study Guide* was also conducted. Captions found in the study guide under photos, graphs, and illustrations were not included in the analysis. Each section in the Study Guide was transferred into Microsoft Word and assigned a readability score, which was calculated using the Flesch-Kincaid readability test (available in Microsoft Office Word 2007). This test consists of two parts: the Flesch Reading Ease (FRE) test and the Flesch-Kincaid grade level test (FKG). The two tests calculate the scores by calculating the “average number of syllables per word and words per sentence” (Microsoft Office, 2013). The FRE is out of a score of 100 points and “the higher the score, the easier it is to understand the document” (Microsoft Office, 2013). An example of a standard FRE document would be an American school text created for native English speakers and used at a grade 8-9. This document would receive a FRE score between 60-69 points.

The FKG level test was also conducted on *Discover Canada* texts. This test assigned a grade level to each section of the Study Guide in relation to American K-12 grade levels (Microsoft Office, 2013). This means that if a document received a FKG 8, it was written at a level most appropriate for a grade eight student. A standard document would receive between a 7.0 and an 8.0 FKG (Microsoft Office, 2013).

A second FKG analysis was carried out by analyzing each paragraph found in the three sections that received the highest FKG level (How Canadians Govern Themselves, Modern

Canada, and Canada's Economy). The purpose of this second analysis was to determine the range of readability within a section of *Discover Canada*. The resulting grade levels were compared with two CLB 4 texts taken from the 2012 CLB Support Kit (CLB, 2012), which were also submitted to FKG and FRE tests using Microsoft Office. This comparison was made because a minimum English proficiency level of CLB 4 is required for citizenship applicants to qualify for the citizenship exam.

Using Lextutor Vocabprofile (<http://www.lex tutor.ca>), the word frequency levels of the vocabulary in each section of *Discover Canada* were also systematically determined. Each section of *Discover Canada* was transferred into text documents and then submitted analysis using the Vocabprofile English v.3. The purpose of the Vocabprofile English v.3 is to calculate “how many words the text contains from the following four frequency levels: (1) the list of the most frequent 1000 word families, (2) the second 1000, (3) the Academic Word List (AWL), and (4) words that do not appear on the other lists” (Cobb, 1994). The AWL consists of 570 word families most frequently used in a University context. This list excludes words found in the most frequent 2000 English words and was created for learners preparing for post-secondary studies (Coxhead, 2000).

Each section was also submitted to Vocabprofile BNC-20 for further analysis (<http://www.lex tutor.ca/vp/bnc/>). BNC-20 showed “how many words a text contains from 20 frequency bands of roughly 1,000 word families in size from the 100 million words British National Corpus” (Cobb, 1994). This second analysis gave a more detailed breakdown of vocabulary frequency (K1-K20) found in each section of *Discover Canada*.

From the Vocabprofile analyses the number of ‘tokens’ and the number of ‘types’ found in each text were also recorded. The term ‘tokens’ refers to the total number of words in a text; for example, a text may contain 200 tokens/words. ‘Types’ refer to the number of discrete words in a text, meaning that tokens that occur multiple times in a text are counted as one type (Cobb, 1994). For example, in a text with 200 tokens, there could be only 60 types. The ‘type-token ratio’ was also recorded for each section. This ratio compares the number of types to the number of tokens in a text. The higher the type-token ratio, the more diverse is the range of vocabulary used in that text (Cobb, 1994).

## Results

The purpose of this study was to determine whether, to what extent, and how LINC instructors used the 2011 *Discover Canada Citizenship Study Guide* to teach citizenship concepts in their classrooms. I also explored LINC instructors’ views on using the Study Guide and whether they believed it should be modified for classroom use. Finally, I completed a linguistic analysis of the vocabulary and language used in Discover Canada.

**Participants:** The instructors who responded to the survey had a wide range of LINC experience. Twenty-nine of the participants were full-time instructors who had taught LINC for between 3 months and 32 years ( $M = 7$  years 2 months). Seventeen part-time LINC instructors responded; they also had a significant range of experience, from 12 months to 21 years ( $M = 4$  years). According to the survey, in the previous two years, instructors had had experience teaching English at a variety of CLB levels. Of 47 responses, instructors reported teaching CLB level 3 most frequently (68%), followed by CLB 4 (57%), CLB 2 (51%), CLB 1 (38%), and



CLB 5 (36%). The least frequently taught levels were pre-benchmark (30%) and CLB 6 or higher (15%).

**Questionnaire:** The results of both the open-ended and the closed questions of the online survey are addressed in this section. The closed questions are reported in percentages, and the open-ended questions are discussed based on themes. Not all 47 LINC instructors responded to every question; therefore, for each question, both percentages and number of respondents are provided.

### **Instructor Knowledge of *Discover Canada***

In terms of overall familiarity with *Discover Canada*, 30 of the 47 participants responded that they were familiar with it (64%), and 17 indicated that they had no familiarity with the resource (36%). Of the participants familiar with *Discover Canada*, 74% reported that they had access to a hard copy of the Study Guide at their place of work, while 26% did not. Fifty-two percent of respondents did not have access to a class set of *Discover Canada* hard copies, and 48% did.

When provided with options to complete the statement *The purpose of the Discover Canada Study Guide is to help newcomers...*, 28 participants checked off as many answers as they thought applicable: prepare for the Canadian citizenship test ( $n=27$ ), learn about Canadian rights and responsibilities ( $n=26$ ), learn the structure of Canadian institutions ( $n=24$ ), learn Canadian history ( $n=20$ ), learn about Canadian culture ( $n=20$ ), integrate into Canadian society ( $n=16$ ), expand their vocabulary ( $n=15$ ), practice reading ( $n=12$ ), settle into Canadian society ( $n=11$ ), other ( $n=4$ ). Participants' responses in the 'other' category included: *Discover Canada's*

purpose is to improve reading skills, to practice listening, to encourage further study of topics, or to be a reference in a Canadian studies course.

### **Teaching Citizenship Concepts**

The second section of the LINC instructor questionnaire focused on whether instructors taught citizenship concepts. Of the 46 instructors who responded to this question, 87% ( $n=40$ ) reported teaching citizenship concepts in their LINC classes. When asked which concepts they taught, 41 participants cited the following: Canadian symbols (97.6%,  $n=40$ ), Canadian culture (95.1%,  $n=39$ ), Canada's regions (92.7%,  $n=38$ ), Canada's history (68.3,  $n=28$ ), how Canadians govern themselves (65.9%,  $n=27$ ), rights of citizenship (65.9%,  $n=27$ ), responsibilities of citizenship (65.9%,  $n=27$ ), federal elections (61%,  $n=25$ ), the justice system (34.1%,  $n=14$ ), Canada's economy (22%,  $n=9$ ), and other (2.4%,  $n=1$ ). One LINC instructor added, "I try to emphasize the importance of being involved in government and the fact that every right has a responsibility to go with it" (Participant #9).

### **The use of *Discover Canada***

Of 47 respondents, 68% ( $n=32$ ) reported that they did not use *Discover Canada* to teach citizenship concepts, while the remaining participants did. Of the 15 instructors who had used the Study Guide in LINC, 57% ( $n=8$ ) had accessed the online written edition, and the other 43% ( $n=6$ ) had not. Twenty-one percent ( $n=3$ ) of the 14 instructors stated that their students had accessed the online written edition, 43% ( $n=6$ ) said their students had not, and 36% ( $n=5$ ) of instructors were unsure. The online audio version of the Study Guide was accessed by 36% ( $n=5$ ) of the 14 instructors. Again, of 14 participants, 21% ( $n=3$ ) reported that their students had accessed the online audio version of *Discover Canada*, 43% ( $n=6$ ) had not, and 36% ( $n=5$ ) were

unsure. In terms of format, of 13 respondents, 77% ( $n=10$ ) preferred to use the hard copy of *Discover Canada* instead of the online (with audio) version (23%;  $n=3$ ).

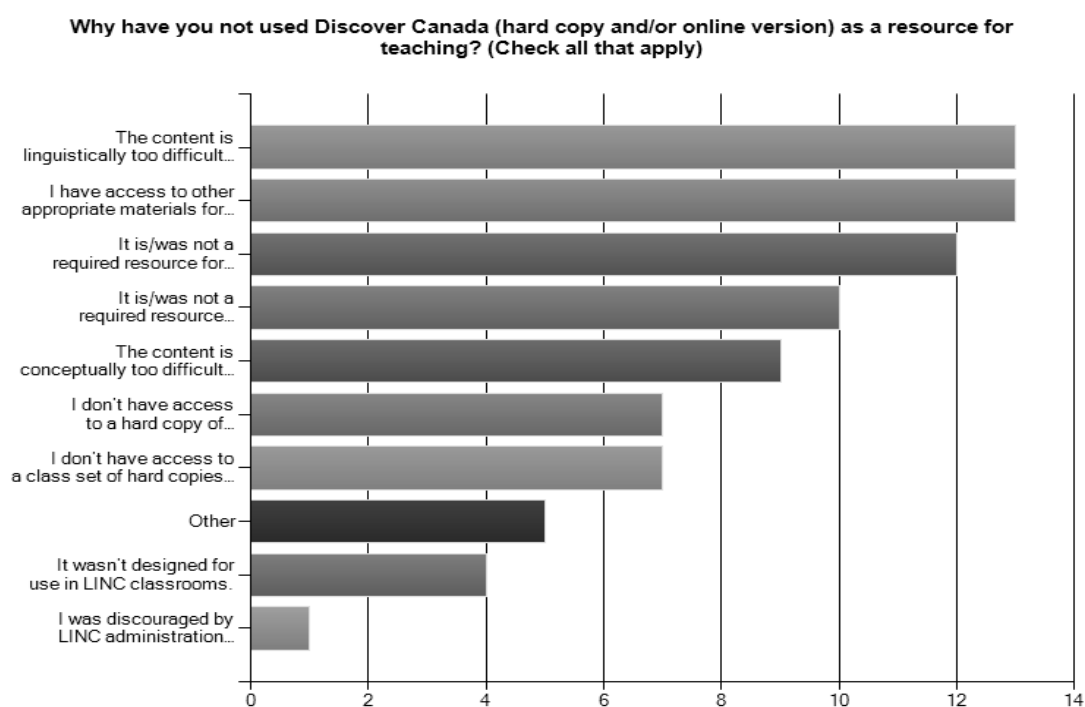
The main purposes for which participants ( $n=13$ ) reported using *Discover Canada* in their lessons were citizenship concepts ( $n=12$ ), vocabulary building ( $n=10$ ), reading instruction ( $n=10$ ), listening practice ( $n=6$ ), and ‘other’ ( $n=3$ ). ‘Other’ uses mentioned were for skimming and scanning practice ( $n=1$ ), to teach determiners and articles ( $n=1$ ), and for learning study and organizational skills ( $n=1$ ). To teach these lessons, instructors ( $n=13$ ) appear to be using three sections of the Study Guide most frequently: Canada’s Regions ( $n=13$ ), Canadian Symbols ( $n=12$ ), and How Canadians Govern Themselves ( $n=11$ ). These were followed in popularity by Canada’s History ( $n=10$ ), Rights and Responsibilities ( $n=10$ ), Who We Are ( $n=8$ ), Federal Elections ( $n=8$ ), The Justice System ( $n=6$ ), Study Questions ( $n=6$ ), Modern Canada ( $n=5$ ), Applying for Citizenship ( $n=4$ ), and Canada’s Economy ( $n=4$ ).

Six instructors reported using *Discover Canada* in their lessons only with specific units of the LINC curriculum; four used it once a month, one used it once a week and one used it every class. The most useful sections of the Study Guide were deemed to be Canadian Symbols ( $n=13$ ), Canadian Regions ( $n=13$ ) and How Canadians Govern Themselves ( $n=12$ ) for a total of 13 responses.

All 13 participants who used the guide reported that they also used other materials to teach citizenship concepts. These other materials include: *Canadian Concepts* ( $n=2$ ), *Canadian Conversations* ( $n=2$ ), *Citizenship Study Materials for Newcomers to Manitoba* ( $n=2$ ), *My Canada* ( $n=1$ ), *The Charter of Rights and Freedoms* ( $n=1$ ), and *Tour Canada* videos ( $n=1$ ).

Figure 1 shows the reasons participants ( $n=30$ ) provided for not using *Discover Canada* as a resource for teaching; the most frequently cited from a list of options were the following: ‘the content is too difficult linguistically’ (43%); ‘I have access to other appropriate materials available’ (43%); ‘it isn’t a required resource for LINC instruction’ (40%); and ‘the content is conceptually too difficult for learners’ (30%).

#### INSTRUCTORS’ REASONS FOR NOT USING *DISCOVER CANADA*



*Figure 1.* Instructors’ reasons for not using *Discover Canada* in their LINC classrooms are displayed. Participants ( $n=30$ ) were not restricted in the number of responses allowed. Horizontal axis shows number of respondents for each possible reason provided.

#### Instructors’ Views of *Discover Canada*

The 13 participants who had used *Discover Canada* unanimously agreed that they would recommend that other instructors use the Study Guide in their LINC classrooms. Four participants elaborated on this by stating that the Study Guide was “well structured and short” and included useful information, but they noted that it is better for use at higher CLB levels. Of 28 respondents, 82% reported that *Discover Canada* was most appropriate for a CLB 5 level, followed by CLB 4 at 68% ( $n=19$ ); CLB 6+ at 64% ( $n=18$ ); CLB 3 at 36% ( $n=10$ ); CLB 2 at 11% ( $n=3$ ).

In terms of whether the Study Guide should be modified to be more helpful in teaching citizenship concepts, of 26 respondents, 69% agreed with this sentiment and 31% disagreed. Participants suggested four possible modifications to make *Discover Canada* more useful for instruction purposes: simplify vocabulary for use in lower CLB levels ( $n=8$ ); provide a teacher guide that includes interactive and communication activities ( $n=8$ ); include a glossary ( $n=2$ ); add more study questions and practice tests ( $n=2$ ); and include more information about multiculturalism, minority rights, and the Charter of Rights and Freedoms ( $n=1$ ). With regard to the existing Study Questions included in *Discover Canada*, 12 (63%) of the 19 respondents rated them as moderately supportive; 5 (26%) as very supportive; and 2 (11%) as not supportive.

Of 21 respondents, 16 (76%) were in general agreement that there was nothing irrelevant to citizenship that they would like to see removed from *Discover Canada*; however, five (23%) disagreed. Of those in disagreement, three explained that the history section should be ‘revamped’ and is perhaps less relevant to citizenship than the other sections.

The final question of the LINC instructor survey asked whether learners had ever commented on *Discover Canada*. Sixteen respondents reported that their students, to their

knowledge, had not commented on the Study Guide, and 11 indicated that their students had mentioned it. The latter group stated that their students liked the Study Guide because it was interesting ( $n=2$ ), enjoyable for reading while listening ( $n=2$ ), and visually appealing ( $n=1$ ). However, five instructors indicated that their students had commented on how difficult the text was to read and understand.

## Study Guide

### Readability Analysis

Each section of *Discover Canada* was analyzed to calculate the number of words and the Flesch-Kincaid Reading Ease and the Flesch-Kincaid Grade Level (FKG) (see Table 2). The average reading level of the document was calculated at grade 12.4, ranging from grade 9.7 (Justice System section) to grade 14 (How Canadians Govern Themselves).

Table 1

#### *Discover Canada Readability Levels*

Section	# of Words	FK Reading Ease	FK Grade Level
Applying for Citizenship	312	46.4	10.9
Rights and Responsibilities	695	33.7	13.1
Who We Are	1151	36.1	12.3
Canada's History	3675	34.7	13

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Modern Canada	1503	28	13.6
How...Govern	891	30.2	14
Federal Elections	1070	46.1	11.2
Justice System	425	56.1	9.7
Canadian Symbols	1260	40.4	12.2
Canada's Economy	362	27.5	13.8
Canada's Regions	1815	35.3	12.5
Average	1196.3	37.7	12.4

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Of the sections of *Discover Canada* that received the highest Flesch-Kincaid grade level scores (How Canadians Govern Themselves, Modern Canada, and Canada's Economy), a FK grade level was calculated for each paragraph. The highest graded paragraph from How Canadians Govern Themselves received a FK grade 17; Modern Canada grade 14.4; Canada's Economy grade 13.6. These paragraphs can be seen in Appendix B.

### **Vocabulary analysis**

All of the sections found in *Discover Canada* were analyzed for vocabulary frequency.

Table 2 shows the number of words in each section of the Study Guide found in each of the most frequent 1,000 word lists (K1-K3) and those included in the Academic Word List (AWL).

Table 2

*Discover Canada Vocabulary Frequency*

Section	K1	K2	K3	AWL	Type/Token Ratio
Applying for Citizenship	267	33	6	19	0.45
Rights & Respon.	524	70	14	54	0.48
Who we are	880	82	50	87	0.41
Canada's History	2568	294	154	147	0.32
Modern Canada	1009	135	53	102	0.48
How... Govern	675	69	9	87	0.36
Federal Elections	902	77	8	44	0.27
Justice System	349	30	5	28	0.44
Canadian Symbols	881	132	62	41	0.40



Canada's Economy	283	37	6	33	0.53
Canada's Regions	1219	187	65	89	0.35

*Note.* A high type-token ratio represents lexical diversity within a text; a low score shows little lexical diversity (Cobb, 1994).

The vocabulary in seven of the twelve sections was within the K1- K11 range; however, three sections stood out in particular as containing difficult language (Modern Canada, Canada's Regions, and Canada's Symbols). The analysis shows that they included a significant amount of infrequently used vocabulary, at K12-K13, with a few words found at levels K14-K20 (See Table 3). For example, *devised*, *liberated*, and *dynamic* were K12 vocabulary items found in the Modern Canada section of *Discover Canada*.

Table 3

*Vocabulary Frequency of Discover Canada Excerpts*

Frequency Level	# Tokens		
	Modern Canada	Canada's Regions	Canada's Regions
K1	1009	1219	881
K2	135	187	132
K3	53	65	62
K4	51	90	27
K5	34	31	9

K6	19	12	11
K7	14	15	12
K8	6	21	9
K9	7	6	6
K10	4	9	5
K11	5	6	2
K12	2	6	6
K13	2	2	2
K16	1	1	1
K17	1	2	1
K18	1	1	1
K19	1		
K20	1		
AWL	102		
Type/Token Ratio	0.48	0.35	0.40

**Note.** A high type-token ratio represents lexical diversity within a text; a low score represents little lexical diversity (Cobb, 1994).

To compare the Flesch-Kincaid grade and vocabulary frequency with the required CLB 4 reading level for the citizenship test, two passages from the CLB Support Kit (2012) representing CLB 4/5 were analyzed. The first passage entitled “Drain Cleaner Instructions” (Reading Document I, p.145) reports a FK grade level of 6.0 and has a reading ease of 69.4. The vocabulary used in this passage is within the K1 to K3 (K1: 141, K2: 22, K3: 23) most frequent word bands, with only 9 words from the AWL. According to Lextutor, the type/token ratio is 0.53, showing that the text is moderately diverse in vocabulary (out of a maximum of 1). A higher type/token ratio than the *Discover Canada* excerpts may be due to the CLB 4 documents

containing fewer tokens. The second passage, entitled “Debit Card Renewal” (Reading Document L, p.148) has a FK grade level of 5.3 and a reading ease of 73.1. It consists of vocabulary found in the K1-K4 bands (K1: 88, K2: 9, K3: 1, K4: 5). Only four words came from the AWL; the passage has a type/token ratio of 0.63.

### **Discussion**

From the responses to the LINC instructor survey, it can be concluded that most but not all LINC instructors taught some citizenship concepts in their classrooms. A relatively small minority of instructors, however, used the 2011 *Discover Canada Citizenship Study Guide* as a resource for teaching these concepts. Most who did use the Study Guide reported using it less than once a month, and only for specific modules within the LINC curriculum. According to the survey *Discover Canada* was used primarily in CLB 5/6 classrooms (LINC 5).

When instructors were asked why they were not utilizing this CIC resource, their most frequent response was that the text was too difficult linguistically. The analysis performed in this study confirmed instructors’ perceptions of the Study Guide. The average Flesch-Kincaid (FK) readability level for *Discover Canada* was above a grade 12 level. When the text was further analyzed, several paragraphs received FK grades of 13, 14, or 17. The linguistic analysis also indicated that the text contained a high concentration of low frequency vocabulary, as well as a large number of academic words not appropriate for a CLB 4 reading level (CLB, 2012). CLB 4 is the English proficiency level required for the Canadian citizenship test. This shows that *Discover Canada* lacks the appropriate readability level to be an efficient resource for teaching citizenship concepts in LINC classrooms.

Instructors also reported not using *Discover Canada* because they had alternative materials available to them for teaching citizenship. Unfortunately, research has shown that several of the textbooks used in LINC classrooms contain little to no Canadian citizenship content (Fleming, 2010; Morgan & Fleming, 2011; Thomson & Derwing, 2004). If textbooks did include Canadian content, this content often presented over-generalizations about Canadian culture (Derwing & Thomson, 2005). Interestingly, the two most utilized sections of the Study Guide cover the same citizenship concepts that LINC instructors reported teaching most frequently (Canadian Regions and Canadian Symbols). Both of these sections comprise facts and figures and neither requires practical observations of society (Courchène, 1996; Ilieva, 2001; Murray & Bollinger, 2001; Sauvé, 1996; Walsh-Marr, 2011), nor promotes critical thinking (Fleming 2003, Norton, 2000, Norton & Toohey, 2001) on the part of the learner. The LINC teachers who reported using the Study Guide recommended that other instructors also use it and argued that most of the content was relevant to preparing newcomers for Canadian society. Arguably, this is not the case. According to research (Derwing, 1992) the Study Guide's facts and figures are not preparing students for Canadian society but for the citizenship exam.

LINC instructors stated that in order to make the *Discover Canada* more appropriate for classroom use, in addition to simplifying the text, a teacher's guide is required. Such a guide should include sample communication tasks and study questions. Fortunately, a CIC- funded source, *the Citizenship Resource: A classroom resource for teaching citizenship topics to adult English Language Learners* (2010), was developed by the Toronto Catholic School board as a companion piece to *Discover Canada*. This resource may help add an interactive component to *Discover Canada* and may prove useful for helping learners to better engage with Canadian

citizenship concepts and be more critical of them (Fleming, 2003; Morgan & Fleming, 2011; Norton, 2000; Norton & Toohey, 2001).

In accordance with the research discussed in this study (Courchène, 1996; Derwing & Thomson, 2005; Fleming, 2003; Ilieva, 2001; Murray & Bollinger, 2001; Norton & Toohey, 2001; Sauvé, 1996; Thomson & Derwing, 2004; Walsh-Marr, 2011) it can be concluded that *Discover Canada* is not an appropriate resource for use in LINC classrooms; however, it could serve as a useful teacher guide to citizenship concepts used with *The Citizenship Resource (2010)*. The facts found in the Study Guide may be helpful for instructors but due to the difficulty of the text and the lack of interactive activities present, they are not accessible to learners. Furthermore, *Discover Canada* is inappropriate for students because its content consists of facts and tells newcomers what is right and what is wrong; this does not create active citizens, nor is it consistent with critical citizenship as advocated by Fleming (2003), Morgan and Fleming (2011), Norton (2000), and Norton & Toohey (2001).

In order for students to engage with citizenship concepts and for integration to be promoted in the LINC classroom, alternative materials such as *Being Canadian (2010)* and the Canadian Citizenship Challenge, should be utilized to a greater extent. These materials provide instructors with tasks that incorporate Canadian citizenship concepts with language foci, at a variety of CLB levels. The included tasks also deal with controversial issues, issues outside the classroom, and the students' everyday experiences. These types of activities are more closely aligned with the idea of critical citizenship (Fleming, 2003; Morgan & Fleming, 2011; Norton, 2000; Norton & Toohey, 2001) than is found in *Discover Canada's* content. CIC's *Welcome to Canada (2013)* is readily available for classroom use but requires modification by instructors.

I would recommend that CIC fund the creation of more LINC materials, developed by qualified ESL professionals, which include Canadian citizenship concepts and interactive tasks at appropriate CLB levels. Since *Discover Canada* strictly presents Canadian facts in a non-critical way, it is recommended that this Study Guide be used in citizenship exam preparation courses; it may, however, be of limited use (even if simplified) in LINC classrooms.

### **Limitations and Further Research**

This research did not address all the aspects of language used in the *Discover Canada Study Guide*. In order to fully determine the linguistic difficulty of the Study Guide, it would be important to examine further the sentence structure, tense, aspect, and voice used. Also, this study did not exhaustively investigate the use of *Discover Canada* in LINC classrooms. Further research is required to determine which pedagogical technique(s) LINC instructors are using to teach citizenship concepts in their classrooms; classroom observations would be useful in this regard.

The participation in this study was low and may be due to limited interest in the research topic. In order to overcome this limitation, it would be important to expand the participant population to LINC instructors outside of Alberta. Not only could this attract more instructors interested in citizenship education, but it may also solicit a wider range of perspectives. According to CIC data (2012), newcomer demographics vary from province to province, so respondents in different provinces may have varying ideas as to which concepts are most important for the successful integration of newcomers. Those provinces accepting more family class immigrants and/or refugees, for example, may have a higher incidence of literacy issues,

which could result in a greater diversity of instructional needs and goals across regions. In order to fully understand LINC instruction of citizenship concepts in Canada, further research is required.

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## Appendix A: LINC Instructor Questionnaire

**Discover Canada: The Rights and Responsibilities of Citizenship Study Guide:****Survey for LINC Instructors**

**NB:** Participants in this survey must have the equivalent of two months or more of full-time teaching experience in a Language Instruction for Newcomers to Canada (LINC) program.

*If you are not able to answer a question, please leave the answer blank and proceed to the next question.*

## A. DEMOGRAPHICS

1. How long have you been teaching LINC?
  - a. Full-time? \_\_\_\_\_ months \_\_\_\_years
  - b. Part-time? \_\_\_\_\_ months \_\_\_\_years
2. What CLB level(s) have you taught in a LINC program in the last 2 years? (Check all that apply)
  - Pre-benchmark
  - CLB 1
  - CLB 2
  - CLB 3
  - CLB 4
  - CLB 5
  - CLB 6+

B. KNOWLEDGE OF *DISCOVER CANADA*

1. Are you familiar with the *Discover Canada: The Rights and Responsibilities of Citizenship Study Guide*, published by Citizenship and Immigration Canada?
  - No     Yes

**If no**, please proceed to Section C, CITIZENSHIP CONCEPTS

**If yes**, please continue on to question # 2

2. Do you personally have access to a hard copy of the *Discover Canada* at the LINC program in which you are teaching?

No    Yes

3. Do you have access to a class set of hard copies of *Discover Canada*?

No    Yes

4. Please complete the following statement:

The purpose of the *Discover Canada* guide is to help newcomers...

(Check all that apply)

- prepare for the Canadian citizenship test.
- settle into Canadian society ( e.g., housing, healthcare, education).
- integrate into Canadian society (e.g., inclusion, participation).
- learn about Canadian culture (e.g., traditions, festivals, heritage).
- learn Canadian history.
- learn the structure of Canadian institutions (e.g. the justice system, the electoral system).
- expand their vocabulary.
- learn about Canadian rights and responsibilities.
- practice reading.
- Other: (Please specify) \_\_\_\_\_

### C. CITIZENSHIP CONCEPTS

***CITIZENSHIP:*** *to hold Canadian citizenship means to be entitled to all rights, powers, and privileges and subject to all obligations, duties, and liabilities stated under the Canadian Citizenship Act and the Canadian Charter of Rights and Freedoms. (Citizenship Act, 1974-75-76, c. 108, s. 5)*

1. Do you teach citizenship concepts in your LINC class?

No    Yes

If yes, which concepts do you teach? (Check all that apply)

- Rights of citizenship
- Responsibilities of citizenship
- Canadian culture
- Canada's history
- How Canadians govern themselves

- Federal elections
- The justice system
- Canadian symbols
- Canada's economy
- Canada's regions
- Other: (Specify)\_\_\_\_\_

2. Have you used *Discover Canada* as a resource to teach citizenship concepts?

- No    Yes

**If no**, please skip to question #14 of this section.

**If yes**, please continue to question #3 of this section.

3. Have you accessed the online written edition of *Discover Canada*, through Citizenship and Immigration Canada's website?

- No    Yes

4. Have your students accessed the online written edition of *Discover Canada*, through Citizenship and Immigration Canada's website?

- No    Yes    Unsure

5. Have you accessed the online audio version of *Discover Canada*, through Citizenship and Immigration Canada's website?

- No    Yes

6. Have your students accessed the online audio version of *Discover Canada*, through Citizenship and Immigration Canada's website?

- No    Yes    Unsure

7. Which format of *Discover Canada* would you prefer to use in your LINC class?

- Online
- Online (with audio)
- Hard copy

8. For what purpose(s) have you used the guide in your lessons? (Check all that apply and the corresponding CLB levels)

<input type="checkbox"/> Reading instruction	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Listening practice	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Vocabulary building	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Citizenship concepts	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Other: (Please specify) _____	Pre-bench	1	2	3	4	5	6+

9. Which sections of the guide have you used in class? (Check all that apply and indicate at which CLB level you have used each section)

<input type="checkbox"/> Applying for citizenship	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Rights and responsibilities of citizenship	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Who we are	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Canada's history	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Modern Canada	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> How Canadians govern themselves	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Federal elections	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> The justice system	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Canadian symbols	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Canada's economy	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Canada's regions	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Study questions	Pre-bench	1	2	3	4	5	6+

10. How often have you used *Discover Canada* in class, generally speaking? At which CLB level?

<input type="checkbox"/> Every class	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Once a week	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Once a month	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> More than once a month	Pre-bench	1	2	3	4	5	6+
<input type="checkbox"/> Only with specific units of the curriculum	Pre-bench	1	2	3	4	5	6+

11. How useful do you find the following sections included in the *Discover Canada Study Guide* for instruction of citizenship concepts in your LINC classroom? (Please rate them accordingly)

- Applying for citizenship  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Rights and responsibilities of citizenship  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Who we are  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Canada's history  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Modern Canada  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- How Canadians govern themselves  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Federal elections  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- The justice system  
Not useful                  Somewhat useful                  Very useful

Please explain: \_\_\_\_\_

- Canadian symbols  
Not useful                  Somewhat useful                  Very useful



Please explain: \_\_\_\_\_

- Canada's economy  
                   Not useful                   Somewhat useful                   Very useful

Please explain: \_\_\_\_\_

- Canada's regions  
                   Not useful                   Somewhat useful                   Very useful

Please explain: \_\_\_\_\_

- Study questions  
                   Not useful                   Somewhat useful                   Very useful

Please explain: \_\_\_\_\_

12. Would you recommend that other instructors use *Discover Canada* in their LINC classrooms?

- No     Yes

Please explain: \_\_\_\_\_

13. Have you used other materials to teach citizenship concepts?

- No     Yes

If yes, please specify.

\_\_\_\_\_.

**If you answered *no* to question #2, please answer question #14.**

**If you answered *yes* to question #2, please proceed to Section D, INSTRUCTOR'S VIEWS**

14. Why have you not used *Discover Canada* (hard copy and/or online version) as a resource for teaching? (Check all that apply)

- It wasn't designed for use in LINC classrooms.
- It is/was not a required resource for my LINC program.
- It is/was not a required resource for my CLB level.
- I was discouraged by LINC administration from using the guide.
- I don't have access to a hard copy of *Discover Canada*.
- I don't have access to a class set of hard copies of *Discover Canada*.
- The content is linguistically too difficult for my learners.
- The content is conceptually too difficult for my learners.
- My learners are not interested in the concepts discussed in the guide.
- I have access to other appropriate materials for teaching citizenship concepts.

Please specify \_\_\_\_\_

- Other (please specify): \_\_\_\_\_

#### D. INSTRUCTOR'S VIEWS

If you are familiar with the *Discover Canada Study Guide* please answer the following questions.

***CITIZENSHIP:*** to hold Canadian citizenship means to be entitled to all rights, powers, and privileges and subject to all obligations, duties, and liabilities stated under the Canadian Citizenship Act and the Canadian Charter of Rights and Freedoms. (Citizenship Act, 1974-75-76, c. 108, s. 5)

1. For which LINC level(s) is *Discover Canada* most appropriate, in your opinion? (Check all that apply)

- Pre-benchmark
- CLB 1
- CLB 2
- CLB 3
- CLB 4
- CLB 5
- CLB 6+

2. In your opinion, should *Discover Canada* be modified to be more helpful in teaching citizenship concepts?

- No     Yes

3. What supports would you recommend adding to *Discover Canada*, to make it more useful for instructors teaching citizenship concepts?

(Please specify)

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4. How would you rate the Study questions provided in *Discover Canada* guide as support for instruction?

Not Supportive		Moderately Supportive		Very Supportive
1	2	3	4	5

5. Is there anything that isn't relevant to citizenship that you would like to see removed from *Discover Canada*?

No    Yes If yes, please elaborate:

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6. Have your students ever commented on *Discover Canada*?

No    Yes

**If yes, can you please summarize their reactions?**

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Thank you for completing this survey

## Appendix B: *Discover Canada* Excerpts

**How Canadians Govern Themselves:** “In Canada’s *parliamentary democracy*, the people elect members to the House of Commons in Ottawa and to the provincial and territorial legislatures. These representatives are responsible for passing laws, approving and monitoring expenditures, and keeping the government accountable. Cabinet ministers are responsible to the elected representatives, which mean they must retain the “confidence of the House” and have to resign if they are defeated in a non-confidence vote.” (Discover Canada, 2011, p. 28) FK **17.0**

**Modern Canada:** “The idea of multiculturalism, as a result of 19<sup>th</sup>- and 20<sup>th</sup>-century immigration, gained a new impetus. By the 1960s, one-third of Canadians had origins that were neither British nor French, and took pride in preserving their distinct culture in the Canadian fabric. Today, diversity enriches Canadians’ lives, particularly in our cities.” (*Discover Canada*, 2011, p. 25) FK **14.4**

**Canada’s Economy:** “Canada enjoys close relations with the United States and each is the other’s largest trading partner. Over three-quarters of Canadian exports are destined for the U.S.A. In fact we have the biggest bilateral trading relationship in the world. Integrated Canada-U.S.A. supply chains compete with the rest of the world. Canada exports billions of dollars worth of energy products, industrial goods, machinery, equipment, automotive, agricultural, fishing and forestry products, and consumer goods every year. Millions of Canadians and Americans cross every year and in safety what is traditionally known as “the world’s longest undefended border.” (Discover Canada, 2011, p.43) FK **13.6**

## Appendix C: Recruitment Email

**Study Title:** The Use of the *Discover Canada Study Guide* in LINC Classes

**Researcher:**

Leah Sallis, Student  
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(780) 492-3668

Dear LINC Instructor:

I am a Teaching English as a Second Language (TESL) Master's student at the University of Alberta. For my final research project, I am exploring the 2011 *Discover Canada: The rights and responsibilities of Citizenship* study guide, created by Citizenship and Immigration Canada (CIC). In this study, I would like to learn about your experiences with the 2011 *Discover Canada Study Guide* as a teaching resource in your Language Instruction for Newcomers to Canada (LINC) classroom. To my knowledge, there has been not yet been any research on the 2011 study guide. Given that the LINC program's mandate includes teaching citizenship values and some of the program's themes are similar to the content found in *Discover Canada*, I feel this is worthy of investigation. The results of this study will be used in support of my capping project, and may also be published in a TESL journal and presented at a TESL conference.

**Purpose:** This study will tell us how useful the CIC Study Guide is in LINC classrooms.

Please take the time to fill out a short online survey. It will take approximately 15 minutes to complete. This survey consists of multiple answer questions, yes/no questions, and a few short

answer questions. There are no risks involved if you choose to participate in this study. Participation in this study is anonymous. Participants' names will not be used. Individual results will not be shared. Participants will be able to learn about the general findings because a synopsis of the study will be published on the ATESL website. There is no formal compensation for participating in this study.

To ensure confidentiality, survey information will be coded and stored in a locked lab to which only the investigators have access. Study data will be kept for 5 years. After 5 years, the data will be destroyed. Please note that survey data is kept on U.S. servers, and can be reviewed by the U.S. Government under the U.S. Patriot Act (Section 215: Access to Records).

Investigators will comply with the University of Alberta Standards for the Protection of Human Research Participants

<http://www.uofaweb.ualberta.ca/gfcpolicymanual/policymanualection66.cfm>

There are no risks involved if you choose to participate in this study. Participation is completely voluntary and participants may withdraw at any time. By responding to this survey, you are giving informed consent for your participation. You can choose to stop the study at any time before submission but once you have submitted the data we can't trace it back to you, so we can't remove it from the study. To submit your responses press the "submit survey" button at the end of the survey. If you do not press "submit survey" your data will not be saved.

If you have any questions or concerns about your rights as a participant, or how this study is being conducted, you may contact the Research Ethics Office at 780-492-2615. This office has no affiliation with the study investigators.

As a LINC instructor, your experiences are very important to this project. This survey will explore the relationship between CIC resources and resources used in LINC classrooms. I anticipate that the results of this study will be relevant to LINC instructors, LINC program planners, material developers, and CIC.

If you are interested in participating in this study and you have **taught LINC, at any CLB level, for the equivalent of two months fulltime or more**, please review the attached consent form. To begin the survey, please click on the following link:

<https://www.surveymonkey.com/s/2B977CR>

The survey will be available until January 30, 2013

Thank you for your time.

Sincerely,

Leah Sallis

## Appendix D: Consent Form

### Consent Form

#### The Use of *Discover Canada* in LINC Instruction

Thank you for deciding to participate in this survey discussing the use of *Discover Canada* as a teaching resource in Language Instruction for Newcomers to Canada classrooms. This questionnaire's purpose is to explore a possible gap in the research between resources produced by Citizenship and Immigration Canada and the resources used in LINC instruction.

This online questionnaire should take 10-15 minutes to complete. Participation in this study is confidential. Participants' names will not be used. Individual results will not be shared. Please note that survey data is kept on U.S. servers, and can be reviewed by the U.S. Government (U.S. Patriot Act).

Participation is completely voluntary and participants may withdraw at any time. There are no risks involved if you choose to participate in this study. By responding to this survey, you are giving informed consent for your participation. You may choose not to answer any question and you may stop at any time. If you do not press the "submit survey" button at the end of the survey your data will not be saved.

For more information please contact Leah Sallis ([sallis@ualberta.ca](mailto:sallis@ualberta.ca), tel. (780) 492-5245) or the project supervisor, Dr. Marian Rossiter (tel. (780) 492-5478, [marian.rossiter@ualberta.ca](mailto:marian.rossiter@ualberta.ca))

All research personnel involved in this study will sign confidentiality forms and will follow the University of Alberta Standards for the Protection of Human Research Participants (<http://www.uofaweb.ualberta.ca/gfcpolicymanual/policymanualesection66.cfm>). The plan for this study has been approved by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

By clicking on the questionnaire link in this email you are giving your consent to participate in the study.

**I have been provided with an electronic copy of this form to retain. I do not have to submit a copy of this form.**