Feeling at Home:
Sociocultural Language Learning and its Effects on Integration and Belonging among Adult Newcomers to Victoria, Canada

by
Janette DeLong
B.A., University of Victoria, 2012

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We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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Abstract

Sociolinguistic skills are necessary for feeling comfortable and prepared when communicating in diverse contexts and thus impact newcomers' experiences with developing a sense of belonging in their new community and society. This thesis explores the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, British Columbia and how these classes and other contexts contribute to building their sociolinguistic abilities to navigate life outside of classroom settings. I conducted this research using a case study design to complete an in-depth study at one research site: the English language learning division of a support centre for adult newcomers, the Inter-Cultural Association of Greater Victoria (ICA). I collected data through class observations and semi-structured interviews with newcomer language learners, ICA instructors, and an ICA administrator. Findings show that English language socialization experiences both inside and outside the classroom may impact the development of a sense of belonging for new Canadians. When newcomers have positive communication experiences, their confidence and sense of belonging may grow, which contributes to the likelihood that their next interaction will be positive as well: a positive cycle may form. Therefore, it is vital for integration supports and efforts to be directed not only to newcomers, but to members of receiving society as well to increase the probability of interactions meeting the needs of both newcomers and receiving society alike.

Table of Contents

List of Tables

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Chapter 1: Introduction

Sociolinguistic skills are necessary for feeling comfortable and prepared when communicating in diverse contexts and thus impact newcomers' experiences with developing a sense of belonging in their new community and society. This thesis explores the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, British Columbia and how these classes and other contexts contribute to building their sociolinguistic abilities to navigate life outside of classroom settings. In Victoria, BC, English is the majority language (Statistics Canada, 2023), and newcomers typically require proficiency to participate fully in many aspects of integrated local life, such as building a social network outside of their same language communities, accessing services, and participating in employment and education. Based on empirical evidence, this thesis identifies helpful learning environments to support the development of these sociolinguistic abilities and explores how this development facilitates the growth of a sense of belonging for English language learner newcomers in English Canadian society.

This study contributes to research regarding newcomer integration in Victoria, newcomer experiences outside of major cities, and the connection between language learning and newcomers' sociocultural integration, all of which have been identified as requiring further study (Drolet & Teixeira, 2022; Inter-Cultural Association of Greater Victoria [ICA], 2017a; Nakhaie, 2020). Given increasing global migration, including to Canada, this study contributes to local, national, and global understanding of sociolinguistic development of daily life language abilities for adult language learners and which factors can positively contribute to the process.

Rationale for Study

Language instruction for newcomers in Victoria has been in high demand (ICA, 2023), and given that immigration is projected to rise in Canada (Immigration, Refugees & Citizenship Canada [IRCC], 2023), this demand is likely to increase. Ager and Strang (2008) have identified communication abilities in the majority language as one of the key components of integration for newcomers to a country, where integration is defined as the development of a sense of belonging and comfort navigating daily life. Therefore, examining language learning experiences and teaching practices will likely contribute to a better understanding of how to support newcomers to Victoria in settling into their communities in the ways that feel most meaningful to them.

In the context of immigration, integration, not assimilation, produces the best results in terms of a society's social cohesion and newcomers' own well-being (Hou et al., 2018). Hou et al. (2018) define assimilation as a newcomer leaving behind aspects of one's pre-arrival culture and identity in favour of adopting the receiving society's culture and identity, while integration involves the newcomer feeling a sense of belonging to both their pre-arrival culture and identity and their receiving society's culture and identity. According to Hou et al. (2018), integration following their definition encourages full participation of newcomers in society, whereas assimilation can lead to marginalization for newcomers.

With the understanding that successful integration has benefits for both newcomers and members of the receiving society, the following three research questions were developed in consultation with my research partner, the Inter-Cultural Association of Greater Victoria, and guide my study:

Research Questions

1. How is belonging (and integration) defined by the Canadian government, newcomers, members of the receiving community, and other stakeholders?
2. What classroom practices or other learning contexts influence English language socialization for newcomers?
3. How do English language socialization experiences of adult newcomers affect the development of a sense of belonging with their new home community?

The remainder of this first chapter describes my background and how I came to this research. In the next chapter (Chapter 2: Literature Review), I review relevant literature on the topics of immigration, integration, and language learning, and I introduce my guiding theories. I present an overview of newcomers and receiving society in anglophone Canada, I review definitions and frameworks of belonging and integration among newcomers, I describe the connection between newcomer language learning and integration, and I present my theoretical framework of *additional language socialization* and *language ecology*. In Chapter 3: Methodology, I describe the methods and methodology used in this study as well as the data collection and analysis process. My study was developed and conducted in partnership with the Inter-Cultural Association of Greater Victoria (ICA). I used a case study design, with data drawn from interviews with English language learners and language instruction staff as well as observations of ICA classes. In the following chapter, I present and discuss salient excerpts from the data in Chapter 4: Findings. The principal themes I found in the data were settlement challenges, supports, and goals; environments of English learning; and communication in the community.

Finally, in Chapter 5: Discussion and Conclusions, I connect my findings with relevant literature and theory and present my conclusions from the study. I conclude that English language socialization experiences both inside and outside of the classroom may impact the development of a sense of belonging for new Canadians.

Positionality and Personal Background

I present a critical reflection on my relationship to my research topics and how my personal background relates to them in order to provide information about how my presence and approach as a researcher may have been biased or influenced by my identity(ies) and experiences (Milner, 2007; Starfield, 2013). As Talmy (2010) suggests, it is inevitable that researchers will consciously or subconsciously shape all parts of qualitative, interview-based data collection and analyses such as mine, and this shaping therefore played a formative role in all aspects of this study, from study conception to the final product of the thesis. Despite this, I endeavoured to maintain awareness of my potential biases or influences and analyze the data following the protocols of thematic analysis in a robust and grounded way to allow the voices and stories of the participants to be represented as they intended.

In large part, the questions that guide this study come from listening to the experiences of language learners and newcomers to Canada and from my own personal experiences as a language learner, language teacher, and a former newcomer in a different country. I am a white, Canadian-born citizen, and English is my first language, all factors which may have influenced my experiences as a language learner, language teacher, and newcomer. I started learning languages in addition to English seriously as an adult, first via formal high school and

university language classes. I am comfortably fluent in Spanish and French, and I have used them both to navigate life in different cultural and linguistic contexts. I was a language instructor at a post-secondary institution in Mexico teaching adults for three years – I taught English as an additional language and a few classes of French as an additional language.

My personal experience as a newcomer comes from living, working, and studying in Mexico for a total of four years. I had many privileges that smoothed the way in Mexico: I had a basic fluency in Spanish when I first arrived and was able to devote time to developing a higher degree of fluency. I quickly developed a reliable support network and good friendships, and I had a supportive Mexican partner; thus, I had support in finding housing, accessing healthcare, and taking care of other everyday needs. I had a financial cushion, and I was able to find a good job in my field right away. I was able to return to Canada when I wanted to, and I did not have major issues navigating the immigration system. I did not face discrimination based on any aspect of my identity. Yet, even with all of these privileges, I never felt fully comfortable in or connected to my community. It made me wonder why – why, with all of these supports and social connections, did I not feel a stronger sense of belonging?

When I returned to Canada and started doing volunteer work with new Canadians learning English, I heard of some of the challenges that some newcomers faced in working towards the lives they wanted in Canada, such as discomfort with certain communication situations, barriers to working in the fields they wanted to work in, difficulties navigating the immigration system, and health challenges. I thought about my questions further: what role does language learning have in the development of a sense of belonging for newcomers? Does increased confidence in communication have an impact on how a new Canadian feels in their

community? What supports or approaches, either inside or outside of the classroom, help newcomers feel comfortable navigating different communication situations? What role do born Canadians (or other experienced members of Canadian society) have in the development of a sense of belonging among newcomers? These questions drew me to the study of the factors involved in building a sense of belonging for newcomers and how language learning contributes to the process.

I am both part insider and part outsider in this research and therefore offer both emic and etic perspectives in this thesis. I have some personal experience being a newcomer and language learner in different cultural and linguistic contexts, and I was a part of the community where the research took place prior to the start of data collection – these are experiences which may provide me with some insider insight. However, I am not a newcomer to Canada, and I am part of the dominant culture here, making me an outsider to the experiences of being a newcomer in English-speaking Canada.

Chapter 2: Literature Review

In this chapter, I begin by presenting an overview of the immigration system in Canada and defining key terms related to immigration, including the definitions I use in the thesis. I examine how *integration* or other related terms are defined in the literature and in practice by both government bodies and non-profit organizations working in the area of migration and settlement. The definitions of integration presented in this section will serve as a basis to contrast with what study participants say when discussing belonging in their communities. From there, I present an overview of approaches to newcomer language learning and how language learning is connected to the process of integration. I end by grounding my research in the theories of additional language socialization and language ecology.

Newcomers and Receiving Society in Anglophone Canada

For the purposes of this study, a newcomer is defined as a temporary or permanent resident who arrived as an immigrant or refugee and is in the process of settling into a community (ICA, 2021). I define members of the receiving society as those who feel a sense of belonging to and are experienced members of the society receiving the newcomers.

In Canada (excluding the province of Québec), the federal government's Ministry of Immigration, Refugees and Citizenship Canada (IRCC) is tasked with managing migration and settlement matters in accordance with the Immigration and Refugee Protection Act (2001). IRCC's 2023 Annual Report to Parliament on Immigration states that the Government of Canada is planning to welcome increased numbers of newcomers between 2024 and 2025, with the main rationale of encouraging economic growth (2023). Currently, IRCC focuses largely on

economic reasons for bringing in newcomers (Kyeremeh et al., 2021), specifically noting that "economic immigration will continue to be a Government of Canada priority to help address the persistent labour shortages resulting from the aging population and lower fertility rates" (IRCC, 2023, p. 5).

According to IRCC, new Canadians arrive through three main streams: economic immigration, family reunification, or refugee programs (2023). Economic immigration is when Canada offers permanent residency to an individual or a family based on a labour need in Canada. When one member of a family is a Canadian citizen or permanent resident, they can apply to sponsor their immediate family members (i.e., spouse, partner, children, parents, or grandparents) for permanent residency through the family reunification stream. If an individual or a family is "outside of their home country and [is] unable to return based on a well-founded fear of persecution due to race, religion, nationality, membership in a particular social group or political opinion," then they may be eligible for permanent residency through one of Canada's refugee programs (IRCC, 2020, p. 20). After arrival, new Canadians come into contact with different groups and services that may impact their post-arrival experiences (Ager & Strang, 2008): members of receiving society of similar origin or not, other newcomers of similar origin or not, and government services, such as health, education, and settlement services, which are services specific to newcomers.

Newcomers to Canada have access to a different range of settlement services depending on how they entered the country. The stated objective of settlement services is to assist "immigrants and refugees in overcoming barriers specific to the newcomer experience, such as a lack of official language skills and limited knowledge of Canada, so that they can

participate in social, cultural, civic and economic life" (IRCC, 2024c, para. 2). The ultimate target outcome of settlement programs is that "newcomers and citizens participate in fostering a more integrated society" (Neudorf, 2016, p. 95). IRCC funds settlement services that include "information and referrals, language training, assistance finding employment that matches newcomers' skills and education, and help integrating into Canadian society" (IRCC, 2024c, para. 1). Settlement service providers have to apply for funding through proposals, and only projects and services that are in line with IRCC's goals are successful in securing and maintaining funding (Neudorf, 2016). Therefore, in practice, settlement programs may be biased to support certain aspects of settlement and certain ideas of integration over others (Neudorf, 2016). Settlement services provide support to ease a newcomer's transition into Canadian society and provide skill-building opportunities to navigate interactions with members of the receiving society more smoothly.

General cultural attitudes and values can impact how newcomers are received by members of receiving society and how newcomers themselves respond to receiving society – according to Schwartz (2007), certain cultural values may encourage members of a culture to be more tolerant of cultural dissimilarities and changes. The more there is cultural dissimilarity between a newcomer and the receiving culture, the greater the chance of integration difficulties (Hou et al., 2018; Nakhaie, 2020). Schwartz's (2007) theory of *cultural value orientations* is an instrument to map and compare national cultural value priorities and identify how they may affect attitudes and behaviour. Although Schwartz cautions against using cultural value orientation findings to overgeneralize about how members of a culture might feel and

behave, cultural value orientations can be a useful tool to identify trends within dominant cultures of a region.

In the case of Canada, Schwartz found that English-speaking and French-speaking Canadians had slightly different tendencies in cultural value orientations. Given that this study focuses on Victoria, British Columbia, English-speaking Canada is the dominant receiving culture in question and will thus be the focus in this thesis. According to Schwartz, English-speaking Canada tends towards the cultural value orientations of autonomy, mastery, and egalitarianism. Autonomy is the stance that people "should cultivate and express their own preferences, feelings, ideas, and abilities, and find meaning in their own uniqueness," which contrasts with the notion of embeddedness, where people are embedded in collectivity and group identity (Schwartz, 2007, p. 36). Affective autonomy means that individuals should pursue affectively positive experiences, and intellectual autonomy means that individuals should pursue ideas independently. The value of mastery opposes the value of harmony: a culture with a mastery orientation encourages individuals to assert themselves in order to direct the natural and social environment to accomplish their goals. Harmony involves understanding, appreciating, and fitting into the world as it is. In a culture with an egalitarianism orientation, "people are socialized to internalize a commitment to cooperate and to feel concern for everyone's welfare [and] expected to act for the benefit of others as a matter of choice" (Schwartz, 2007, p. 36). In a culture with a hierarchical orientation, "hierarchical systems of ascribed roles […] insure responsible, productive behavior" (p. 37). Unequal distribution of roles, power, and resources are viewed as legitimate. Dominant Anglophone Canadian culture tends towards autonomy, mastery, and egalitarianism orientations.

Schwartz (2007) notes that an emphasis on autonomy and egalitarianism predisposes members of that culture to be more open to accepting individuals from diverse and different backgrounds. In these cultures, people are less likely to fear exposure to values, beliefs, and practices that differ from their own. Given that English-speaking Canada is oriented towards autonomy and egalitarianism, members of society would tend to be more ready to welcome newcomers. This evaluation is supported by statistics from the IRCC 2024-25 Departmental Plan: in 2022-23, 61% of Canadians supported the current level of immigration, and 90% of immigrants and refugees have a strong sense of belonging in Canada, showing that overall, the majority members of receiving society and newcomers alike feel positively about newcomers settling in Canada. It is important to note, however, that there is a recent downward trend in Canadians who support the current level of immigration. The IRCC 2024-25 Departmental Plan indicates that the percentage of Canadians who supported the level of immigration at the time was 76% in 2020-21, 67% in 2021-22, and the most recent result of 61% in 2022-23. The Departmental Plan suggests that this trend may be due to insufficient societal capacity for successful integration, such as insufficient capacity in housing and support infrastructure (e.g., the healthcare system), leading the government to propose a stabilization of immigration levels for 2026.

Belonging and Integration among Newcomers

Specific definitions of successful integration vary based on context. Drawing on commonalities in definitions of successful integration in Canadian immigration studies, the working definition of successful integration for this study is as follows: it is a process of mutual

adaptation and building of trust between newcomers to a society and members of the receiving society, a process which involves economic, social, political, and cultural aspects (Berry, 1997; Bilodeau & White, 2016; Drolet et al., 2012; Drolet & Moorthi, 2018; Drolet & Teixeira, 2022; Hou et al., 2018; Immigration and Refugee Protection Act [IRPA], 2001). It is a process of inclusion and empowerment for newcomers and longer-term residents alike (Mackay-Brown & Ashton, 2021). "Integration" is the term most commonly applied to this process (Mackay-Brown & Ashton, 2021). The term "acculturation," used in a number of Canadian studies on post-migration experiences (e.g., Berry, 1997; Berry & Hou, 2016; Hou et al., 2018; Mackay-Brown & Ashton, 2021; Lindner et al., 2020), is a more neutral term to describe the different ways that newcomers and members of the receiving society adapt after arrival, of which integration can be one.

Early work by Berry (1997) contrasts integration with three other potential acculturation strategies that an individual might take while adapting to a different cultural context: assimilation, separation, and marginalisation. Assimilation is when an individual focuses on active engagement with the receiving society and does not wish to maintain their original cultural identity. Separation describes the approach where an individual maintains their original cultural identity and avoids active engagement with the receiving society. If an individual is not interested or is not able to maintain their original cultural identity, nor are they interested or able to meaningfully engage with members of the receiving culture, the state is defined as marginalisation. Berry notes that the employment of one or other of these strategies is not always by choice – newcomers may face pressures from the dominant culture that force them into one response or another. Berry and Hou (2016) further this research by finding that

newcomers to Canada who have an integration approach – as opposed to Berry's (1997) three other types of acculturation – have some of the highest levels of wellbeing (measured by life satisfaction and mental health), which supports the idea that the outcome or process of integration is a more positive acculturation approach for newcomers compared to assimilation, marginalization, or separation. Berry and Hou (2016) and Hou et al. (2018) emphasize that integration is not only a positive path for newcomers, but also benefits the larger society in social, cultural, and economic ways.

In Ngo's (2019) critique of acculturation theories, Ngo cautions against the uncritical use of bidimensional acculturation theories like Berry's. Ngo finds that Berry's theory is oversimplistic in its view of identity and does not sufficiently consider how power impacts a newcomer's integration journey and choices. Additionally, Berry's work emphasizes how newcomers adjust to receiving society, but not on how receiving society adjusts to newcomers, which is contrary to the accepted definition of integration being a mutual process of adaptation for both newcomers and receiving society. Berry's work can be seen as a starting point on Canadian discussions of integration, but more recent research has moved to the use of multidimensional conceptions of integration.

To explore the processes and supports that contribute to successful integration, current studies of the Canadian context (e.g., Drolet & Moorthi, 2018; Mackay-Brown & Ashton, 2021; Nakhaie, 2020) are guided by Ager and Strang's (2008) conceptual framework of integration. Ager and Strang's original research that led to the framework was conducted in the United Kingdom, but their work has served to guide stakeholders in integration in other geographical contexts as well (Donato & Ferris, 2020), as demonstrated by its application to the

aforementioned Canadian studies of integration. Ager and Strang (2008) propose ten domains of integration, divided into four markers and means of integration, one foundational domain, three types of social connections, and two integration facilitators, discussed below.

According to Ager and Strang (2008), markers and means of integration are areas of activity that both facilitate and mark achievement in integration: employment, housing, education, and health. Having stable employment that matches one's credentials, stable and appropriate housing in a place where newcomers have positive relationships with their neighbours, the ability to reach one's (or one's family's) educational goals, and good health with access to health services can all contribute positively towards successful integration. Changes in these areas can also lead to further engagement with the receiving society or government bodies through one's co-workers, neighbours, teachers or fellow parents of children in school, or health services. Examples of barriers in these areas are unemployment or underemployment, inadequate or unstable housing, insufficient support for success at school, or inadequate access to health services. Achievement in employment, housing, education, and health can facilitate integration and indicate successful steps in integration.

The foundational domain of Ager and Strang's (2008) framework is citizenship and rights. Rights, responsibilities, and the path to citizenship differ from place to place given that each society has its own laws, values, and characteristics – a society's definitions of these concepts "are fundamental to understanding the principles and practice of integration in that situation" (p. 176). Notions of citizenship and rights dictate how and when a person should be considered a full member of the society with the accompanying rights and responsibilities. If

newcomers are not afforded the same rights as longer-term residents, including a path to citizenship, it would likely be a barrier to integration.

Social connections propel the process of integration and can be loosely separated into three types: social bonds, social bridges, and social links. Social bonds are relationships with others from a like-ethnic community. These connections provide newcomers with an opportunity to "maintain familiar patterns of relationships," such as speaking in their mother tongue and engaging in other cultural practices and traditions (p. 178). Social bridges are relationships with members of the receiving society and other newcomer groups: for both newcomers and longer-term residents, positive social connections between them are a factor in feeling a sense of belonging in a community. Social links refer to connections between individuals and structures of the State (e.g., government services). It is a major barrier for newcomers if they are unable to access fully or communicate with services such as health services, police, or government offices. Some challenges in forming social connections can be overcome by integration facilitators, such as supports for effective communication.

Integration facilitators help to remove barriers to integration. Ager and Strang (2008) identify two key facilitators: (1) language and cultural knowledge, and (2) safety and stability. Language and cultural knowledge includes not only newcomers learning the dominant language(s) and becoming familiar with the dominant culture's practices and norms, but also members of the dominant culture facilitating effective communication (in the dominant language or newcomers' own through translation) and learning about newcomers' cultures. This reflects the mutual accommodation aspect of successful integration. Safety and stability contribute to newcomers and longer-term residents alike feeling more at home and secure in

their communities. If a neighbourhood feels safe for all and has a relatively stable population, it is more likely that all residents will feel and be able to build more of a sense of community and connection. Successful communication, cultural awareness, safety, and a sense of community stability facilitate integration.

In a follow-up study to expand and refine Ager and Strang's (2008) work, Strang and Quinn (2021) suggest that trust should be included as another facilitator of integration. Similarly, working in the Canadian context, Bilodeau and White (2016) find that generalised trust plays a significant role for newcomers to be open to interactions with other Canadians. Generalised trust is "a predisposition towards engagement and cooperation with others" (p. 1317). As newcomers may see themselves as outsiders or may be seen as outsiders by receiving society, it can be more challenging to trust in others. Newcomers' levels of trust in members of the receiving society are strongly influenced by post-migration factors (e.g., treatment by fellow Canadians, treatment by the government, employment/economic/citizenship status, and length of residence); however, newcomers may be more resilient in the face of negative post-migration experiences if they arrive with higher levels of generalised trust. Levels of generalised trust upon arrival are affected by pre-migration factors (Bilodeau & White, 2016; Strang & Quinn, 2021). For example, conflict and the experience of forced migration for newcomers who arrived as refugees can undermine their trust in others (Strang & Quinn, 2021). Trust is essential to the initiation and facilitation of day-to-day interactions (Bilodeau & White, 2016). If newcomers perceive that Canadians or the Canadian government have mistreated them, then they are likely to lose trust, which would make daily interactions a more challenging prospect.

Therefore, positive post-migration experiences that build and maintain trust are critical to successful integration.

Building on previous research on integration, Mackay-Brown and Ashton (2021) note that individuals may have different needs in order to be or feel integrated – the unique needs of an individual may depend on their values, priorities, or individual circumstances. Therefore, the most useful supports for integration or markers of successful integration may differ from person to person. For example, if a newcomer has previous education credentials and a family, part of successful integration for that newcomer may be securing employment that matches their credentials and meeting their family's needs. In contrast, a younger, single newcomer may be more focused on meeting an educational goal, the process and completion of which would likely help them feel more integrated. As needs are met over time, a newcomer's place attachment (sense of belonging and being at home) would likely increase. Mackay-Brown and Ashton (2021) also emphasize the importance of inclusion: "inclusion through community acceptance and the absence of discrimination are major elements determining [newcomers'] sense of integration" (p. 104).

National policies and approaches may affect the goals and process of integration, but the most significant influences come from everyday life in the local context (Schmidtke, 2018; Ward & Geeraert, 2016). Similarly to Mackay-Brown and Ashton (2021), Schmidtke (2018) finds that context and community are vital in the integration process: the meaning of successful integration may vary depending on how residents of an area have defined it, and community plays a critical role in the inclusion and empowerment of newcomers. Place-based, community-driven ways of understanding and supporting integration are more successful at developing a

sense of belonging and empowerment among newcomers. When newcomers feel that they have agency and voice, they engage with the receiving society in defining the goals of integration and negotiating its outcomes. This leads to a two-way mutual adaptation process between newcomers and a receiving society – societal practices evolve through negotiation between the two groups. More success in supporting integration occur at everyday sites of interaction with people both within and outside of a newcomer's cultural groups than through broad policy changes (Cherti & McNeil, 2012). This highlights the importance of members of the receiving society being open and willing to make an effort for positive interactions with newcomers.

Approaches to Belonging and Integration by the Government of Canada

The basic laws governing Immigration, Refugees and Citizenship Canada's approach to integration are found in the Canadian Multiculturalism Act (1985) and the Immigration and Refugee Protection Act (2001).[1] The Canadian Multiculturalism Act declares that the Government of Canada's policy is to "promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society and assist them in the elimination of any barriers to that participation" (Section 3 [1] [c]). The Multiculturalism Act encourages integration, particularly social integration, by supporting the full and equal participation of all Canadians in society.

[1] Immigration, Refugees and Citizenship Canada's immigration policy and approaches apply to all of Canada except for Québec.

In the Immigrant and Refugee Protection Act (IRPA) (2001), two of its objectives with respect to immigration are “to permit Canada to pursue the maximum social, cultural and economic benefits of immigration” (Section 3 [1] [a]) and “to promote the successful integration of permanent residents into Canada, while recognizing that integration involves mutual obligations for new immigrants and Canadian society” (Section 3 [1] [e]). These statements mention social, cultural, and economic aspects of immigration and support a whole of society approach to integration in line with Ager and Strang’s (2008) framework, where all Canadians, both newcomers and longer-term residents, work equally to adapt to each other. In the IRPA, there is no mention of integration in the objectives with regards to refugees: for refugees, the objectives are to provide “safe haven” (Section 3 [2] [d]) and “to support the self-sufficiency and the social and economic well-being of refugees by facilitating reunification with their family members in Canada” (Section 3 [2] [f]). The Multiculturalism Act (1985) and the IRPA (2001) state that integration is a bi-directional process between newcomers to Canada and longer-term residents, and they acknowledge the social, cultural, economic, and political aspects of the integration process. However, there is a lack of policy about supporting the integration process for refugees, and currently, the interpretation and implementation of these laws prioritize some aspects of integration over others.

The 2024-25 IRCC Departmental Plan (2024b), the 2023 Annual Report to Parliament on Immigration (2023), and the current citizenship study guide *Discover Canada* (IRCC, 2021) emphasize economic integration more than any other aspect. These documents present demographic and labour market needs as the most important reasons behind increasing immigration; thus, economic integration is a significant focus when measuring the success of

newcomer integration. The Minister's note in the 2024-25 IRCC Departmental Plan (2024b) states that "[o]ur priority is making sure Canada is better positioned to attract and retain the skilled workers needed to sustain the economy and grow our communities" (para. 5). Immigration is first and foremost presented as a measure to support Canada's economy. An annual departmental goal is newcomers achieving economic independence and contributing to labour force growth (para. 42). Immigration success measurements presented in this document in the area of permanent residents being welcomed and benefiting from settlement supports are newcomers' improvement in official language abilities, newcomers' integration into the labour market, and the percentage of Canadians who support current levels of immigration (para. 42) – newcomers' integration into the labour market is an explicit goal of IRCC. Although social and cultural aspects of integration are mentioned, a strong recurring theme in the Departmental Plan is economic integration.

The 2023 Annual Report to Parliament on Immigration (2023) continues the economic theme: it mentions the social and humanitarian reasons for immigration, but it emphasizes more strongly how each immigrant class economically benefits Canada and longer-term Canadians. The Report states that immigration is "essential for Canada, providing economic, social, and cultural benefits" (p. 5); however, the underlying focus is economic benefit. In the section on Canada's approach to immigration, there is one sentence about social and cultural benefits of permanent immigration compared to six paragraphs that primarily focus on its economic impact. These paragraphs include references to how immigration addresses labour shortage from Canada's aging population and lower fertility rates, accounts for almost 100% of labour growth, and contributes to a skilled workforce and supply of labour in critical areas and

specific regions (pp. 5-6). Social and cultural benefits of immigration are described simply as "a diverse and multicultural society in Canada, and to enhance the vitality of Francophone minority communities across the country" (p. 5). In the paragraph regarding the refugee program, there is an equal emphasis placed on integration into the labour market as overcoming barriers and integrating into Canadian society (p. 6). In the 2023 Annual Report to Parliament on Immigration, immigration-driven economic prosperity is generally mentioned first and mentioned often. In the section on 2024-2026 immigration levels, the Report notes that "[s]upporting the Canadian economy continues to be a key priority of this plan" (p. 41). The value of newcomers is presented as mostly economic, with "extra" social and cultural benefits. Like the 2024-25 Departmental Plan (IRCC, 2024b) and the citizenship guide (IRCC, 2021), the Report (IRCC, 2023) has a strong, recurring economic theme.

Discover Canada: The Rights and Responsibilities of Citizenship (IRCC, 2021) was originally published in 2012 and is the official study guide for the Canadian citizenship test. As such, it is a strong tool in encouraging newcomers to have certain ideas about Canada and Canadian society, and it has the potential to affect a newcomer's integration experience. Narratives in a citizenship guide "can serve to shape, legitimize, or undermine the lived experience of immigrant newcomers" (Gulliver, 2018, p. 69). If a citizenship guide presents a view of what *is* and *is not* Canadian, and newcomers feel a disconnect from the identity or a pressure to assimilate, then this could affect their experiences of integration.

Discover Canada presents economic participation as one of the most valuable contributions to Canada that new citizens can make and a key to successful integration. One responsibility of citizens mentioned in the guide is to secure and maintain employment:

"[g]etting a job, taking care of one's family and working hard in keeping with one's abilities are important Canadian values" (IRCC, 2021, p. 9). It can be understood that not being employed or working would be considered a failure. The guide portrays the hard work of Canadians as what has maintained the country's high standards of living (p. 24), and active participation in the country is presented as the basis for prosperity (Blake, 2013). Tonon and Raney (2013) note that *Discover Canada* highlights individual responsibility to work hard and to not "rely on the Canadian state for their well-being" (p. 207). *Discover Canada's* idea of a successful life in Canadian society is strongly based on participating in the labour market and economy. *Discover Canada* (IRCC, 2021), along with the 2024-25 Department Plan (2024b) and the 2023 Annual Report to Parliament (2023), focuses on the economic aspect of integration as a measure of integration success over other aspects. These publications encourage economic integration through securing and maintaining employment, and their indicators of success are primarily economic. These documents are a reflection of IRCC's current priorities in their official approach to providing services to support settlement and integration.

Li (2003) critiques Canadian settlement supports as being primarily designed to support labour market integration, meaning that support for other aspects of integration is underserved. Dumitra (2018) and Stewart et al. (2008) have identified numerous areas as challenges requiring increased support for newcomers to Canada: insufficient language training, inadequate cultural knowledge, employment difficulties, limited childcare, disrupted family dynamics, unmet expectations, and discrimination. When evaluating these challenge areas with reference to Ager and Strang's (2008) framework, insufficient language training and inadequate cultural knowledge are clear barriers to successful integration. Access to and achievement in

employment and potentially education are disrupted by employment difficulties and limited childcare. Disrupted family dynamics have a negative effect on social bonds, while unmet expectations and discrimination affect the foundational aspects of the assumption and practice of rights and citizenship. Based on Ager and Strang's (2008) framework, the issues identified by Li (2003), Dumitra (2018), and Stewart et al. (2008) are all barriers to successful integration.

In the IRCC documents reviewed, the areas identified as barriers by Dumitra (2018) and Stewart et al. (2008) are not explicitly mentioned as priorities. The goals described in the IRCC Departmental Plan (2024b) in the section "Immigrant and Refugee Selection and Integration" are the following: "Permanent residents are welcomed and benefit from settlement supports" (Table 4), "Immigrants and refugees achieve economic independence and contribute to labour force growth" (Table 5), and "Immigrants and refugees feel part of and participate in Canadian society" (Table 6). Although these goals may appear to support a wide range of areas of integration, the specific indicators used to measure success are more narrowly targeted. To measure whether newcomers are welcomed and benefit from settlement supports, the indicators used are the "percentage of Canadians who support the current level of immigration," the "percentage of settlement clients who improved their official language skills," and the "percentage of settlement clients who acquired knowledge and skills to integrate into the labour market" (Table 4). Economic independence and contribution to labour force growth are measured by levels of employment, levels of income, and "percentage of the Canadian labour force that is made up of immigrants and refugees" (Table 5). The "percentage of immigrants and refugees that have a strong sense of belonging" and the "percentage of immigrants and refugees who volunteer in Canada" are used to measure whether immigrants

and refugees feel part of and participate in Canadian society (Table 6). These numerical indicators for the success of each goal do not take into account the complex factors that are involved in each area of measurement, nor do they serve to highlight areas where further support is needed.

The Departmental Plan does articulate a few specific plans for upcoming years, but these do not address all of the barriers identified by Dumitra (2018) and Stewart et al. (2008). The IRCC commits to continuing to "advance employment-related services that address barriers to labour market integration for specific newcomer groups" (para. 2) and to prioritize "flexible language training services at basic and intermediate levels to help newcomers acquire the skills they need to live and work in Canada" (IRCC, 2024b, "Settlement sector supports newcomers," para. 3). Although these approaches may address the issues of insufficient language training and employment difficulties to some degree, the IRCC's focus seems to be more on supporting newcomers in order to meet Canada's needs, particularly its economic and labour needs, rather than on the needs of newcomers themselves.

Looking more generally at Canada's immigration system and the settlement program, Li (2003) and Kyeremeh et al. (2021) find IRCC's interpretation and assessment of successful integration as problematic in that successful integration is considered to be conforming to the behaviours, norms, and average performance of native-born Canadians. Blake's (2013) study of the citizenship guide echoes this sentiment: this is an "attempt at nation-building [that] strives to recapture Canada's historical traditions and symbols of collective national identity and to impose them on a diverse population in the hopes of creating a sense of shared Canadian citizenship" (Blake, 2013, p. 84). The guide reflects a wider trend in the Canadian government

where successful integration is defined as “discarding differences deemed to fall outside mainstream society” (Li, 2003, p. 316). Newcomers are expected to adjust to dominant society instead of having an equal process of change for both new and longer-term Canadians. Despite language in official government legal documents and other publications that implies an equal responsibility for both longer-term residents and newcomers in achieving successful integration, in reality, newcomers are expected to do the majority of the adaptation (Barker, 2021; Li, 2003). This interpretation of the integration process opposes generally accepted definitions of successful integration as mutual adaptation by the whole of society – instead, this view of integration more resembles Berry’s (1997) definition of assimilation. In the IRCC documents reviewed, there is no mention of specific supports or improvements for mutual adaptation for longer-term residents as well as newcomers, nor is there robust support for successful integration that diverges from the conception of an average, native-born Canadian.

Newcomer Language Learning and Integration

Inclusive language ideologies and language practices that value diversity are critical to successful social inclusion (Duff, 2019; Piller & Takahashi, 2011). Although the development of majority language abilities is vital to participating in many aspects of majority society (Ager & Strang, 2008; Kubota et al., 2022; Lindner et al., 2020; Yates, 2011), the continued use of newcomers’ first languages is valuable to maintaining ties to the practical and emotional support that same-first-language communities offer, especially during early settlement (Hou et al., 2018; Lindner et al., 2020; Yates, 2011). Learning additional languages need not result in the loss or disuse of previously learned languages – a multilingual approach allows for the

maintenance of multiple languages and the cultural identities and practices that accompany them (Zeaiter, 2022). However, as Piller and Takahashi (2011) note, multilingualism can be as exclusionary as monolingualism if multilingualism is defined as "perfect" fluency in two or more languages. The reality is that multilingualism tends to include switching between languages, dialects, accented speech, and alternate sentence structures and word choice, and it should be valued as such. A perceived lack of language proficiency can be used to justify exclusion, or a perceived failure in reaching an ideal level of proficiency can result in marginalization and affect wellbeing. Therefore, a receiving society's policies and attitudes should ideally allow for and celebrate multilingual interactions and identities, while also providing support for newcomers to add to their linguistic repertoires and social networks.

According to Nakhaie (2020), language proficiency is the most important predictor of sociocultural integration, where sociocultural integration is the "acquisition of a set of appropriate knowledge, skills, and abilities that enable newcomers to live in their new intercultural milieu" (p. 1439). Therefore, if a newcomer is comfortable and confident using the majority language of their community, it may support their path to integration and feeling a sense of belonging. If a new Canadian does not yet have the language proficiency they desire to have on arrival, they may wish to participate in language learning opportunities.

Language training is one of the settlement supports funded by Immigration, Refugees and Citizenship Canada. English language training for newcomers is provided through the cost-free Language Instruction for Newcomers to Canada (LINC) program, and classes in the LINC program focus on language for integration (Barker, 2021; Derwing & Thomson, 2005; Nakhaie,

2020). The teaching approach in LINC classes is task-based language teaching,[2] and assessment is through Portfolio-Based Language Assessment aligned to the Canadian Language Benchmarks (Centre for Canadian Language Benchmarks [CCLB], 2019). The guiding principles of the Canadian Language Benchmarks are to be learner-centred, competency-based, and task-based; they stress community-, study-, and work-related tasks (CCLB, 2019): LINC instructors identify areas where learners would like to improve through needs assessments and focus on real-world activities and tasks to support language learning. Given that LINC courses are funded by Immigration, Refugees and Citizenship Canada and follow assessment tools developed by IRCC, the integration goals of the language learning are likely to align with IRCC's integration goals.

Barker (2021) and Derwing and Thomson (2005) have critiqued LINC curriculum for exactly this reason. LINC instructors are expected to "promote the development of citizenship values" (Derwing & Thomson, 2005, p. 44); however, given that dominant narratives of citizenship values lean towards an assimilationist approach, there is a danger that strictly curriculum-based approaches to language instruction could contribute to the exclusion or minimization of newcomer identities and cultures (Barker, 2021). Barker (2021) states that the curriculum depicts the immigrant learner as "deficient" and as needing to "change their ways of speaking and (inter)acting to 'become more Canadian'" (p. 80). Apart from practical constraints in supporting a robust discussion of culture in language classes, other ideological barriers exist. Official LINC curriculum does not provide sufficient space for a learner's own cultural background, nor does it explore deep-rooted cultural values or beliefs (Barker, 2021) – this

[2] Task-based language teaching is an approach that focuses on learning to communicate through interaction in the target language and linking classroom language with language use outside of the classroom (Nunan, 2004).

space would support integration, rather than assimilation. Instead, official LINC curriculum tends to focus on superficial cultural differences, such as behaviours (Derwing & Thomson, 2005, p. 49). Unless individual instructors are able to broach deeper topics such as values or beliefs, the tendency of the curriculum is to remain focused on factual information (e.g., geography, history, politics) in discussions of aspects of Canadian culture and society. If this is the case, there is a risk that the presented view of culture will be decontextualized, "which can often result in the development of stereotypes" (p. 55). Focusing on surface-level cultural phenomena (such as cultural behaviours) is not conducive to a language socialization that takes into account the richness and complexity of a culture, given that the portrayal of culture would tend to be a homogenous one, which does not reflect the diversity of situations and interlocuters that will all require different communicative responses and approaches.

Barker (2021) further notes that even though Canadians are diverse with different ways of using and speaking English (the target language in question), the LINC curriculum invalidates any English that is not considered the "ideal," thus perpetuating language-based discrimination. Barker refers to Fleming's (2015) work in which Fleming reviews references to citizenship in the LINC assessment tool (Canadian Language Benchmarks): Fleming found that linguistic competencies that referred to citizenship were at the highest benchmark levels. The single reference to active citizenship (voting) is at the highest level of the Canadian Language Benchmarks, indicating that "opinions not expressed in English [have] little value in terms of Canadian citizenship" (Fleming, 2015, p. 47). One can further infer that opinions not expressed in English of that level of proficiency have little value in terms of Canadian citizenship as well. Newcomers are expected to take full responsibility for changing themselves to become more

"Canadian" (Barker, 2021). This ideological stance discourages learners from finding their own relationship with and identity in the target language and culture, instead encouraging them to discard any cultural or linguistic elements that may be outside the desired "norm." This stance also excuses members of the receiving society from any responsibility to participate in the integration process.

The issues identified in critiques of the LINC program can be barriers to successful integration as described by Ager and Strang (2008) and Berry (1997): the aforementioned issues may inhibit the development of cultural and linguistic knowledge and social connections to longer-term residents by presenting an incomplete portrayal of Canadian society and Canadians, and they could hinder a newcomer's connection to their own cultural and linguistic background by being encouraged (implicitly or otherwise) to leave it behind. Derwing and Thomson (2005) state that increased interactions with members of the receiving society would support improved participation in society and contribute to meaningful cultural learning. However, many newcomers feel at a power disadvantage when interacting with more experienced language users due to their perceived lower language proficiency, creating a negatively self-reinforcing cycle. Derwing and Thomson advocate for increased learning opportunities about equality and the diverse nature of Canadian society in the hopes that newcomers will become more comfortable and empowered in linguistic interactions.

Barker (2021) identifies LINC instructors as potential agents of change, whether the LINC curriculum undergoes meaningful changes or not:

> When language teachers operate from a pedagogical perspective that acknowledges the emergent nature of knowledge and language (e.g., an ecological perspective of language

learning, translanguaging pedagogy, viewing language as a complex, dynamic system), the language classroom is transformed into a more equitable and diverse space. (p. 88)

Barker suggests that instructors could work to identify existing biases with their students, then recognize and celebrate diverse linguistic and cultural practices and approaches. Potentially, the LINC program and its instructors could play a significant role in supporting the linguistic empowerment of newcomers, while meaningful integration in all areas would require a whole of society approach.

Language learning for newcomers may also occur outside of formal learning settings in situations such as work or community activities (Lindner et al., 2020). Social interaction between language learner newcomers and speakers of a majority language can develop linguistic abilities, and if the interaction is meaningful and positive, it can contribute to social inclusion (Nakhaie, 2020; Yates, 2011). Therefore, it is critical for newcomers to have the opportunities to engage with members of the receiving society in a sincere and significant way (Ager & Strang, 2008; Cherti & McNeil, 2012; Duff, 2019; Hou et al., 2018; Piller & Takahashi, 2011; Schmidtke, 2018; Yates, 2011). However, the responsibility for success in intercultural communication is frequently carried solely by newcomers (Barker, 2021; Piller & Takahashi, 2011; Yates, 2011), and this trend of unequal division of responsibility is not conducive to positive post-migration experiences. If members of the receiving society expect "perfect," speech in an accent they are familiar with before they are willing to engage in meaningful communication, then the result is the exclusion and stigmatization of newcomers who are speaking the majority language as an additional language. There must be effort on both sides for interactions to be successful.

To encourage successful communication, Yates (2011), working in an Australian context, argues that members of the receiving society must develop consciousness, attitudes, and abilities for engaging more successfully with new residents. This approach will also promote a community ethic that recognizes that "social inclusion is a dynamic, two-way process of social change" (p. 467). Being more attentive to including a newcomer in conversation, communicating more sensitively to a newcomers' needs, and being patient are simple steps that can encourage more positive, successful interactions (Yates, 2011).

Theoretical Framework

Foregrounding the importance of language and social interaction, this study will be informed by two complementary theoretical frameworks, discussed below.

Language socialization views language learning as a dynamic social and cultural process in which members of a language community negotiate their membership through their interactions with peers or more experienced members of the community (Kulick & Schieffelin, 2004; Ochs & Schieffelin, 1984). In the context of additional language learning, *additional language socialization* is a process in which newcomers learn language and negotiate language use with peers or more experienced members of a language community. It is a bi-directional process – more experienced members of a language community are also socialized to a newcomer's language use – and it involves all facets of communication, including linguistic, social, and cultural aspects (Baquedano-López & Mangual Figueroa, 2011; Kulick & Schieffelin, 2004; Talmy & Duff, 2011).

Language socialization has an ecological perspective of language: learning occurs through use of a language or languages in a particular context and community. Language socialization does not always proceed as expected, desired, or planned: barriers such as exclusion from a community, a lack of investment in the language, or too few opportunities for meaningful interactions may influence the path of language socialization (Talmy & Duff, 2011). Power, agency, resistance, and identity also have the potential to affect the process (Baquedano-López & Mangual Figueroa, 2011; Duff & Doherty, 2015; Talmy & Duff, 2011). A participant in language socialization may accept, reject, or transform language or social practice, and a participant's reaction to the process may be affected by power relationships. Language is a tool that can facilitate or disrupt the formation of identity and thus belonging in a community (Duff, 2010; Norton, 1997). Therefore, exploring additional language socialization processes among adult newcomer language learners in Canada has the potential to reveal relationships between additional language socialization experiences and the development of a sense of belonging in a newcomer's new community.

A complementary theoretical frame, used in this study, is *language ecology*, which considers language learning as a process that cannot happen in isolation: language learners influence and are influenced by their environments, which include external factors like social and cultural contexts and internal factors like the learner's own identity and history (Steffensen & Kramsch, 2017). When an adolescent or adult has already been socialized in a primary community, socialization processes in an additional language "are saturated with reflexivity regarding identity, social relations, and their political implications" (Steffensen & Kramsch, 2017, p. 21). Language learning cannot be separated from the socialization process arising from

a learner's settlement experiences in a different culture and community. In an ecological approach to language, language learning can occur "wherever people engage across societal, mental, and personal borders" (Steffensen & Kramsch, 2017, p. 22) – learning environments are not only formal (such as a classroom), but can be any context in which there is social interaction (Duff, 2019; Steffensen & Kramsch, 2017). Language ecology recognizes that agents influence and are influenced by their environment, meaning that while newcomer language learners typically change when they come into contact with more established members of the receiving society, established members may also change when they come into contact with newcomer language learners (Steffensen & Kramsch, 2017). This conception of interaction coincides with conceptions of successful integration or belonging: it is a bi-directional process where newcomers and members of the receiving society adapt to each other, creating new, hybrid sociocultural practices (Ager & Strang, 2008; Drolet et al., 2012).

Taken together, *additional language socialization* and *language ecology* provide a rich framework to understand additional language learning among new arrivals to Canada and its relationship to the development of a sense of belonging. Both theories recognize that language learning influences and is influenced by context, including issues of culture, identity(ies), power, agency, community, and history (Baquedano-López & Mangual Figueroa, 2011; Duff, 2019; Duff & Doherty, 2015; Steffensen & Kramsch, 2019; Talmy & Duff, 2011).

Summary

In Canada, Immigrants, Refugees and Citizenship Canada (IRCC) plans to bring in increasing numbers of newcomers over the next two years through its different migration

streams (economic, family, and refugee) (IRCC, 2024b). As part of its responsibilities, IRCC supports newcomers as they settle into their new communities, with the eventual goal of successful integration. However, successful integration has different definitions depending on the context.

For the purposes of this study, successful integration will be defined as a process of mutual adaptation and building of trust between newcomers to a society and members of the receiving society, a process which involves economic, social, political, linguistic, and cultural aspects (Berry, 1997; Bilodeau & White, 2016; Drolet et al., 2012; Drolet & Moorthi, 2018; Hou et al., 2018; IRPA, 2001). In the wider Canadian context, studies of integration primarily refer to Berry's (1997) possible outcomes of acculturation (integration, assimilation, separation, or marginalisation) and Ager and Strang's (2008) domains of integration. Ager and Strang (2008) identify ten interrelated domains of integration: four markers and means of integration (housing, health, employment, and education), one foundational domain (citizenship and rights), three types of social connections (social bridges, social bonds, and social links), and two facilitators (cultural and linguistic knowledge, and safety and stability). Strang and Quinn (2021) suggest that trust should be included as a third facilitator of integration, and Mackay-Brown and Ashton (2021) add that integration is an ongoing and individualized process, where success may be measured differently depending on the person.

While IRCC states that it defines success integration as a mutual process of adaptation between newcomers and receiving society, with social, cultural, and economic aspects, in practice, IRCC publications focus more on economic aspects and on the responsibilities of newcomers to adapt. Newcomers are presented as being of primarily economic benefit to

Canada, and they appear to be expected to conform to receiving society, rather than receiving society being expected to make an equal effort to adapt to newcomers (Barker, 2021; Blake, 2013; Kyeremeh et al., 2021; Li, 2003). This aligns more closely with Berry's (1997) definition of assimilation, not integration.

One area of integration identified by Ager and Strang (2008) has been found by Nakhaie (2020) to be particularly important for sociocultural integration: this is the area of cultural and linguistic knowledge. Comfort and confidence communicating in the majority language (with English being the language in focus here) is an important factor in newcomers' integration journeys. IRCC offers free English language classes up to an advanced level to eligible newcomers through their LINC program, which focuses on practical, task-based language for integration. Similar to critiques of IRCC's definition of integration, Barker (2021) and Derwing and Thomson (2005) have critiqued the LINC curriculum for encouraging linguistic and cultural assimilation, rather than recognizing and supporting the diversity of language use and culture among newcomers and longer-term Canadians alike. Newcomers may also develop their communication skills in contexts outside of the classroom, such as in their workplaces or communities (Lindner et al., 2020) – positive socialization experiences may encourage linguistic abilities and contribute to the newcomer's sense of belonging (Nakhaie, 2020; Yates, 2011).

Highlighting the importance of social interaction in language learning, this study is informed by two complementary theoretical frameworks: *additional language socialization* (Kulick & Schieffelin, 2004; Talmy & Duff, 2011) and *language ecology* (Steffensen & Kramsch, 2017). Both theories take an ecological perspective of language learning: learning occurs through linguistic interaction in a given context and community, where the language learning

both affects and is affected by the specific context (Baquedano-López & Mangual Figueroa, 2011; Duff, 2019; Duff & Doherty, 2015; Steffensen & Kramsch, 2019; Talmy & Duff, 2011).

Chapter 3: Methodology

The purpose of this study was to determine in which contexts English language socialization occurs among newcomer English language learners taking English classes at the Inter-Cultural Association in Victoria, BC. Furthermore, this study sought an understanding of how English language socialization influences the development of a newcomer's sense of belonging to their new home community. The following three research questions guided this study: 1) How is belonging (or integration) defined by the Canadian government, newcomers, members of the receiving community, and other stakeholders?; 2) What classroom practices or other learning contexts influence English language socialization for newcomers?; 3) How do English language socialization experiences of adult newcomers affect the development of a sense of belonging to their new home community?

Study Design

In order to respond to the research questions outlined above, I conducted this research using a case study design to complete an in-depth study at one research site. A case study is an in-depth, typically qualitative approach to "understanding the experiences, features, behaviors, and processes of a bounded (a specific or defined) unit" (Duff & Anderson, 2015, p. 112). In this present study, perspectives from new Canadian language learners and their language instructors were combined with the researcher's interpretations of migration and settlement stakeholder documents and interview data. The purpose of this research, in line with a case study research design, was to take a detailed look at a specific research site (Duff & Anderson, 2015), thus building an in-depth sample case of newcomer language learning and its effects on

the development of belonging. Taking a close look from multiple perspectives at a single site resulted in a focused, detailed examination of the language learning experiences of newcomers within a bounded community. Interacting with a range of community members and information sources about the same site offered insight into the similarities that arise in diversity. I used semi-structured interviews and participant observation for data collection within this case study; both methods will be discussed in detail in sections below. Although interviews were the primary source of data for most of the findings, classroom observations were a key additional data source for findings about learning and teaching within a classroom context.

For this study, I partnered with the English language learning division of a support centre for adult newcomers, the Inter-Cultural Association of Victoria (ICA). Through their services, ICA supports newcomers' integration into the community (ICA, 2020). Their English classes aim to assist adult newcomers in developing the social, cultural, and linguistic abilities necessary to navigate their daily lives in Canada (ICA, 2017b). The English classes at ICA are offered through the Language Instruction for Newcomers to Canada (LINC) program, a nation-wide, government-funded program offering language instruction to all adult permanent residents and refugees (ICA, 2024). Instruction and assessments at ICA follow the Canadian Language Benchmarks (CLB), a descriptive scale of language ability in English as an additional language that guides the LINC program's goals (IRCC, 2012). ICA offers free language training and other settlement services in partnership with Immigration, Refugees and Citizenship Canada (IRCC, 2024a), serving around 750 English language students at any given time with further clients on waitlists (ICA, 2020).

While I had previously volunteered at ICA as a teacher's assistant before this study, at the time of recruitment and data collection, I was not volunteering with ICA and had not volunteered with students in ICA level 4 or above (the target population for language learners) in over one and a half years. In my volunteer role teacher's assistant role, I had contact with language learners and instructors at ICA, but I did not have any power over learners or instructors or any involvement in learners' academic results. I was acquainted with some language learner study participants, but I had never had a power-over relationship with any of them. There was no influence on participants' academic, professional, or interpersonal standing at ICA if they chose to participate or not participate in this study.

I made first contact with ICA in June 2019 to introduce the study, and ICA agreed to partner with me at that time, with their Language Programs Manager as my main contact. I received ethics approval for this study in November 2019. In January 2020, the Language Programs Manager invited me to a teachers' meeting to introduce my research and explain how I was hoping for their support in inviting students to participate in interviews and for classroom observations. Interviews and participant observation took place between February 18 and March 11, 2020, finishing just before ICA started its spring break. COVID-19-related closures in British Columbia began to occur the following week, so data collection was not impacted by COVID-19 measures.

Semi-structured Interviews

I conducted one round of semi-structured interviews with 12 adult newcomer language learners from ICA level 4 or above and ICA language instructors/administrators to acquire a

detailed understanding of the teaching and learning approaches used in ICA's language learning programs and to reflect on how interactions outside of an education setting affect the language socialization process. Interviews took place between February 18 and March 11, 2020. In research partnership discussions, ICA stated that significant changes in language learning for their clients generally require a longer period of time than the length of this study, and it is common for language learners at ICA to stop attending classes suddenly and unexpectedly for health, travel (e.g., visiting country of origin), or family reasons (e.g., lack of childcare). For these two reasons, it was not feasible to try to conduct a second interview with the same group of language learners.

Convenience sampling and *snowball sampling* were both used in this study. As they are two sampling methods that are non-random, and due to the small sample size, it is not possible to make reliable statistical generalizations from the data gathered (Hibberts et al., 2012). Convenience sampling involves drawing research participants from populations that are readily available (Waterfield, 2018) – in this case, from the population and activities at ICA. In a snowball sampling approach, initial research participants refer individuals in the same target population to act as future participants (Crouse & Lowe, 2018).

Interviews were approached as a form of social practice, meaning that I acknowledge and consider that the interview is contextually situated and that interview data are collaboratively produced – power relations are present and at work between the interviewer and the interviewee (Talmy, 2010). In line with the social practice approach to interviews, data is viewed as accounts of the interviewee's representations of their truths, feelings, and experiences as opposed to the data being seen as reports of objective truths and facts.

Interviews with Language Learners

The focus of this research is the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, BC and the impacts of these classes in preparing their sociolinguistic abilities to navigate life outside of classroom settings; therefore, it was highly relevant to interview adult newcomers taking English classes at ICA. Interview participants were adults who arrived in Canada as an immigrant or a refugee and who were taking English language classes at level 4 (i.e., working towards Canadian Language Benchmark 4) or above at ICA.[3] Achievement of a minimum of level 4 in the Language Instruction for Newcomers to Canada program at ICA indicates an adequate to fluent basic English ability or higher according to Immigration, Refugees and Citizenship Canada (IRCC, 2012), which, as noted prior, is the Ministry in charge of managing immigration in Canada and supporting newcomers as they settle into their new home communities. This level minimum was in place in the hopes that learners at this level would be able to communicate their experiences without the involvement of a translator or interpreter. I only interviewed ICA clients taking classes in the evening for reasons of practicality – I worked full-time during the day through the data collection phase and was only able to conduct interviews after work. I was able to meet evening students just prior to entering their 6:00-9:00 p.m. evening classes for the interviews.

To recruit language learners for interviews, I visited five ICA evening English classes of CLB level 4 or above at the beginning of their classes or just before their mid-class break. I visited two classes of level 4, two classes of level 5, and one class of level 7/8. I was unable to

[3] According to the Canadian Language Benchmarks (IRCC, 2012), benchmarks 1-4 indicate basic language ability, benchmarks 5-8 indicate intermediate language ability, and benchmarks 9-12 indicate advanced language ability.

visit any classes of level 6 due to a change in instructors occurring around the time of my visits. In each visit, I outlined my research and the questions I sought to answer during my study, I noted the timing of the proposed interviews and approximately how long they would take, and I mentioned that I would be offering a $20 grocery store gift certificate to thank each interview participant for their time, an honorarium approved by my university's Human Research Ethics Board. I invited any interested students to provide their name and their preferred contact method (e-mail, WhatsApp messaging, or text message) on a sign-up sheet. The sign-up sheet and a recruitment poster (see Appendix A) were left with the course instructor, and I returned the following week to collect the sheets.

My initial aim was to interview eight to ten language learners, but I had 41 students sign up to indicate interest in participating in this study. Due the unexpectedly high level of interest, I narrowed down who I would contact by language level, trying to have even numbers between levels. Given that the only information I had was the participant's name and contact information, linguistic and cultural background did not factor into participant selection. I contacted volunteers through their preferred contact method. If I did not hear back from a contact within two days, I moved on to inviting a different volunteer to participate, but sometimes, I heard back from a volunteer a number of days later. Once a volunteer agreed to an interview, I sent them a digital copy of the participant consent form (see Appendix B) to review prior to the interview.

In the end, I conducted interviews with twelve language learners from nine different countries of origin who ranged in age from 30 to 65 years old at the time of the interview. Eight participants identified as women and four as men. Participants reported speaking between one

and five languages in addition to English. Some basic biographical information about the interview participants is outlined in Table 3.1. To help protect the anonymity of participants, information is presented as more of a summary rather than on a participant-by-participant basis.

Table 3.1. Basic Biographical Details of Language Learner Interview Participants

Biographical Detail	Category	Number of Participants
Language levels	Level 4	5
	Level 5	4
	Level 7/8	3
Countries of origin	China	1
	Colombia	1
	Ethiopia	3
	India	1
	Japan	1
	Kazakhstan	1
	Peru	1
	Philippines	1
	Syria	2
Arrival path	Refugee – private sponsor	4
	Refugee – government sponsor	2
	Immigration – economic	1
	Immigration – family	5
Level of education attained	Incomplete high school	1
	High school	3
	Trade certification	1
	Incomplete university	1
	University certificate or diploma	1
	Bachelor's degree	3
	Graduate degree	2

The interviews with language learners were one-on-one and took about 15 to 35 minutes to complete. Eleven interviews took place in private office spaces at ICA, and one took place in private office space at the University of Victoria. I took notes during each interview and

recorded the audio using both main and backup recorders. Before starting each interview, I checked in with each participant to answer any questions about the participant consent form. If the participant was comfortable proceeding with the interview, they signed the consent form. After the interview, I gave a thank-you card and a $20 gift card for a grocery store to each participant.

Given that migration and settlement experiences can be affected by a multitude of pre-arrival and background factors (Hou et al., 2018), study participants reflected this diversity in their identities and life experiences. In the interviews, I started by eliciting biographical data that may have impacted a newcomer's language learning and settlement experiences, including age, country of origin, linguistic knowledge, experience with formal education, and professional background. Following the section on biographical data, I sought to elicit the types, sources, and impacts of additional language socialization and the development of a sense of belonging after arrival in Canada, including (but not limited to) daily life experiences in Victoria, BC, English language learning history and current experiences, comfort and confidence in communication in English, and sense of belonging in Canadian society. I developed my base interview questions (see Appendix C) with reference to Ager and Strang's (2008) key domains for successful integration by seeking to elicit each interviewee's feelings about each of the key domains (described in the Literature Review section).

Interviews with Instructors/Administrators

To complement the perspectives shared by the language learner interviewees, I conducted semi-structured interviews on the same topics with the ICA Language Programs

Manager, the Head Teacher, and the two Portfolio-Based Language Assessment (PBLA) Leads. The Head Teacher and the two PBLA Leads also teach classes in addition to their administrative work, while the Language Programs Manager role is a full-time administrative position.

Originally, my plan was to interview the Language Programs Manager and three class instructors. I first approached the Language Programs Manager to request an interview with him, and he shared my email invitation to participate in an interview with class instructors. However, I did not receive a response from any class instructors, so the Language Programs Manager offered to invite the three team members who hold combined administrative and teaching roles – the Head Teacher and the two PBLA leads – to participate in an interview during their administrative office hours. All three responded positively to this invitation, so interviews took place during their administrative work hours. After receiving their agreement to the interviews, I sent a digital copy of the participant consent form (see Appendix D) to them to review in advance of our interview.

The interviews with instructors and administrators took place one-on-one and lasted about 20 to 35 minutes. I audio recorded each interview with a main recorder and a backup recorder, and I took notes throughout. Interviews either occurred in private office space or spaces limited to instructors only. Meetings started with the participant reviewing the consent form. If the participant was comfortable proceeding with the interview, they signed the consent form. After the interview, I gave each participant a thank-you card.

The base interview questions for the interviews with these four participants focused on the same themes as the questions for the English language learner interviews, but with adjustments to elicit the perspectives of experienced professionals who have been working in

language instruction and administrative roles with new Canadians for many years (see Appendices E and F). Biographical data questions focused on each person's professional trajectory with English language teaching and working with newcomers as well as inviting them to share any personal experiences that may have influenced their approach to teaching language or working with newcomers.

Participant Observation

I used the method of participant observation – specifically, observation of class sessions – to explore current teaching approaches and learner experiences and to identify how sociolinguistic learning is approached in a formal classroom setting. For this component of data collection, I observed one class of level 5 and one class of level 6 over the course of four weeks, from February 18 to March 10, 2020 (see Appendix F for observation protocols). I sent the invitation to participate in observations to class teachers via the Language Program Manager, and two teachers responded to invite me to their classrooms. Prior to starting the observation, I visited both classes to introduce my research to the students and explain why and how I would be observing. At that time, I provided copies of the participant consent form (see Appendix G) to everyone present in the classroom to review and sign (if comfortable with participating in the data collection) prior to the start of the observation.

Both observed classes were evening classes with two class sessions of three hours each per week. I observed one class session per class each week. During the week of March 2, I observed half of the session (1.5 hours) for each class due to extenuating personal circumstances. The level 5 class had between eight and thirteen students present in classes plus

their teacher. The level 6 class had between ten and sixteen students present as well as their teacher and a volunteer Teacher's Assistant. Numbers of students sometimes fluctuated during each class session due to arriving later or needing to leave earlier for various reasons.

Observation focused on teaching methods, classroom activities, students' responses to activities, classroom culture, topics and themes of study, and the role of the volunteer Teacher's Assistant when there was one present. Observation occurred over the course of four weeks in order to capture one full theme of study – at ICA, all classes focus on the same theme of study (e.g., health, Canadian culture, work/employment) over the course of a month or so.

Observations were recorded through notes taken during and after classes. Notes reflected class events, activities, and topics of discussion, with the acknowledgement that I was limited by what I saw, heard, and noticed. While observing, I frequently performed the same duties as I would if I were a volunteer teacher's assistant for the class. I had volunteered in a teacher's assistant role for more than two years at the research site, so I was familiar with the attendant duties and responsibilities. This level of participation in the class was active or complete participation, meaning that I was engaged in the activities of the group, and there was an open relationship between the group and me as a researcher (Siegel, 2018).

Data Analysis

After collecting data through interviews and observations, I transcribed the audio from the interviews and typed of my notes from observations. Interview and observation data were analyzed with a qualitative analysis software using *critical thematic analysis* (Lawless & Chen, 2018) to gain an understanding of how language learners are learning sociocultural aspects of

communication and how that learning is affecting their integration experiences. I used critical thematic analysis on the interview and observation data to identify influential themes related to sociolinguistic learning inside and outside the classroom setting (Braun & Clarke, 2006; Lawless & Chen, 2018). The influence of the language learning on the integration process was evaluated according to Ager and Strang's (2008) key domains for successful integration mentioned previously in this text.

Thematic analysis is "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). When using thematic analysis, researchers interpret the data to identify themes that they see as relevant to their research questions. Themes may be salient due to the repetition of certain words or phrases, the recurrence of specific ideas, or the forcefulness with which a topic is discussed. Identifying, selecting, and reporting themes from data necessarily includes some level of decision-making on the part of the researcher, which ideally is acknowledged in the resulting analysis. For my study, I followed Braun and Clarke's (2006) phases for thematic analysis. First, I familiarized myself with the data through transcribing interviews, typing up class observation notes, and reviewing the resulting texts. Second, keeping my research questions in mind, I looked through my data to identify relevant codes. When examining the effect of language learning on a newcomer's integration experiences, Ager and Strang's (2008) key domains of integration were used as a reference for analysis. Utterances relating language learning and integration were coded according to Ager and Strang's ten interrelated domains of integration described earlier in this text.

After coding, I reviewed my codes to identify potential themes. If there was doubt about which theme the code was best aligned to, I went back to the interview or observation texts to

identify the best fit. I did a final review of themes that I derived from the analysis and defined them with reference to my research questions. Finally, I reported my findings in the Findings chapter (Chapter 4) of this thesis, where I highlight the themes and connections that I found in the research data. Through this process, I also questioned how the code or theme relates to wider social or cultural contexts by applying critical thematic analysis (Lawless & Chen, 2018).

Critical thematic analysis is a form of thematic analysis that takes into account ideologies and power relations (Lawless & Chen, 2018). Critical thematic analysis connects the discourses of texts with larger social and cultural practices that are based on unequal power relations. In both language socialization (Kulick & Schieffelin, 2004) and language ecology (Steffensen & Kramsch, 2017), power relations are recognized as playing a critical role in any communicative interaction. A critical thematic analysis asks "why and how communication codes are recurrent, repeating, and forceful in ways that reproduce and reinforce social inequalities" (Lawless & Chen, 2018, p. 4).

In the context of this study, interview and observation data were examined for themes in a way that takes context and intention into account. Questions included the following: does the utterance reinforce or challenge hegemonic narratives? How does the utterance relate to economic, social, historical, cultural, and political contexts? The topics of migration and settlement are of interest to many different stakeholders with potentially differing ideologies and goals; thus, a critical approach to examining data contributed to a more robust analysis.

Ethics

The University of Victoria Human Research Ethics Board reviewed and approved this study in November 2019, Ethics Protocol Number: 19-0519 (see Appendix H for certificate). This study received the designation of minimal risk. All study participants, whether they were giving an interview or present in the classroom while I was observing, were provided with a participant consent form (either a physical or digital copy) to review in advance of data collection. Consent forms included information about the study's purpose and objectives, its importance, how participants were selected, what would be involved, any inconvenience to participants, risks and benefits of participation, the compensation offered, how results would be disseminated, and how data would be stored and disposed. The consent form also explained that participation was entirely voluntary, by the participant's express consent only, and completely confidential. I provided participants with the chance to ask any questions or express any concerns when we met in person and emphasized that study participation was entirely voluntary and that there would be no repercussions if a participant chose to withdraw at any time. If the participant was comfortable proceeding with the data collection activity, they signed two copies of the consent form – one copy for me and one copy for their records. During the observation component, I secured ongoing consent from participants by verbally checking in at the start of each class section.

English language learner participants were invited to self-select pseudonyms for the study, but either I was not able to explain what a pseudonym was in a way that participants were able to understand, or participants insisted that it was fine to use their real names (an approach which had not received ethics approval). Therefore, to protect participant anonymity

while also representing participants by something other than a number, I used letters that I randomly chose from their names.

Chapter 4: Findings

In this chapter, I present my findings from the collected interview and observation data. To respond to the research question of how belonging or integration is defined by different stakeholders, I examine interviewees' comments about settlement challenges, supports, and goals. I explore the influence of classroom practices or other learning contexts on English as an additional-language socialization for newcomers through data from observations and discussions in interviews about language learning inside and outside of the classroom. Finally, I examine how English as a second-language socialization experiences of adult newcomers relate to the development of a sense of belonging to their new home community by reviewing interview comments relating to confidence with communication and connection to community. Table 4.1. outlines the principal and secondary themes found during the analysis process described in the previous chapter (Methodology):

Table 4.1. Principal and Secondary Themes from the Data Analysis

Principal Themes	Secondary Themes
Settlement challenges, supports, and goals	Settlement challenges
	Settlement supports
	Future plans
	Motivation for learning
Environments of English learning	Learning inside of the classroom
	Learning outside of the classroom
Communication in the community	Opportunities to connect with the community
	Impact of communication experiences
	Confidence with communication

In the forthcoming sections, I will expand on each theme.

Following transcription conventions in other comparable Canadian studies working with newcomer interview participants (e.g., Drolet & Moorthi, 2018; Mackay-Brown & Ashton, 2021), interjections (e.g., mm-hmm, mmm), hesitations, false starts, and filler words (e.g., um, uh) have been removed from interview excerpts for more clarity of reading, but no adjustments have been made to the word order or word choices of interview participants. Although some speech may be considered disfluent from a prescriptive perspective, clear communication was achieved in the interview process, and I wanted interviewees' words to stand for themselves as much as possible. My speech in the excerpts is tagged with "JD" and italicized, while interviewee speech is in regular font and identified by a letter randomly chosen from the participant's name.

Belonging and Integration: Settlement Challenges, Supports, and Goals

As discussed in my Literature Review chapter, the definition of integration (or the development of a sense of belonging) generally in use in Canadian academic and government settings is a process of mutual adaptation and building of trust between newcomers to a society and members of the receiving society, a process which involves economic, social, political, and cultural aspects (Berry, 1997; Bilodeau & White, 2016; Drolet et al., 2012; Drolet & Moorthi, 2018; Hou et al., 2018; IRPA, 2001). As also described in the Literature Review chapter of this thesis, Ager and Strang's (2008) ten domains of integration are a useful reference here: four markers and means (employment, housing, education, and health), one foundation (citizenship and rights), three types of social connections (bonds, bridges, and links), and two integration facilitators (language/cultural knowledge and safety/stability).

In interviews, rather than asking newcomer interviewees to provide their definition of "integration" or "belonging," I asked more specifically-worded questions about settlement challenges, supports, and goals. Through the responses to these questions, the interviewees revealed their perspectives on the areas and aspects of life that impact integration into or feelings of belonging in Canada. When preparing questions, I judged that asking English language learner interview participants to define the concept of "integration" or "belonging" in the context of an interview may not lead to communication success given the differing levels of comfort and fluency in spoken English. However, in interviews where the participant was clearly more comfortable and fluent in spoken English, I addressed the concepts of integration or belonging more directly.

Settlement Challenges

Interview participants noted economic, social, and cultural barriers to settlement. An economic challenge that was highlighted by several participants was the process of finding suitable employment. Some newcomers find it difficult to work in their field of expertise or education without recertification or (re)doing further education. Instead, they may do unfamiliar work or work that does not align with their career goals. In response to a question about the greatest challenges that newcomers face in settling into Canada, one instructor, E, said the following:

> E: I think finding suitable employment. A lot of them come here with a lot of education, more education than I have had – tons of education, lots of experience, and I'm not sure that many of them get to use that and work in their

> field which I think is a real shame. Obviously, it is important to learn the language and to be able to communicate in that language in your field, but it seems to me that complete retraining is a little bit overkill. (E, March 4, 2020)

One of the English language learners, F, illustrated this difficulty by describing her experience trying to participate in her area of expertise: she holds a PhD and had taught for many years at a university in her home country. She had taught courses and published textbooks in English. Her path of immigration to Canada was on the basis of her expertise in her field. She approached a local higher education institution to offer to teach a course (unpaid, even) on her area of expertise, but was turned down with the rationale that students' schedules were already very full, and they would not have time to take a course in her area of expertise. This had been her first try to find work in a postsecondary setting – at the time of the interview, she was positive and hopeful about a chance in the future, and she was focusing on improving her English to try to give herself better chances of success in obtaining a job in her field. In the meantime, she was working at a grocery store bakery (F, February 27, 2020). As Ager and Strang (2008) state, suitable employment can contribute to integration, while employment that does not match a newcomer's knowledge or experience may impede the process.

A barrier to not only employment, but also to other activities outside of the home, such as attending language classes, is access to childcare (Lindner et al., 2020). One newcomer interview participant, H, noted the following about the lack of access to childcare impacting his wife's life:

> *JD: Have you had difficult or complicated moments in Canada?*

H: No, just difficult for my family, for my wife. I work now, example, two years, she don't have school because no daycare for my baby. I'm try go other place, everywhere say no, the daycare for three years and up. And you waiting in the list. (laughs)

JD: So, your wife has not had the opportunity to study more English in two years.

H: Until now, no. Maybe next year, she can or maybe she can attend because we now one year, waiting, waiting in the list. (H, March 5, 2020)

As H described, the lack of childcare was preventing his wife from accessing language classes, which in turn was delaying her participation in employment outside of the home. He noted that while she had reached level 3 at ICA before giving birth, her time away from classes was impacting her confidence and her comfort speaking English: "She say when she talked, someone with her, she say I am understand, just I don't know give answer, I can't speak" (H, March 5, 2020). Another interview participant, M, came to the interview with her child, saying that while she was able to make it our interview, she would not be able to attend class afterwards:

M: If I have the space for my son, but in the daycare, it's easy for me come every day. Today, I can't come to class at night because my friend, she's busy, she's at party. Where I put my children? Because my husband come to school too with me. (M, March 2, 2020)

M mentioned later in the interview that if she could change anything about Canada, she would change the price of daycare. She said if she had reasonably priced care, her goal would be to go study at a local college.

Social and cultural challenges mentioned during interviews included barriers to communicating and learning language, cultural differences, changing family dynamics, difficulties connecting to the community, isolation, and prejudice. The language programs manager, O, responded with the following when asked about the greatest challenges that ICA clients face in settling into life in Canada:

> O: There's a lot of challenges. Obviously, the first one that would come to mind is employment and also, just learning how things are done here: how do you find a job, how do you register your child for school, the healthcare system. These are all brand new to newcomers regardless of their language level. And then of course the language is often a barrier for a lot of people. Then, there's also cultural things – we see, for example, some role-reversals, where typically, in some cultures, the husband is the breadwinner in the family and makes all the major decisions. And sometimes, we see perhaps […] in Canada, the wife speaks better English, so the wife is now speaking to, say, the bank and dealing with things where the husband was used to dealing with before […] Then, there's also role reversal with children, where children are often having to interpret for their parents. A lot of these things also put a lot of pressure and stresses on family relationships. (O, February 25, 2020)

O highlights that social and cultural challenges can be interwoven – in this excerpt, he notes that communication barriers and cultural differences intersect with changing family dynamics. Similarly, newcomer interviewee F described the connection between communication barriers and isolation:

F: When I met some older Chinese people, it's not good enough because they cannot speak English and rely on his children. His children are busy, no time to help him. So because they cannot speak English, some activities, cannot take part in. (F, February 27, 2020)

F notes that not feeling confident communicating in the majority language of the community can lead to isolation and not being able to take part in activities. The challenges O and F mention are barriers to all three types of social connections that Ager and Strang (2008) describe: bonds, bridges, and links.

None of the language learner interviewees specifically mentioned experiences of prejudice (a result partially shaped by the focus of the interview process and questions asked), but one of the instructors, U, mentioned that some of ICA's students, especially the Muslim women, have experienced people saying racist things to them, which can be a very degrading and discouraging experience (U, March 4, 2020). In response to a question about being treated differently due to language abilities or other reasons, one of the newcomer interview participants, M, expressed that she has felt discomfort at times from being treated differently:

JD: Have you felt that people treat you differently because of your language abilities or something like that?

M: Yes, some people. Yeah.

JD: If people treat you differently, how do you feel?

M: Sometimes, I'm fright.

JD: You're scared?

M: Yeah, yeah. I'm scared. (M, March 2, 2020)

M does not specifically mention why people might be treating her differently, but she clearly describes feeling scared when it happened. Experiences with prejudice or feeling scared would likely affect a newcomer's sense of safety and stability, one of Ager and Strang's (2008) domains of integration.

One of the instructors, U, also described the impact of unsuccessful communication experiences on newcomers:

> U: Yeah, and also being frustrated that when their communication doesn't happen, when they're trying to communicate, and then the listeners kind of give up on them, or just turn away or whatever. A little more patience, I guess, would be good, patience and respect. (U, March 4, 2020)

At times, when newcomer language learners and their interlocuters are not able to communicate in a way that is satisfactory to them both, the interlocuters disengage, which can be very discouraging and disheartening for the language learner and a barrier for subsequent language learning and connecting with the community, key aspects of successful socialization experiences into new social, linguistic, and cultural settings (Ager & Strang, 2008; Baquedano-López & Mangual Figueroa, 2011).

Interconnected social and cultural challenges, along with economic barriers, were many of the settlement challenges described by interviewees. Finding suitable employment and access to childcare were both identified as economic barriers. Social and cultural challenges included barriers to communicating and learning language, cultural differences, changing family dynamics, difficulties connecting to the community, isolation, and prejudice.

Settlement Supports

For many of the settlement barriers that interviewees mentioned, they also described settlement supports that aid newcomers in overcoming the challenges: social connections both within and outside of their own cultural or faith group, connections with formal organizations, a positive work environment, and positive personal approaches to the process of settlement, all underpinned by feeling safe and secure in their communities. Language and cultural knowledge is also a significant contributor to positive settlement experiences, but I will explore language and cultural knowledge in detail in subsequent sections of this chapter.

Several language learner interviewees mentioned the positive impact of having social connections outside of their own faith or cultural group, like a Canadian friend, mentor, or private sponsor group. L described the various ways in which her Canadian friend supports her:

L: But at the school, in the school, there- *¿Hay una mamá?*

JD: There's a mom.

L: So cool, so cool, and she introduce me all the time, yeah and help me. Yes. And help me and […] when I doesn't understand I call her. And eh, "I need help! (laughs) Please, [friend], what do you need to do?" And then she's explain me all the time. (laughs) […]

JD: So things about Canadian culture or…

L: Yeah.

J: …how to navigate situations?

L: Yeah, yeah, yeah. […] In my country, don't play Valentine's Day, *entonces*, [my daughter] returned to house with a lot of gifts. And oh my God… "Mama, I don't

> give anything for my other friends." "I'm sorry, [daughter]." And called to [my friend], and "[Friend], eh, I have a problem!" and [she] said me, "It's okay, don't worry, all the kids doesn't give presents, it's okay, don't worry. I try the next time, I can tell you about the kind of situations." "Oh, thank you!" Yeah. Yeah, she's so, so good person. […] Yeah, and she help me a lot with these situations. Is my angel in Canada. (L, March 4, 2020)

L's friend supported L with not only practical aspects of navigating life in Canada, but also navigating cultural differences, like Valentine's Day at her child's school. Similarly, in response to a question about whether there were experiences or people who had had a significant positive impact in adjusting to Canadian life, another newcomer interviewee, C, said the following:

> C: Yes, my co-worker. She's First Nation. I learn a lot with her. I can say I belongs to team leader is for her because she help me a lot. And always, she's teaching, and she's very good worker, and she wanted that I have this experience like her. […] And she was very patient. (laughs) […]
>
> *JD: You said she helped you a lot – in what type of ways?*
>
> C: Language. Culture, too – understand the culture. Explain to me because she open the door and give me the confidence to ask. […] And with her, I feel that I don't have problem to ask anything.
>
> *JD: So, you feel comfortable asking her…*
>
> C: Whatever.
>
> *JD: …whatever. Yeah, that's amazing. […]*

C: For example, we have to made sure that the company is following all the requirements for safety. And she teach me everything, the way that I have experience and because she want I have for me new position. And in the beginning, I doesn't understand, and I say, "Why she's teaching me all this." But when she notice that I was ready, she just talk with the manager and say, "I want [C] in that job, in that position."

JD: That's great.

C: Yes.

JD: So, she had a lot of confidence in you.

C: Yes. (C, March 11, 2020)

Newcomer interviewees H and T also mentioned a specific Canadian friend or mentor who had had significant positive impacts in their lives, giving the specific examples of support with navigating healthcare and the school system, respectively (H, March 5, 2020; T, March 3, 2020). Newcomer interviewee M further noted that her private sponsorship group makes her feel very comfortable, and she feels like they are her family (M, March 2, 2020). Canadian friends, mentors, and sponsors are valuable sources of many different types of support, both tangible and intangible, for new Canadians. These relationships with members of society from outside of one's faith, cultural, or same-language group form social bridges, one of Ager and Strang's (2008) domains of integration.

In addition to connections with Canadian friends or mentors, social connections within the newcomer's own communities were identified as a settlement support – these relationships are social bonds, as per Ager and Strang's (2008) definition. One of the instructor

interviewees, A, noted that faith communities such as the mosque, or cultural communities such as the Chinese community, are important resources for many new Canadians (A, March 3, 2020). In classroom observations, I noted that newcomers also supported each other within their community of fellow new Canadians: they shared information and resources with their classmates or advised each other on how to navigate Canadian culture. A newcomer's own communities can provide more targeted support for their own context and background.

Formal organizations providing support to newcomers, such as ICA itself or the Victoria Immigrant and Refugee Centre Society (VIRCS), were mentioned as comprehensive sources of settlement support. Newcomer interviewees mentioned accessing several different resources at ICA: translators, settlement support workers, language classes, and workshops. Newcomer interviewee F mentioned receiving support from ICA to apply for a part-time job and do a women's program workshop, in addition to taking language classes (F, February 27, 2020). Another newcomer interviewee, H, noted the following:

JD: When you came to Canada in 2016, how did you feel with English?

H: Yeah, the first year, very difficult. The first year, the ICA helps and sometime when example, I want to go to hospital, send the translator with me.

Later in the interview, H added the following:

JD: You mentioned that your first year in Canada was a little difficult. Was part of the difficulty the language?

H: Yeah, the language. Yeah, example, news, when the government send letter, I don't know what this, I bring to ICA. I have my settlement leader, he help me for this. (H, March 5, 2020)

Both F and H made use of multiple ICA settlement support resources in different areas of their lives (employment, integration, access to healthcare, official communication), an indicator of the importance of settlement support organizations to new Canadians, especially earlier on in the settlement process. An instructor interview participant, U, expanded on ICA's efforts in supporting settlement:

> U: Of course, a great resource is ICA. They're constantly trying to let [clients] know of what's available, what programs. And not just in a practical sense – here are the employment workshops going on – but they've got things where they might have a women's group, a cooking class. There are opportunities in the community that are brought to their attention. (U, March 4, 2020)

ICA not only offers practical supports like language classes and employment workshops, but it also encourages and supports newcomers in connecting with their wider community, and encourages the wider community to be a more welcoming and supportive place for newcomers (ICA, 2023). Settlement organizations like ICA provide comprehensive supports to new Canadians that are valuable in empowering newcomers to be able to navigate their new communities, and form part of a newcomer's social links, or connections to institutions and organizations (Ager & Strang, 2008).

A new Canadian's employment can have a significant effect on their settlement experience (Ager & Strang, 2008) – a positive work environment can foster feelings of being welcomed and accepted into the wider community and contribute positively to newcomers' integration (Woodend & Arthur, 2017). A language learner interviewee, S, described his

experience when applying to work at the same luxury car company that he had worked at prior to coming to Canada:

JD: Have you had any good experiences where a person made you feel really welcome or a situation that made you feel really welcome in Canada?

S: Yes, yes. The time when I got interview in the company. Because I am new in Canada, then my English totally is not good. […] It's like the people in the management, he react like I'm employee in that company, like that, then they treat me very well, so that is the time, "Oh, the people here is very really good."

JD: So, they had confidence in you.

S: Yes, yes, yeah.

JD: And they felt that you were valuable.

S: Yes, yes. (S, March 2, 2020)

In a way, the company that S worked for formed part of his social bonds, his in-group, by maintaining and being supported by a community he had belonged to before coming to Canada. Participant S's hiring experience made him feel welcomed and accepted and gave him a positive impression of people in his new community. Similarly, in response to a question about experiences that made her feel welcome, language learner interview participant T described how she felt when her coworkers and supervisors expressed their appreciation for her and work:

T: They all like me. Then, I feel happy. Because they always appreciate me because they say, "You doing good job. You did good job." And then, everyone appreciate me. (laughs) And then, when I quit my housekeeping job, my manager and

supervisor, they feel a little bit bad because I did very well over there. (T, March 3, 2020)

Like S, T expresses that her positive workplace environment is a significant factor in feeling welcome in Canada.

A newcomer's personal approach and attitudes towards settlement and change can influence their settlement experiences. The ICA language programs manager, O, noted the importance of keeping an open mind when settling into a new place:

O: I think for a lot of people – for all of us, like if we travelled to other countries, I think what's key is keeping an open mind, being open to new ways of doing things and new ideas and new approaches because if you come to the country with that kind of perspective, things are going to be a lot easier for you. Some people, they're able to do that; some people, that's much more of a challenge. (O, February 25, 2020)

One of the language instructor interviewees, U, concurred:

U: I think when they come, they bring a lot of hope and strength with them. Just the fact that they've taken this huge risk in coming here. That is one strength, that risk-taking. And also, a lot of them are highly motivated to do something with their life here, to make something of themselves, and they're highly motivated because of their kids. I think there's also an eagerness on their part to know people from other cultures. That's what I see in my class, anyways, because some of them may come from monocultures. The idea of mingling with people from other parts of the world is quite exciting for them and opens their minds to

other ways of thinking and doing. I think that also is something that they bring with them, and the knowledge and experiences of another life, another part of the world. (U, March 4, 2020)

In response to a question about experiences that made him feel welcome in Canada, H, a language learner interviewee, mentioned how his positive approach to other people has served him in having good experiences with people in Canada.

H: I'm good with the people, maybe the people because this, good with me.

JD: So, in general, you have had good experiences?

H: Yeah, because – in Turkey, one day, I talk with my neighbour, I said, "Turkish people good," and he's said, "No, because you good, you saw the people good." (laughs) (H, March 5, 2020)

H credits his ease with others as a factor in having generally positive experiences in Canada. Another newcomer interviewee, L, expressed her openness to adapting:

JD: Is there something that you would like to change about Canada?

L: No, because Canada is Canada. And I try to *acostumbrarme*.

JD: Adapt.

L: That, I try to adapting, and all the customs. Is a right form, I think. Canada doesn't change with me. (laughs) (L, March 4, 2020)

L emphasizes that Canada is unlikely to change to suit her, and therefore, she should adapt to Canada. Openness to difference and adaptability are attitudes that serve newcomers in having a positive settlement experience.

An underlying sense of safety and security fosters the courage and confidence that newcomers need to engage with their new communities throughout their settlement (Ager & Strang, 2008). All the new Canadian interviewees expressed that they felt safe and secure. Newcomer interviewee Y described her sense of safety in Canada:

> Y: People in Canada, […] they not aggressive. They don't need other people's land or something else. They happy with their lives, so they don't make any wars, any, to other people. So, I'm very like it live here, and it's a very safe place for people. I'm not refugee, I'm not from country where is war, but I feel – yeah, even when I came first time here, I was surprised at people smiling at you, having they meet you and say, "Good morning, good day," greeting you. (Y, February 24, 2020)

Later in the interview, Y mentioned interacting with the Canadian police and having trust that they would help.

> Y: My oldest grandson has autism, so sometimes, […] when he start to play at computer, sometimes he scream a lot when parents say, "That's enough, go to bed." And the neighbours called police, and police came here, and say "What's happened?" But they always friendly, police officer, yes. It was maybe twice, maybe three times when neighbours called police. Because of screams, they thought […] something extraordinary happen. If something happen, police will be help you. (Y, February 24, 2020)

Y felt secure when interacting with the police, and her family's interactions with them had had good outcomes. Her experiences contributed to positive social links, relationships with formal institutions or organizations (Ager & Strang, 2008). Another newcomer interviewee, N, had

lived in two other countries besides her home country before arriving in Canada. She compared her feelings about safety in the other countries versus Canada:

JD: Did you feel comfortable in all places?

N: No. I'm very comfortable here, in Canada.

JD: Why?

N: Because – before, in [the second country], I'm not comfortable. Because I'm working, if the police is come, they arrest me, and send my country. That's why I'm not comfortable. Here, in Canada, I sleep good sleep. When I wake up, I am happy.

JD: Great!

N: Yeah, everything is good.

JD: You feel safe?

N: Yeah, safe, wow, safe. (N, February 24, 2020)

In the second country she lived in, N did not have the legal authority to work and thus was at constant risk of being deported. In Canada, N describes having a feeling of stability, security, and safety, which contributed to her overall happiness. As Ager and Strang (2008) state, safety and security are integration facilitators, empowering newcomers to engage with their communities around them.

Safety and stability, along with language and cultural knowledge, facilitate access to or engagement with settlement supports. In the above sections, I have described supports emphasized in interviews: social connections both within and outside of a newcomer's own cultural or faith group, connections with formal organizations, a positive work environment,

and positive personal approaches to the process of settlement. I will discuss language and cultural knowledge separately in more detail in subsequent sections of this chapter.

Settlement Goals

In response to questions about future plans and motivations for continuing to learn English, newcomer interviewees primarily mentioned career goals, further education, and communicating more easily in daily life as their reasons. At the time of the interview, C was studying by herself to prepare for getting the license needed to enact a career change into the insurance industry from her job in a fast-food restaurant (C, March 11, 2020), and G expressed a desire to take a course at a local college (G, February 26, 2020). S mentioned hoping to recertify as an automotive technician, and later in the interview, he expressed his desire to understand his co-workers more easily, especially when they spoke more quickly and casually:

> S: My goal for my learning English is to communicate some people or Canadian people because for me, is example, in my work, all people is Canadian. Is very hard to get what they say to me because they speak so fast, then it's like they speak also it's like a broken language. Sometimes, it's really difficult for me. That is my goal, to understand that. (S, March 2, 2020)

S describes having difficulty understanding his co-workers, noting that native English speakers do not always follow prescriptive language rules, that is, that native English speakers do not always speak in complete sentences or using grammar or words that are formally taught as 'correct' language. S indicates a wish to become more adept at understanding the style of English that his work community uses, a reflection of both increasing linguistic and cultural

knowledge as per Ager and Strang (2008) and enacting agency within additional language socialization processes (Duff & Doherty, 2015; Talmy & Duff, 2011). Newcomer interviewees K, M, D, L, and T also stated that they would like to feel more at ease using English in their daily life activities, such as work, shopping, and at their children's schools (D, March 9, 2020; K, March 9, 2020; L, March 4, 2020; M, March 2, 2020; T, March 3, 2020). H described having two goals for learning English:

JD: In the future, would you like to go to school in Canada?

H: No, my goal's open my work. Primary goal, work. Just for English, I want continue for English. Because it's important for me and for tomorrow for I can help my baby for school.

JD: So those are your two goals for learning English? To help your child…

H: Yeah.

J: … and to open your own business.

H: Yeah. (H, March 5, 2020)

One newcomer interviewee, C, also mentioned an additional goal apart from her study and career goals:

JD: Are there any other goals that you have at this moment?

C: Volunteer, make some kind of volunteer.

JD: Why?

C: Because I want return something that I receive. (C, March 11, 2020)

C states that she would like to get involved in some kind of volunteering as a way to give back to her new Canadian community, an activity that Immigration, Refugees and Citizenship Canada

views as a marker of successful integration (IRCC, 2024). Newcomer interviewees expressed goals and motivations for learning English in the areas of employment, education, and linguistic and cultural knowledge, all of which are domains of integration described by Ager and Strang (2008).

Environments of English Learning

Learning inside of the Classroom

As discussed in the Literature Review chapter, the Language Instruction for Newcomers to Canada (LINC) program is a settlement support funded by Immigration, Refugees and Citizenship Canada, and as a settlement organization funded by IRCC, the Inter-Cultural Association offers the LINC program to its students. The LINC program is designed to be learner-centred, competency-based, and task-based, with a focus on community-, study-, and work-related tasks (Centre for Canadian Language Benchmarks, 2019). Perspectives from interviews with ICA instructors and students and classroom observations reveal how the LINC approach is carried out in practice and how it is expanded on in classrooms at ICA.

The ICA Language Programs Manager, O, summarized how ICA instructors and administration implement the LINC program:

JD: *How do ICA teachers decide what to focus on when teaching in the classroom? Are they encouraged to use any specific approaches or learning activities?*

O: When we talk about approaches, I would say the communicative approach. We do needs assessments. We do monthly themes, and there is a reason for why we do schoolwide themes – it allows an opportunity for teachers to share ideas and

> activities. Students can share as well, and it also makes sure that we do cover a range of themes throughout the schoolyear. With continuous intake, it's important that do that. […] The other thing I'd say is we address all four skills, and the PBLA [Portfolio-Based Language Assessment] has definitely helped us to make sure that that's being done because we're keeping a record now of "oh, I've done a speaking assessment, I haven't done listening for a while." So, that ensures that we're addressing all four skills. The other thing about PBLA is that it's based upon the idea of real-world tasks, so these are things that they're going to find in the community. […] So, there's the communicative approach, but there's also, with the PBLA, and I think in general in the LINC program, it's about developing learner autonomy, and helping them develop learning strategies that work for them and a learner autonomy so that they're able to do some of the learning on their own. (O, February 25, 2020)

Following the LINC approach, ICA uses a communicative approach to language learning that focuses on task-based learning. They use PBLA as their assessment tool and as a way to ensure classes are covering the four major areas of language learning (speaking, listening, reading, and writing). ICA classes are continuous intake, which means that a new student may join the class at any time during the year. ICA builds its language and cultural learning around monthly real-world themes, such as housing, healthcare, and the workplace.

The interviewed ICA instructors noted that they expand on the base LINC curriculum by using additional strategies to prepare students for navigating social and cultural situations outside of the classroom. One of the instructors, U, noted how she tries to make lessons as

close to real life as possible, but she also discusses real-life experiences as learning opportunities for her students:

> *JD: What types of approaches or activities do you use to prepare your students for navigating different social and cultural situations outside of the classroom?*
>
> U: Sometimes, it can be a planned part of the lesson. I've sent them out to ask one-on-one, go and talk a member of staff and ask them about whatever it is: what are some issues in Victoria that bother you, or can you suggest some places for me to go visit as a family - I've done that. I've consciously made it part of the lesson, but I also, as much as possible, try to bring in examples that I've experienced or that I've seen or heard so that they know how it all works. I could say, for example, "Hey, you know, my daughter lives in Vancouver, and this is what happened during her job interview. Notice the questions they asked her." I always try to bring in stuff that is real, that has happened because a lot of that might not get tackled in a lesson unit, per se. I try to keep that in mind, that they come away with knowing something because of an experience they've heard, and I hope that that has helped them. (U, March 4, 2020)

Another language instructor, A, described how she builds a small community within her classroom in the same way that students might build community outside of the classroom:

> A: Well, we do real-world tasks, so everything we do is preparing them for some kind of interaction outside the classroom, or that's the goal, anyways. But I also try to build community in my classroom, so we always do greetings […], and we use each other's names, talk about our families, and all those kind of things, sort

> of the way you would make connections with people outside the classroom as well. (A, March 3, 2020)

Both A and U enrich the base LINC curriculum in ways that will build their students' confidence and knowledge of language and culture, both inside the classroom and outside of it. In classroom observations, I witnessed other ICA language instructors using the same types of strategies. In all of the classrooms I observed, the instructors supported the formation of classroom communities to model how students might interact and make connections outside of the classroom, as well as to create a safe space where students would feel more comfortable expressing themselves and asking questions. Instructors also drew off their own experiences and stories they had heard to give examples of real-world scenarios. Some instructors themselves reported experiences of being newcomers and/or language learners and referenced those personal experiences as learning resources or points of connection with their students. The ICA approach follows an additional language socialization approach by recognizing that social interaction and cultural activities have a key role in providing language learning opportunities (Duff, 2007) ICA instructors build on the base LINC curriculum to provide a positive and safe classroom community where newcomers learn about and practice responding to real-world situations.

ICA also has an explicit focus on learning about and celebrating culture, both Canadian culture and the newcomers' own cultures. The language programs manager, O, describes the approach to culture in ICA's language classes:

JD: *In addition to being a place of language learning, are ICA English classes also explicitly intended as a place for students to build community, to share their own culture, or to discuss Canadian culture?*

O: Yes. Absolutely. To all of those things. I think sharing culture is very important, and a lot of teachers will do this on a regular basis in the class. It could be anything like Thanksgiving: "Oh, we have a holiday. We are talking about the Canadian culture about Thanksgiving. Oh, do you have similar holidays in your country, around the harvest?" And so you can share, and I think it builds community. Some of our students come from countries that are not as culturally diverse as this one is, and so, by listening to their classmates talk about their cultures, I think they start to form a bond, and they also start to appreciate diversity more. […] We're not doing it this year, but we have the last couple years, and we've done it many times, a culture day, where students plan together, and they will bring something from their culture – it could be music, it could be dance – to share with the larger group. […] I find that is so powerful because students really have a lot of pride. I think it makes people feel good when other people are interested and pay attention to them sharing their culture. I think it increases a sense of belonging, that they feel that they're being heard, and appreciated, and that will build a sense of belonging. (O, February 25, 2020)

One of ICA's goals is to serve as a bridge between newcomers and the broader community. O explicitly noted this in response to a question about how ICA supports connection between its students and the community:

> O: We encourage students to participate in the community. We do field trips and we have guest speakers, so there's a connection to the community that way. And sometimes as a result of either those speakers or field trips, […] they'll come back to the class and say, "Oh, I took my family." The idea is building a bridge to the community and then encouraging them to then go out on their own and explore it. (O, February 24, 2020)

In classes, receiving society comes to newcomers in the form of guest speakers, and newcomers connect with receiving society in a supported way through field trips. ICA aims to empower its clients to connect with their new community, while at the same time encouraging the wider community to connect positively with newcomers, reflecting the bi-directionality of language socialization (Kulick & Schieffelin, 2004). These experiences offer students real-life but scaffolded – students are supported until they are able to build upon their existing knowledge base in order to progress – experiences of target language exposure and are thus examples of language socialization at the nexus of the classroom and community.

Another way in which ICA connects English language learners with the community is via volunteers in English classes. Volunteers are established Canadians – they may have been born in Canada and lived in Canada their whole lives, or they may have arrived as newcomers themselves and are now settled in Canada – and they must have a high level of proficiency in

English. Volunteers take on different roles in classes depending on the needs of the level and the moment – one of the instructors, U, describes what volunteers might do in her classes:

JD: *In an ideal situation, what role do volunteers play in your class?*

U: They play a huge role because we count on them to help us in so many ways: it could be, maybe, pulling out for some one-on-one with some weaker students or the stronger ones. It could be in just helping to go around and check the students' work; it just would take too long for me to do that. Providing a different voice in the classroom, not just mine, so sometimes, I get them to read the script or the text rather than hear me read. Using the volunteer to talk about their experiences living here because I get someone who has been in Victoria all her life, I think that's valuable for them to gain insight into life in Victoria. I think that's really, really valuable. And sometimes, our volunteers have a skill – that is very useful. Maybe they're a retired engineer, retired teacher, or used to own a business. All that becomes points of interest for the students. Just that they're so curious about all these different aspects about life in Victoria. (U, March 4, 2020)

In response to the same question, participant A noted how volunteers contribute to her level 1 classes:

A: Well, in a level 1 class, mainly they're there to support the students who are very low. Level 1 is the lowest you can go, but there's quite a range. That's a lot of what they do, supporting the students who don't have the literacy skills, or just to kind of try to keep up with the rest of the class. […] We do a lot of mingles in my class, like asking about your family, do you have any sons, how many

> daughters, and then, they're interacting with all the students. […] It's supporting the students who are very low, but also, giving a little chance for the other students to have some kind of interaction with Canadians. I also think they give a chance to listen to more real language. Not the teacher-speak, but somebody who is more like what they might hear out in the world. (A, March 3, 2020)

In my class observations, I saw that students tended to interact with volunteers slightly more informally than with the instructors – volunteers were seen more as peers with greater experience with the English language and Canadian culture and society compared to the more formal role of the English instructors. My observations matched what U and A described about volunteers in their classrooms: volunteers provided not only practical support with language learning, but also acted as connections to the wider community in a supportive environment.

The interviewed English language learners were very positive about their ICA English classes and instructors – eight participants specifically made note that ICA English classes were one of the environments where they learned the most English. Newcomer interviewee H credited the task-based approach:

> *JD: When you are in your ICA class, what activities help you the most to learn English?*
>
> H: Everything. The ICA is smart, have smart idea. Give what we need. Example, when I want to go to hospital, what the word I can use there. When I want to go to shopping, what word I want to use. Yeah, the ICA help for how I can live. Example, when I have problem at home, the same, ICA help me, about house problem.

JD: Like how to call an electrician, or…

H: Yeah, example, the sink is plugged, the window is jammed. Yeah, ICA is smart for this. Help what we need. (H, March 5, 2020)

T, another English language learner interviewee, praised the ICA instructors in response to a question about the aspects of the ICA classes that made her feel more confident with English:

T: Because here, teacher are so nice. If sometime, I can't understand some vocabulary, then we ask teacher, then they will be explaining so nicely. That's why, and then we are understand better. This way, I'm confident about ICA school. (T, March 3, 2020)

Like H and T, English learner interview participants had only positive things to say about their ICA instructors and the course content.

One interview question was about which class activities helped students feel more comfortable and/or confident about using English outside of the classroom. One English language learner, Y, stated that for her, the discussion activities with peer feedback helped the most:

JD: In your English classes, what activities help you feel more confident about using English outside of the classroom?

Y: It's discussion. Always, [U] start class from some question, and we, in group three or four people, discuss some questions. Helps, yeah, it helps a lot. And people around, my classmate usually, if we do a mistake, we telling each other. (Y, February 24, 2020)

Y finds that discussion activities in small groups are the most helpful for her – during the conversation, classmates usually corrected each other's mistakes. Another English language learner, D, also mentioned conversation activities, but also writing and group work (D, March 9, 2020). Other interview participants mentioned activities that focus on grammar, listening, and others. In all, different interview participants mentioned most of the activity types that I observed taking place in classrooms, a reflection that the classes were covering a variety of helpful and useful content that fulfilled the needs of different students. A number of interview participants also expressed that they felt comfortable letting their instructor know if there was something additional or different that they wanted to learn about, contributing to the learner-centered approach. The interviewed English language learner participants found that the learning activities and approaches used in ICA classes were helpful to them and fulfilling their learning needs for language use outside of the classroom.

ICA classes follow and expand on the LINC curriculum. In addition to being settings for learner-centered linguistic learning, classes are also a supportive environment for cultural learning and sharing and connecting to the wider community.

Learning outside of the Classroom

Interview participants concurred that their ICA classes were a valuable environment for language learning that give them abilities and knowledge to support them in navigating life outside of the classroom. In addition, their life experiences outside of the classroom are also opportunities for language learning.

Although any interaction with language has the potential to be a learning opportunity, as per additional language socialization (Talmy & Duff, 2011) and linguistic ecology (Steffensen & Kramsch, 2017), interviewees highlighted specific contexts and types of interactions that they found to be the most meaningful settings for learning. Out of the ten interview participants who work outside of the home, eight specifically identified their workplace as a significant setting for language learning when asked where they learned the most language. English learner interviewee T said the following when asked where she felt she learned the most English:

T: At workplace. Because my workplace now, full-time job 4 days, they understand me- because my English is not good, but when I speak something, or I ask something, they always help me. This is so helpful for me. (T, March 3, 2020)

T notes that her co-workers help her to achieve effective communication between them, a key feature in successful additional language socialization. English learner interview participant G also comments on how helpful his co-workers are in successful communication:

JD: At work, do your co-workers explain things to you? Or do they help you understand?

G: Yeah, a lot help. A lot of help, like when I'm not understand, "I didn't get this, what did you say, can you explain to me again?" I'll asking. They do, like, 10,000 times they will explain to me. Yeah. Now, it's easy. I'll understand, I will catch up. I'll listening carefully, then I'll understand. If I'm not understand, I'll asking again, and then he will help me. Everyone help me.

JD: Great.

G: That's good thing. (G, February 26, 2020)

Like T, G highlights how helpful his co-workers are and mentions their patience and efforts in working with him to make sure that the communication is successful. Interviewee H also explains why work is helpful to his learning:

JD: You said that at work, you feel like you learn some English. Why?

H: Because all people speak English. Yeah, when I heard some the word, example, I don't know what's, I'm ask my co-worker what's means this. Yeah, them explain to me. (H, March 5, 2020)

For interview participants, being in a setting where only English is used all of the time is helpful to their learning already, but when their co-workers work with them to make communication successful, it builds their linguistic and cultural knowledge (one of Ager and Strang's (2008) integration facilitators), and they find the work environment to be an even more valuable and comfortable learning context.

While the two most common environments for language learning that interviewees mentioned were their ICA classes and workplaces, some mentioned a few more contexts. Two English language learners and two instructors mentioned engagement with English language media, like TV and YouTube, as learning opportunities. English language learner interviewee F described volunteering and ICA workshops as additional contexts where she felt she learned a lot (February 27, 2020). Interviewees H, L, N, and Y noted that other contexts connected to their children or their (grand)children also provided opportunities for language use and learning. H noted that he learned some English by listening to (English-medium) songs for

children with his baby (March 5, 2020). L describes how connecting with fellow parents is a valuable learning opportunity for her:

> *JD: Where or in what situations do you feel that you learn the most English?*
>
> L: Maybe in class. Yup. Because I don't practice lot. Many of the others, yes. Because stay at home. And my family speaking in [our first language], yeah. I need to practice more. In the summer, when I went to park, in the park is a good place to practice English. Yeah, with other moms. (L, March 4, 2020)

As the primary caregiver for her children, L does not have as many opportunities as she would like to use her English, but she has found an opportunity speaking with other parents. Y and N find that their (grand)children themselves are a source of language learning:

> N: My daughter, now, she's fast! She know everything! Today, she tell me, "Mama, not like this, say like this." She learn me- teach me. (N, February 24, 2020)

N's daughter is comfortable and fluent in English and gives feedback about language use to her mother. Y similarly has requested that her grandchildren, who live in the same home, let her know when she makes a mistake so that she can speak more accurately (Y, February 24, 2020). Settings related to care for children, engagement with English language media, ICA workshops, and volunteering were a few more contexts that interviewees identified as language learning opportunities.

Whether at a workplace or elsewhere in terms of the physical setting, the type of interactions that interviewees describe as the most helpful is with a more experienced language user (regardless of age, as demonstrated with Y and N) who supports the learner in making the communication successful, especially one who takes the necessary time to ensure full

comprehension. Language learner interviewee C describes how there is the potential to learn in any conversation:

JD: *In your time in Canada, in what situations did you feel that you learned the most English?*

C: When… it's difficult question because you learn everywhere. You know, when I met people.

JD: *So, kind of just any conversation?*

C: Conversations, yes. Normal conversations. Yes, because now, when you don't understand, you can say, "What do you mean?" And they explain. And it's new word, new expressions. And everybody has their own style, and you can learn, too. For example, with young people or old people, they have manage different.

JD: *Yeah, everybody has their own language.*

C: Yes. (C, March 11, 2020)

Language instructor U echoes C's attitude of using any instance of language or communication as a learning opportunity:

U: I always encourage my students, you know, there's English around you everywhere you go. Even if you sit in the bus and you look up at the ads, I mean, you're practicing English, or you're eavesdropping a little bit on a couple of loud teenagers, you know, so I'm always encouraging the act of, you know, learning of English in whatever they do. (U, March 4, 2020)

In the examples of learning opportunities that U mentions, the language learner would not necessarily be producing any language, but they would be passively interacting with

experienced language users. Instructor E continues this theme of interactions with experienced language users in her comments on how private refugee sponsorship groups can be a very positive support in language learning:

> E: It's been a most amazing, interesting thing to watch the Syrian refugees settle into Canada because each of them have been grouped with sponsors, right, and when you see the relationship they have developed with their sponsors, it's touching. In order to maintain that relationship, they have to speak in English, so- I mean, I'm making a huge generalization, but I often see this population making huge leaps, bounds, and strides in their conversational English, which is fantastic. And I actually did make a recommendation to ICA, wondering if it would be possible that every new immigrant coming to Canada couldn't be paired with a Canadian with similar interests or similar work background or similar family dynamics or whatever it is. Someone that they could sort of develop a relationship with over a year period and be introduced into the community and I think, yeah, it's so important. A lot of them don't have that… often end up very isolated in their own culture or language groups. (E, March 4, 2020)

Although any engagement with language can be an opportunity for learning, it is more likely to be meaningful and valuable learning when the interaction is with a language user who is a partner in making the communication successful (Yates, 2011).

Outside of the classroom, environments where learners could meaningfully engage with language use were important opportunities for learning and subsequently served as important

sites of their additional-language socialization in “real-life” community-based settings. In general, opportunities for interaction in English, especially with more fluent and supportive language users, were found to be valuable learning contexts.

Communication in the Community

Communication experiences outside of the classroom are potential settings for learning, but in addition, interview participants mentioned how communication in the community could influence a newcomer’s feelings about their new homes. The following sections will review findings about the importance of having opportunities to connect with one’s community, the impact of interacting with one’s community, and how confidence with communication can influence these interactions.

Opportunities to Connect with the Community

In order to develop feelings about a community, one must first have the opportunity to engage with the people that form it. Many language learner interview participants mentioned their workplaces as settings to interact with people in the community and potentially form friendships (as noted above), but others who do not work outside their homes described having more difficulties finding opportunities for connection. In response to an interview question about the greatest challenges for newcomers when settling into life in Canada, instructor U noted the difficulties for some in making meaningful social connections:

U: One of the challenges I would say is forging friendships. For a lot of them, I think ICA is really the initial place where they get to meet friends, perhaps from their

own countries, which is helpful. But, also, there's a bit of networking going on, and all of that is really helpful because that whole thing of getting friends is really tough. I think of some of the refugees from communities where everybody knew each other, and there's always- you live in a household that has so many people, and the grandparents are there to help with the kids and all of that. That's not the case right now. Yeah, so I think friendship is one of those things. (U, March 4, 2020)

U describes how some newcomers may experience barriers to creating social connections, particularly social bridges, or relationships with people outside of their cultural or linguistic communities (Ager & Strang, 2008). Language learner interviewees K and L also noted their feelings of being disconnected from the larger community. K is married to a Canadian and has a job where she works from home. She feels that she does not meet many longer-term Canadians outside of her husband's connections:

JD: Has it been a little difficult sometimes to meet people who have been in Canada for longer, like born Canadians?

K: I think so. Because not much chance to meet. I would like to meet more Canadian people, but my husband friends or relatives become my friends. But, otherwise, it's not always very easy. (K, March 9, 2020)

Similarly, L describes how her daily activities do not permit much engagement with her wider community:

JD: You mentioned your son's therapy – do you participate in any other activities or groups outside of your home?

L: No, no, no, no. Only… my day is stay at home, cooking, washing, and then go to therapy with [my son] and return to house and stay at home. Until I return to therapy. (L, March 4, 2020)

L later goes on to say that apart from her time at ICA, the contact she does have with the greater community does not feel meaningful:

JD: Do you feel a connection to the Victoria community? Or to Canadian society?

L: I don't have a lot of contact with the society. Only here [ICA]. Or maybe in the market, but it's so- [makes gesture of something small]

JD: It's minimal.

L: Minimal, yeah. (L, March 4, 2020)

K and L highlight that they notice the lack of wider community connections and wish to feel more engaged with their communities. Both K and L describe a lack of social bridges and potentially social bonds and links as well (Ager & Strang, 2008).

The Language Programs Manager, O, reinforces the importance of a newcomer language learner's feelings of connection to their community:

JD: What role do you think more experienced members of Canadian society play in a language learner's learning journey or development of a sense of belonging to Canadian society?

O: Oh, it's huge. Especially for the latter part, like helping people to feel a sense of belonging. I think it's really important. You know, a lot of our clients, they say it's hard to make Canadian friends. That's one very, very common theme over the years I've been here – over 25 years, and that's a very common thing. Some of

> that is on the students because they're not confident in their ability to communicate, so they're shy perhaps, right? But some of that is also on Canadians. Reaching out – I think if people did more of that, that is very helpful. I think just that, reaching out and starting a conversation with people. Starting up a relationship, that is very helpful, and I think it really makes people feel more at home. (O, February 25, 2020)

O highlights that creating social connections is a two-way process – the newcomer and the more experienced Canadian both need to be willing to initiate the communication and take the time and care to ensure that the connection is a success. Interaction is key to additional language socialization (Talmy & Duff, 2011). Given the importance for newcomers of having meaningful social connections to more experienced members of Canadian society, it is thus essential for newcomers to have opportunities to interact with members of receiving society in as many different contexts as possible – the workplace may be one of those contexts, but it also may not be sufficient. Therefore, it is important for there to be other interaction opportunities apart from the workplace to encourage the development of meaningful relationships.

Although connecting with the wider community can at times be challenging for newcomers, creating meaningful social connections can positively influence their feelings about their new homes. Conversely, a lack of connection with the wider community can have a negative impact on language learning and socialization – there are fewer opportunities to use language spontaneously and in an unstructured (outside of the classroom) natural context, which may impede development of language skills.

Impact of Communication Experiences

Interview participants emphasized that social connections and communication experiences can have a significant impact on a newcomer's feelings about their community. Interviewed language instructors A and U echoed and expanded on O's comments on the importance of opportunities for social connection. Participant A describes the benefits that connections between newcomers and people outside of their own cultural groups can have:

JD: What role do you think those more experienced members [of Canadian culture] play in a newcomer's development of a sense of belonging in Canada?

A: [ICA] is a great place here to make friends, and a lot of people make friends within their cultural group. But if they happen to make outside of their cultural group, either with a Canadian sponsor, or somebody from work, or somebody from another group, I think that can really enrich their experience because then they learn about how Canada is multicultural, there are different ways of living, different expectations… that's really helpful if the students do make those connections outside. I mean, when they make friends inside their community, that's great too, but…

JD: And those connections outside of their community, what do you see them getting from that?

A: There's the language exchange because first of all, they have to use English. Then people have different experiences in their life in Canada and different backgrounds, and I think Canadian culture is about accepting those kinds of differences, respecting those differences, so that's the first. It's a good of way of

overcoming stereotypes when you meet an actual person from this culture, from this background. (A, March 3, 2020)

Participant A notes that social connections do not necessarily have to be with a born Canadian to have the benefits of being opportunities for using English and learning about other cultures and ways of life – anyone from outside of the newcomer's own cultural and linguistic community would be a social bridge (Ager & Strang, 2008). Looking at it from the other side, instructor U describes how more experienced Canadians can threaten language learning or building belonging:

JD: *What are examples of actions or attitudes that more experienced Canadians might do or have that might threaten language learning or cultivating a sense of belonging?*

U: I think this idea that, "You come here, you've got to be like us, and you live here now." [Newcomers] have to understand how things work here, but if they've only been here 8 months, even a year, it may not mean that they've got and understood everything perfectly. So, patience, showing patience. And also understanding that if people don't get what you're saying… I think the general public don't how to simplify what they say. They may speak louder, or they speak slower, but the sentences are just as complex. They may not know how to do that. (U, March 4, 2020)

U highlights how keeping an open mind, being patient, and having an understanding how to support communication with language learners can all be important factors for longer-term Canadians to support a newcomer's language learning and settlement experiences. Positive

interactions can be encouraging and empowering experiences for newcomers, while negative experiences can threaten language learning and the development of a sense of belonging.

A number of newcomer interviewees noted how certain normal, everyday interactions had a significant impact on their views of their community. In response to a question about how more experienced Canadians might help support language learning and the development of a sense of belonging among newcomers, language instructor E emphasizes exactly that – small actions can have a large impact:

> E: I think an awareness of the challenges that new immigrants face [could be a support]. Maybe there could be education, like public awareness campaigns, to help Canadians realize the difficulties or the challenges, and therefore, then, the Canadians might be able to make the first step. For example, somebody moves into your neighbourhood, going over and welcoming them. It doesn't take a lot […] and what [newcomers] need is community. (E, March 4, 2020)

Similarly, language learner interviewee N describes a brief, but impactful experience that she had on her first day of work at a new job:

> *JD: Have you had any situations where you feel really happy about Canada? Or have you met any people that make you feel very comfortable in Canada?*
>
> N: Yeah. Wow, that is good. Some day, I lost my way at the first work day.
>
> *JD: Oh, that's stressful!*
>
> N: Yeah. It's dark, I don't know where I go. And I write my location. It's raining. I ask somebody, "Please, do you know this place?" "Yeah, yeah!" He going over there, my workplace, there, we come from here, until my workplace. Wow. I crying.

JD: Yeah! Wow.

N: Wow. I thought for all people Canadian, people is... I don't know… I can't…They are good people. (N, February 24, 2020)

This was a very impactful experience for N – she showed strong emotions when talking about it during the interview, and she describes how it positively influenced her view of all Canadians. This was a significant experience of social bridging that positively affected N's sense of safety, stability, and trust (Ager & Strang, 2008; Strang & Quinn, 2021). For the person helping N, perhaps it felt like a small thing – taking a few minutes to walk a lost person to their destination – but for N, it was an emotional experience that has stayed with her. Newcomer interviewee D also described a similar experience of being lost one day with his wife, and how a person taking the time to assist them made them feel very supported and welcomed (D, March 9, 2020). Brief connections with no long-term commitments can have long-term impacts. Along the same lines, language learner C describes how the everyday experience of small talk can be encouraging:

C: Because, you know, there is one thing that I love about Canadian people, is because they want have small talks. Right? I love that. And I remember I was in the bus stop waiting my bus, and somebody just started talk with me, and I understand maybe 30%. (laughs) I said, "Sorry, I can't understand, I'm new here, I'm newcomer."

JD: How did they respond to you?

C: Always they say, "No, you are doing good job and doing well." Always, always, they trying to encourage me to learn more and that I'm doing good job.

JD: That's nice.

C: Oh, really nice. Really, really nice. (C, March 11, 2020)

Newcomer K sums up how communication experiences and feelings about the community can be connected:

JD: If you're in a situation where there's a difficulty in communication, does that affect your feelings about being here? Or the opposite – if you're able to communicate really clearly and confidently, do you feel better about being here?

K: Yes, I think so. Yes. In fact, very much, I think. I think communication is very important. If you have a great communication, just go to shopping and if it goes nice, it's a nice place. But if it's opposite, then, yeah, you kind of feel aww. (K, March 9, 2020)

K describes how successful everyday communication experiences can be a source of positive feelings about the community, while the opposite kind of experience can result in feeling discouraged. N, D, C, and K describe how everyday social bridging communication experiences can have a significant impact on their feelings about their communities, particularly their sense of safety, stability, and trust (Ager & Strang, 2008; Strang & Quinn, 2021) – interactions with outcomes that meet a newcomer's needs may contribute positively to integration, while interactions that do not may impede the process.

As the above interview excerpts demonstrate, any interaction, even brief or seemingly routine ones, has the potential to influence a newcomer's feelings about language learning, the community around them, and their perceptions of being welcomed. When a newcomer feels

that they are an accepted and full member of their community, it can have a positive impact on their language learning and integration journeys.

Confidence with Communication

A number of newcomer interview participants drew connections between their level of confidence with communication and feeling comfortable in their community. Interviewee T did this explicitly when discussing her feelings about her community:

JD: What makes you feel comfortable in a community?

T: Because I feel- I'm confident now. To speak English. That's why I'm comfortable.

JD: If you can speak the language of the place, then you feel-

T: Yeah, feel more comfortable, mm-hmm. (T, March 3, 2020)

This is a reflection of increasing language and cultural knowledge, one of Ager and Strang's (2008) integration facilitators. Other participants described the contrast between how they felt when they first arrived in Canada and did not feel confident about their communication abilities with how they felt at the time of the interview. After N spoke of her feelings of confidence with communication at the time of the interview, she described how she felt when she first arrived in Canada:

JD: When you first came, last year, how did you feel?

N: Yeah, I… Complicated little. When Canadian people talk, not like you. They are [imitates talking quickly].

JD: Very fast.

N: They speak very fast. When they talking very fast, I'm [unintelligible]. When my family understand, somewhere we go together, they understand. I think, after few months or few years, I'm understand like them. (N, February 24, 2020)

N notes that when she first came to Canada, she felt lost when interacting with more fluent Canadians who spoke too quickly for her to understand, which complicated her feelings about communication in her community. Following a similar theme, C responded to the question of how she felt when she first arrived by describing her lack of confidence:

JD: When you first arrived in Canada, did you feel differently?

C: Totally.

JD: Speaking with Canadians?

C: Yes, I feel scared talk.

JD: Why?

C: Because everybody wants talk, and I don't feel comfortable, confident, with my English. (laughs)

JD: In what way did you feel not confident?

C: I'm talking about myself, not with the people, is by myself, my problem, I know. I'm not because I'm thinking, "I'm going to embarrass in this situation." (laughs)

JD: Because of not understanding?

C: Yes. (C, March 11, 2020)

C describes how she felt fear of embarrassment because of not understanding others when she first arrived in Canada, which led her to feel scared about talking to others; feelings that can negatively impact newcomers' abilities or opportunities (sometimes self-directed) to socialize

into their communities and target language(s). She notes that, in her opinion, this was a barrier that was her responsibility to resolve, not an issue with how others were acting with her. K expanded on the theme of the difference that confidence can make by discussing learning cultural norms as well as language:

JD: When you're using English outside of the ICA classroom, in general, how do you feel? More comfortable and confident or…?

K: Yes, good question. I think now, I'm getting used to. But, ten months ago, just after I came, I'm so accustomed to speak everything in [my first language], so I was bit slower to answer.

JD: When you were feeling that you were a bit slower to answer, did that make you feel less comfortable?

K: A little bit. Not too bad, but. Like, even doing payment, I kind of didn't know how to follow the questions, you know, that if it's old-fashioned machine, I'm not used to. […] So, that kind of thing, yes, was very confusing. Not only language, but based in English, new culture. (K, March 9, 2020)

With more time in Canada, K, as well as N and C, became more confident about being able to achieve effective communication, and as a result, felt more comfortable in their respective communities, which then led to increased opportunities interact in the target language and improve their language skills in English.

Newcomer interviewees mentioned a number of different strategies and supports that increased their confidence with communication by empowering them to navigate interactions with increased ease. All of these examples highlight the important role of learner agency in

additional language learning and language socialization, in line with Duff and Doherty (2015). D, L, F, H, N, and Y described a few of the strategies that they use. D mentioned that he asks others to repeat if he does not understand (D, March 9, 2020). L reframes her message or uses gestures to express her meaning:

> *JD: Are there any times when you feel uncomfortable? Or not confident about language?*
>
> L: Yes, because sometimes, people don't understand me. Yeah. And I try to explain with other words or, well, signs. (laughs) And finish the people understand me. (L, March 4, 2020)

F also mentions using a reframing strategy: she uses different or more common words to express herself (F, February 27, 2020).

In addition to the technique of reframing, L approaches interactions with an acceptance that she might not communicate effectively, but that is okay, so she is always willing to try:

> *JD: When you use English outside of your classes, do you feel comfortable and confident?*
>
> L: Yes, I feel comfortable because my character is like, "Meh, it's okay." I don't have problem if I wrong- say something wrong. It's okay.
>
> *JD: You're okay to try.*
>
> L: Yeah. I try all the time. (L, March 4, 2020)

N's strategy is to keep trying until the desired communication is achieved, which has given her the confidence to start speaking more:

N: I don't have confidence before. Now, it's better. Yeah… like I told you before, I didn't speak. I keep quiet because my English is broken, maybe somebody not understand me. But now? Everything I talk talk. If they are understand, understand, if they are not, I ask them, "You know what I mean?" Maybe they are understand me. I learn more. I have confidence little bit.

JD: So now, if there is a problem with communication, you know how to fix it, right? Like, if somebody doesn't understand, you can say, "Do you understand?"

N: Yeah. "I understand you, you know what I mean?"

JD: Okay. Or you can ask someone, "Okay, please speak more slowly." Or something like that.

N: Yeah, I will try. I will try until he understand. (N, February 24, 2020)

N checks in with her interlocutor to ensure comprehension, and if effective communication has not occurred, then she keeps trying until the message is received. Her interlocutors' supportive responses and willingness to work with her on the communication increases her confidence with this approach:

JD: So, you feel comfortable and confident because other people are kind, and they try to understand you? Or why do you feel comfortable and confident now?

N: Because I know my English is not good, not perfect, I know. But, I try to, somebody when I'm talking with him, and trying he understand me. Yeah, and when some-somebody understand me, I'm happy.

JD: So when you talk to a person, and you don't understand, or the person doesn't understand – the other person, are they helpful and patient with you?

N: Yeah, they help me, they stay me until I understand. Yeah, they trying (laughs). (N, February 24, 2020)

In Y's case, she is comfortable directly telling others what she needs to make the communication successful:

Y: Speaking by phone was– some people who are calling, when you doing medical appointments, start to speak very quickly, and I'm not afraid to say, "English is not my first language, please speak slowly," and they start to speak slowly, and yeah, I can understand what they say, and do what I need.

JD: Okay, so you feel that now you have the right things to say to help other people communicate with you.

Y: Yeah, yeah, yeah. Before, I didn't think about it. I just, "I don't understood, sorry." (Y, February 24, 2020)

Y feels that, unlike earlier experiences during her time in Canada, she knows how to advocate for herself so that the interaction is a success.

In addition to personal strategies for successful communication, some language learner interviewees also mentioned that a supportive and understanding response from their interlocutors increased their confidence with communication, just like N stated in the excerpt above. Newcomer H mentions that people adjust their language and communication style when interacting with him:

JD: Why do you feel comfortable and confident?

H: Yeah, because when I want to, the people helped. Example, some people know, example, I'm new, speak slowly. Yeah, use easy word. If I don't understand, "Can you" [for] example, "explain to me?"

JD: Okay, so you tell people, "Please slow down."

H: Until now, no, I don't tell anyone, just people maybe when they hear my name, and I'm from [a different country], they know, understand. Yes, speak with me slowly. Example, when I go to hospital, to dentist. (H, March 5, 2020)

H explains that he feels comfortable and confident with communication because he knows that others will adjust their communication approach to help him understand as soon as they notice that he is using English as an additional language. They might use different or more common words to explain things or speak more slowly. He mentions that at the time of the interview, he had not needed to request communication style adjustments – the people he was interacting with had enough knowledge about communicating with language learners to know how to support him. H's experiences are a reflection of the bi-directional nature of language socialization: his interlocutors had been socialized into different ways of speaking to support newcomers to the language community and their communicative needs (Talmy & Duff, 2011).

Similarly to H, Y found that supportive responses from specific interlocutors gave her more courage to speak in general:

JD: Have you had any experiences or met any people in particular that made you feel very welcomed and comfortable in Canada?

Y: Yeah, especially old people. They always like to speak with you and always say, when I answering them, "I'm not speaking English," they told me, "Don't afraid,

start to speak because we don't know your language nothing, you know something," and it's improved me to, no, it's persuade me to speak. Before, I was very shy to say something. Now, I can speak in bus, at store, and by phone, so, it's okay.

JD: So they helped you feel comfortable, then.

Y: Yes, yes. (Y, February 24, 2020)

An encouragement that stayed with Y is when someone stated that while they knew nothing of her first language, she knew some English. This perspective encouraged her to be more comfortable about attempting communication in different contexts.

In F's case, she trusts that if there is an issue, others will help:

F: So, I think everything- yeah, it's okay. If I have some question, I think I will met somebody to help me. (laughs)

JD: Okay, so yeah, you don't worry because you think somebody will help you if there is a problem?

F: Yeah. If I met probl- so I think if the something need, I help, and I would like to help him. So, I think yeah, you help the other peoples, but at the same time, other people will help you. So, I think it's kindness for anybody (laughs). (F, February 27, 2020)

F has faith that if she has questions or encounters a problem, somebody will help her, just like she would help anyone who was in need. She trusts that people are generally kind to one another, and this gives her more confidence.

Confidence with communication helps the newcomer language learner interviewees feel more comfortable in their community, which in turn, builds more confidence. Factors that increase confidence can be personal strategies that the language learners use to ensure more successful communication, like reframing the communication, advocating for one's communication needs, and an attitude of being willing to try and potentially have miscommunications until success is achieved. Additionally, trust that others will do what is within their power to support communication, such as knowing to slow down or providing encouraging feedback, can also contribute to feeling confident when engaging in communication.

To conclude, I have presented my findings from classroom observations and interviews with newcomer language learners and ICA language programs staff. My research questions and theoretical framework guided my focus when analyzing the data and resulted in three principal themes: settlement challenges, supports, and goals; environments of English learning; and communication in the community. With these themes as a guide, I have reviewed my findings about how newcomers and ICA staff define belonging and integration, where newcomer language students learn language and what they learn in each context, and how communication in everyday community contexts relates to a newcomer's sense of belonging and feelings about their community.

Chapter 5: Discussion and Conclusions

In this chapter, I discuss the implications of my findings and situate my study within the fields of related research. My research questions guide the forthcoming discussion:

1. How is belonging (and integration) defined by the Canadian government, newcomers, members of the receiving community, and other stakeholders?
2. What classroom practices or other learning contexts influence English language socialization for newcomers?
3. How do English language socialization experiences of adult newcomers affect the development of a sense of belonging with their new home community?

I refer to my findings and research literature to address my research questions, then present an overview of the limitations of this study and recommendations for future research. Finally, I discuss my conclusions from this study.

Defining Belonging and Integration

My first research question asks how belonging (and integration) is defined by the Canadian government, newcomers, members of the receiving community, and other stakeholders. In my Literature Review chapter, I reviewed the Canadian federal government's approach to integration as well as the definitions of successful integration that researchers have proposed in their work with newcomers, members of the receiving community, and other stakeholders (such as settlement support organizations). As discussed in that chapter, integration frameworks in use for research in the Canadian context focus on economic, social, political, and cultural factors: employment, housing, education, health, citizenship and rights,

social connections, language and cultural knowledge, safety and stability, and trust (Ager & Strang, 2008; Bilodeau & White, 2016; Strang & Quinn, 2021). Mackay-Brown and Ashton (2021) further specify that successful integration may involve different factors depending on a newcomer's own values, priorities, or circumstances. My findings reflect a comparable spectrum of factors in successful integration: while specific challenges, supports, and goals vary from individual to individual, Ager and Strang's (2008) domains of integration provide a useful starting point to explore each interviewee's thoughts and feelings about different potential factors involved in developing a sense of belonging. Settlement challenges may impede integration, while settlement supports may encourage the process.

In interviews, it was clear that settlement challenges can be interwoven: for example, a lack of reliable access to affordable childcare may create a barrier for parents, especially those in primary caregiver roles, to be able to attend language classes and/or work outside of the home. Not being able to participate meaningfully in language learning or paid employment may lead to linguistic barriers, financial difficulties, and isolation, which is a barrier to building social bridges and social links as per Ager and Strang's (2008) definitions. The same interconnectedness was present in settlement supports: for example, a positive work environment may build an increased sense of safety and security, provide opportunities for linguistic and cultural learning, and create social connections outside of one's own faith or cultural groups. As Ager and Strang (2008) emphasize, domains of integration are interdependent; therefore, it is important and beneficial for stakeholders working with newcomers to acknowledge this and adjust approaches and practices accordingly.

Ager and Strang (2008) present their domains of integration as interconnected and equal in importance – this is in direct conflict with Immigration, Refugees and Citizenship Canada's primary focus on economic integration. Although presenting immigration as a significant economic benefit might be the most palatable approach to gain support from some individuals and groups in Canada, there is a risk that as a result, policy and practice may ignore key realms where newcomers would most benefit from support. Importantly, however, data from interviews and observations in this study reflected that newcomers highly value and benefit from services offered by local settlement support organizations, which receive some or a majority of their funding from IRCC. These organizations, like ICA, do their best to offer wraparound supports to newcomers. Therefore, while the higher-level focus of IRCC may be economic integration, the on-the-ground work of settlement organizations provides as full of a suite of supports as they are able, targeting as many domains of integration as they can. Support for economic integration is important, as suggested by the interviewees in this study who drew many benefits from their employment, but it is equally important to support newcomers in other aspects of settlement.

As Mackay-Brown and Ashton (2021) note, key factors for integration may vary depending on an individual and their context. One settlement challenge and one settlement support arose in interviews as key factors for a number of newcomers, and these factors are not included in Ager and Strang's (2008) domains of integration. The settlement challenge that became apparent over the course of data collection was care responsibilities: in families with children or other members who require care, access to care providers and the cost of care can be highly important factors that affect the opportunities that other family members have to

engage with paid work and learning outside of the home, especially for primary caregivers. Lindner et al. (2020) note the same: for some primary caregivers, there is a tension between the need to attend to their family members and the desire to participate in language learning opportunities outside of the home. For childcare, this barrier may be localized to some degree – Victoria has a shortage of child care spaces, in particular for younger children and babies, and most child care providers not under the new federal $10-a-day program have high costs compared to wages (Casorso & Ravlic, 2020). Some settlement support organizations, like ICA, offer cost-free childcare while newcomers are taking language classes, but at ICA, this service is only available for preschool children during the day, and places are limited. I would propose care support as another marker and mean of integration along with housing, employment, education, and health in Ager and Strang's (2008) domains of integration.

The settlement support that was mentioned in a number of interviews and does not appear in Ager and Strang's (2008) framework is the receiving society's and a newcomer's own level of comfort with differences and adaptation. Arguably, comfort in these areas could be added as an integration facilitator along with linguistic/cultural knowledge and safety/security: as noted in interview excerpts from interview participants O, U, H, and L in the Findings chapter, if a newcomer has an open mind about difference and is open to some level of adaptation to their new home, they may have a smoother path to integration. Likewise, as per Schwartz (2007) (reviewed in more detail in the Literature Review chapter), if a culture is predisposed to some level of comfort with diversity, the receiving society may be more willing to accept difference and mutually adapt alongside newcomers. Openness to difference and

adaptation could be added to Ager and Strang's (2008) domains of integration as an integration facilitator.

My findings, both from literature and data collection, reflect that there is a range of different factors that may affect or define the success of integration and the development of belonging for new Canadians. These factors are interrelated, and while some factors are fairly generally applicable, the ones that are most impactful for a newcomer may depend on their individual context and circumstances. Care responsibilities and openness to difference and adaptation may be additional factors to consider when evaluating how integration and belonging can grow.

Environments of English Learning and English Language Socialization

My second research question asks what classroom practices or other learning contexts influence English language socialization for newcomers. As discussed in the Literature Review chapter, additional language socialization is the process through which newcomers to a language community learn language and negotiate language use with other learners or more experienced members of the community (Talmy & Duff, 2011). Language socialization does not only focus on linguistic development, "but also *the other forms of knowledge* that are learned **in** and **through** language," such as culture, social knowledge, ideologies, identities, and affect (Talmy & Duff, 2011, p. 107; emphasis added). In my case study, classroom observation and interviews reflected that newcomers engage in English language socialization both in the classroom and in other contexts outside of the classroom, such as the workplace and other meaningful communication opportunities.

All newcomer interviewees felt very positively about their English classes and English instructors at ICA, and observations reinforced that classes were effective, positive learning environments. As noted in the Literature Review chapter, ICA classes are part of the Language Instruction for Newcomers to Canada (LINC) program, and the curriculum has a learner-centred, competency-based, and task-based approach. Language learner interviewees valued and appreciated this approach to learning and how instructors build on the base curriculum and tailor classes to their needs – they found these classes to be practical and directly useful in their daily lives. Different interviewees highlighted different classroom activities that helped them the most; this is a sign that the range of classroom activities at ICA is meeting the needs of diverse language learners in the context of this present study.

In the case of ICA language classes, Barker's (2021) and Derwing and Thomson's (2005) critiques of potential issues with strictly following the official LINC curriculum – namely, that strictly curriculum-based approaches to language instruction could contribute to the exclusion or minimization of newcomer identities and cultures (as described in the Literature Review chapter) – seem to be unfounded, at least within this study's setting. Through both the observations and interviews, it was clear that the ICA English classes I observed and inquired into celebrate all cultures and identities in ways perceived as meaningful to the participants, and a communicative approach to language (i.e., achieving communication is successful language use) is followed. Instructors build positive, supportive, safe learning environments in which all students appear to be comfortable, supported, and valued. In the classes observed, learners were highly engaged in the course content – they asked questions, offered answers, and shared their own experiences from outside of the classroom when relevant. It was clear

that each class was its own community where the instructor, volunteer (if present), and students worked to ensure that all were welcome and included. Language learner interviewees who had been taking LINC classes at ICA for longer stated that, over time, they had grown more confident navigating English language use independently, both inside and outside of the classroom, and classes appeared to empower students and provide them with skills and strategies to use in many communication contexts, including in their daily lives outside a formal school setting.

As language ecology recognizes, language learning can occur in any context in which there is social interaction (Steffensen & Kramsch, 2017). Therefore, not only classroom environments, but any environment in which a newcomer is communicating in English can be a potential source of learning. Many language learner interviewees identified their workplace as a significant site of meaningful language learning. Participating in the labour market can have many positive outcomes for newcomers, such as helping to build a sense of purpose, structure, and identity and improving wellbeing (Arthur et al., 2023), but it also can be an environment where language learning, socialization, and social connections can occur (Lindner et al., 2020). The actions and practices of all potential interlocutors can be a key factor in determining whether a workplace can be a site of positive experiences that encourage the development of a sense of belonging for newcomers (Douglas et al., 2020; Woodend & Arthur, 2017) – interview participants C, T, G, H, and S all specifically mentioned how their workplace is a positive environment for language learning and connecting to their co-workers. Whether because of intentional policy or because of workplace culture that has organically grown from the employers and employees themselves, interviewees C, T, G, H, and S described their workplaces

as places where they felt comfortable expressing themselves in English and received helpful linguistic (and sometimes cultural) feedback from their co-workers. When a workplace environment is positive and supportive, and communication experiences generally meet the needs and goals of the newcomer, then the workplace can be a site of English language learning and socialization.

A key factor in whether a communication experience is successful for a newcomer (i.e., they are able to communicate what they wish to) is the attitudes and actions of their interlocuters. Based on the interviews, positive, supportive actions could include taking the necessary time to ensure full comprehension for all interaction participants, adjusting and negotiating word usage and speed of speech to support the newcomer in feeling more comfortable and confident during the interaction, and welcoming any and all questions about language and culture. Helpful attitudes could include not assuming anything about the new Canadian's background and language level and simply being open to engaging with newcomers. These findings align with Yates's (2011) findings in an Australian context about how members of the receiving society can support social inclusion for newcomers: Yates states that inclusive behaviours and attitudes that are sensitive to the newcomer language learner's needs during communication are key to social inclusion. More established Canadians can support social inclusion and language learning for new Canadians by enacting attitudes and abilities to make interactions successful and comfortable for all parties.

Supportive, empowering environments and interactions contribute the most positively to English language learning and socialization. Based on my findings and relevant literature, English language classes and workplaces can be valuable sites of learning and socialization. Key

to positive learning and socialization experiences are the actions and attitudes of interlocuters – being attentive to a language learner's needs and being open to adjust accordingly can contribute to creating a successful and comfortable communication experience.

English Language Socialization and Belonging

My final research question asks how English language socialization experiences of adult newcomers affect the development of a sense of belonging to their new home community. The findings in this study and the supporting literature reflect that positive English language socialization experiences contribute to positive feelings about the community for newcomer language learners.

Importantly, new Canadians must have the opportunity to connect with their communities in order to have meaningful communication experiences. As noted in the findings, when newcomer language learners are not able to engage with their communities – whether by choice or circumstance, like being a primary caregiver staying at home – they may in turn feel disconnected. Disconnection from the wider community could take the form of separation or marginalisation as described by Berry (1997): separation occurs when a newcomer maintains their original cultural identity but does not have meaningful engagement with receiving society, and marginalisation occurs when a newcomer does not have meaningful engagement with either their original cultural identity or receiving society. An integration acculturation strategy, or meaningful engagement with both one's original cultural identity and receiving society, is the outcome with the most benefits for both newcomers and receiving society (Berry, 1997; Berry & Hou, 2016; Hou et al., 2018). In order for meaningful contact to occur, there has to be

opportunity (i.e., being able to take the time and space to engage in non-transactional communication) and willingness from all parties to take the time and care to ensure positive communication experiences.

Communication experiences, including everyday ones, that meet the desired outcomes for all participants can have a number of positive impacts for newcomer language learners. As demonstrated in the findings, interactions can be encouraging and empowering for language learners as well as being sites of linguistic and cultural learning. This finding aligns with Yates's (2011) research on social inclusion with newcomers to Australia:

> [T]he way in which a new arrival is able to engage in the community has a crucial impact on their sense of self and their potential in their new environment. If social contacts through English are positive, they can contribute significantly to feelings of being welcomed. (p. 458)

During interviews, newcomer language learners N, D, C, and K described how everyday communication experiences, such as receiving help after getting lost, have the power to influence their feelings about language learning and receiving society – this finding shows that it is not just interactions in more structured or official contexts that have a potential impact. Yates (2011) and Cherti and McNeil (2012) emphasize the same: more spontaneous, everyday interactions can be some of the most impactful experiences in how newcomers build their own linguistic and social/cultural connections in their new homes and how they view receiving society. Any communication experience has the power to impact a new Canadian's feelings about language learning and society in their new home communities.

Key to the outcome of any interaction is the attitudes and approaches that the communication participants engage in. Newcomer language learners' own approaches and the response of their interlocuters can influence whether the interaction achieves the desired outcomes of all parties. Interviewees described how confidence and different personal strategies can empower language learners in their interactions through providing the self-assurance that they can navigate the interaction to their satisfaction, no matter what happens. If communication is not successful on the first try, the newcomer can rely on their attitude (e.g., acceptance of uncertainty or imperfection) and/or their strategies (e.g., self-advocacy, reframing, translators, etc.) to navigate towards their desired outcome. As Duff and Doherty (2015) note, agency plays a key role in additional language socialization: language learners can intercede in their own communication experiences to produce an outcome that better aligns with their goals for the interaction. However, their interlocuter must also be at least minimally willing to engage, and the interaction tends to be more successful and build more confidence for the language learner if their interlocuters are supportive and understanding. Patience, explicit encouragement, and adjustment of one's communication style were examples of supportive behaviours mentioned in interviews. According to Yates (2011), in addition to supporting language learning for newcomers, "it is also crucial to equip speakers of the dominant language with the awareness, attitudes, and skills that will help them to engage and communicate more successfully with new arrivals" (p. 470). When newcomer language learners are able to feel confident and empowered in their communication, they tend to feel more comfortable and included in their communities.

Social inclusion and the ability to navigate interactions comfortably and confidently can contribute to a newcomer's sense of belonging in their new home community. Meaningful opportunities to connect, including spontaneous, everyday interactions, can lead to increased confidence and ease with communication and a greater sense of belonging in the community.

Limitations of the Study

The findings of this study may be limited by its sampling techniques and sample size: statistically significant conclusions cannot be drawn from the data given that the interviewee pool was non-randomly selected. Additionally, there was a total of 16 interviewees – while there was significant diversity among the interview participants, they by no means represented a sampling of all of the language learners and language instructors at ICA.

This study was a case study, conducted at one settlement organization in Victoria – thus, research conducted at other organizations (in Victoria or elsewhere) or in other British Columbian or Canadian cities of comparable size may not arrive at the same findings. The experiences of newcomers involved in the study would have been necessarily influenced by their specific personal and local contexts.

Study findings may also have been impacted by interviewees' responses to my identity when in the role of interviewer. I am a white, Canadian-born woman in my early 30s, and English is my first language. Any of these factors or others may have influenced what interviewees felt comfortable sharing with me.

Language learner interview participants had varying levels of comfort and fluency in speaking and listening in English. Given my experience in communicating with English language

learners and the interviewees' experience in finding ways to understand and make themselves understood in English, we were usually able to successfully communicate our main messages, but shades of meaning may have been lost along the way. At times, it felt that we were able to talk around a topic but perhaps not talk specifically about the target topic due to limitations in our communication (such as my inability to find a way to express something in a way that my interviewee would be able to understand or an interviewee's unfamiliarity with specific vocabulary).

With all interviews, it is possible that my framing or reframing of questions may have influenced interviewee responses. I may have misinterpreted an interviewee's meaning during data analysis by unknowingly overemphasizing or de-emphasizing an utterance – this aligns with Talmy's (2010) understanding of the research interview as a form of discursively co-constructed and negotiated social practice. During observations, I was present during one out of two sessions per week for about one month of the academic year, so it was impossible to have captured all of the context of classroom happenings. My understanding and interpretation of what was happening was dependent on the parts of the class I observed and what I was personally able to see and hear during those times, and it is possible that my presence as a neutral observer shaped, in some ways, what occurred during those sessions. To minimize these potential limitations, I used both classroom observations and interviews as my data sources, as well as interviewing different populations (students, instructors, and administrators) with differing perspectives on the research topics.

Recommendations for Future Research

Additional research would serve to situate and build comparable data for this field of study. Similar work conducted in other British Columbian or Canadian cities of similar size would help to build a more complete picture of which of my findings might be geographically or contextually isolated and which might be applicable to other contexts. Studies with more participants and/or a randomized participant pool may produce more generalizable results.

An area for further study that emerged in this research is the types of experiences that build or otherwise impact agency, empowerment, and confidence for adult newcomer language learners. In this study, it was clear that everyday experiences could have profound effects on students' experiences and trajectories, so it would be beneficial to explore whether there are commonalities between the kinds of experiences that have the most positive impact. As a result, settlement organizations and other stakeholders could use information from these kinds of studies (including the one presented in this thesis) to raise consciousness among members of receiving society about how they can support newcomers in having positive everyday experiences that contribute to the agency, empowerment, and confidence of newcomers.

This study was built and conducted in partnership with the Inter-Cultural Association of Greater Victoria, and findings will be shared with ICA so that they may use them as relevant in their planning and programming. A planned outcome of this research has always been for it to be directly useful and relevant to ICA – a similar approach in future studies would be highly beneficial, as settlement organizations are usually well-positioned to identify (and put into action) potential areas where more information would be useful to support and guide their work. Partnering with settlement organizations in developing research topics and questions is

an efficient way to ensure that studies may contribute directly to the support of or innovations in frontline policy and practice.

Conclusions

Integration – defined here as feeling a sense of belonging to both one's pre-arrival and one's receiving society culture and identity – is generally the most positive outcome for newcomers and has benefits for receiving society as well. There are a number of interrelated factors that may affect a newcomer's integration journey, but the factors that have the most impact on each individual are contextual and depend on the individual's own priorities and goals. Because of this, having as wide a range of supports available to newcomers as possible is important: focusing support initiatives on just one or a few aspects of settlement and integration (such as economic integration) may result in newcomers facing significant barriers without supports in other key areas of their lives. Impactful settlement and integration experiences may occur in any aspect of a newcomer's life; therefore, the wider community is a vital part of a newcomer's experiences when adjusting to their new home.

Based on my study, I find that the attitudes and behaviours of receiving society is especially important for a newcomer's language learning and language socialization experiences. Although environments such as the language classroom and the workplace were identified as particularly significant in my study, any meaningful interaction can be a language learning and language socialization opportunity. Communication experiences with interlocutors who were supportive and open to engaging were the most positive for newcomer language learners – this highlights the importance of members of receiving society welcoming

interactions with language learners and interacting in ways that empower and build confidence for the language learner.

Positive language socialization experiences for newcomer language learners may contribute to the development of positive feelings and an increased sense of belonging in their new home communities. My study demonstrates that interactions do not have to be structured or official to have a significant impact: sometimes, spontaneous, everyday communication experiences may have the most impact for a newcomer. Having a combination of both formal language learning opportunities (such as language classes) for newcomers and initiatives to build skills and awareness among members of receiving society about how to best support the success of communication with language learners is more likely to result in all participants being able to navigate the interaction so that it meets a wider spectrum of peoples' needs and desired outcomes.

In conclusion, English language socialization experiences may impact the development of a sense of belonging for new Canadians. When newcomers have positive communication experiences, their confidence and sense of belonging may grow, which contributes to the likelihood that their next interaction will be positive as well: a positive cycle may form. Therefore, it is vital for integration supports and efforts to be directed not only to newcomers, but to members of receiving society as well. With awareness and skills about how best to support the success of communication with newcomer language learners, longer-term Canadians can be partners in newcomers feeling at home.

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Appendices

Appendix A: Recruitment Poster

Would you like to share your experiences with learning English and adjusting to life in Canada?

Would you like to practice your listening and speaking skills?

I would like to invite all evening ICA students in Levels 4, 5, 6, 7, and 8 to participate in my research study. I am investigating how immigrant and refugee newcomers learn English and adjust to life after arriving in Canada. This study is part of my Master of Arts research at the University of Victoria.

If you choose to participate in this study, you will have an interview of no more than one hour with me at ICA at a time that is convenient to you. I will not use your name in this study – you will be anonymous.

From the results of this research, I will be able to provide information to instructors and administrators about the different factors that can affect newcomers in learning English and adjusting to life in Canada. I will not use your name in the results.

If you participate in an interview, I will offer you a **$20 gift card to a local grocery store** in thanks for your time.

Please sign up with your teacher if you are interested.

Please contact Janette if you have any questions.

Appendix B: English Language Learner Participant Consent Form

University of Victoria

English Language Learner Participant Consent Form

Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC

You are invited to participate in a study entitled *Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC* that is being conducted by Janette DeLong.

As a graduate student currently enrolled at the University of Victoria, I am required to conduct research as part of the requirements for my Master of Arts program in the Department of Curriculum and Instruction at the University of Victoria. My research is supervised by Dr. Tim Anderson, who can be contacted at timanderson@uvic.ca.

This research is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC).

Purpose and Objectives
This study will explore the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, BC. The main question is the following: how do English classes impact a newcomer's English language abilities when communicating with people outside of their classes? In Victoria, English is the most common language for employment, education, and daily life, so it can be useful for newcomers to feel comfortable communicating in English. Therefore, the primary goals for this study are 1) to identify teaching practices that are supporting the development of English communication abilities and 2) to explore how the development of English communication abilities supports comfortable communication in English and integration of newcomers to Canadian society.

Importance of this Research
This study will add to research about newcomer integration in Victoria and newcomer experiences outside of major cities. The knowledge gained from this study can also be applied to immigrant and refugee adult education programs in similar Canadian contexts. With increasing global migration, this study will contribute to local, national, and global understanding of the development of language abilities used outside of school and which teaching and learning factors can positively support the learning process.

Participants Selection

You are being asked to participate in this study because you are a newcomer adult learning English as an additional language in Victoria, BC.

What is involved
If you consent to voluntarily participate in this research, your participation will include one semi-structured interview occurring between January and June 2020.

Audio recordings and written notes will be taken during the interviews and a written transcription will be made.

Inconvenience
Participation in this study will require up to one hour of your time.

Risks
When participating in this research, you will be asked about pre-arrival in Canada and post-arrival experiences (positive and negative) relating to English learning, migration, and settlement. Negative experiences may be uncomfortable, stressful, or upsetting to speak about. To address the risk of emotional upset or stress, I will approach our interview in an empathetic and non-judgmental way. I will not pressure you to speak about an experience that you are not comfortable sharing.

Benefits
The potential benefits of your participation in this research include a more complete understanding of how adult newcomer English language learners develop sociocultural language abilities and how these language abilities affect the development of a sense of belonging to their home community.

Compensation
To compensate you for any inconvenience related to your participation, you will be given a $20 gift card for a local grocery store.

Voluntary Participation
Your participation in this study must be completely voluntary. If you do decide to participate, you may leave the study at any time without any consequences or any explanation. If you do leave the study, your data will not be used. You will not be asked to return the card or reimburse the amount of the gift card should you leave the study at any point.

On-going Consent
To make sure that you continue to consent to participate in this research, I will verbally ask for your ongoing consent at the beginning of the interview.

Anonymity
In terms of protecting your anonymity, all publication of any materials from this project will be completely anonymized, including the participant's name.

Confidentiality
All digital files will be stored on my password-protected computer. All interviews will be transcribed. These transcribed files will be similarly saved on my computer. Any physical copies of the interview transcriptions will be saved in locked filing cabinets. All transcribed interview files will only use the participant's pseudonym.

Dissemination of Results
I will present the findings of this research in my thesis and in a report for the Inter-Cultural Association of Greater Victoria. The thesis will posted on the UVic Library's website. Results from this study will also be shared in the form of published articles and/or presented at scholarly meetings.

Disposal of Data
All data, electronic and physical, will be stored for 5 years from the completion of the study.

Contacts
If you have any questions about this study, please contact the following individuals:

- Janette DeLong, MA Student, Department of Curriculum and Instruction, University of Victoria
- Dr. Tim Anderson, Graduate Supervisor and Assistant Professor, Department of Curriculum and Instruction, University of Victoria
  timanderson@uvic.ca

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

_____	_____	_____
Name of Participant	*Signature*	*Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix C: English Language Learner Interview Questions

University of Victoria

English Language Learner Interview Questions

Date:	Time:
Pseudonym:	

- Go over consent form. Signed copy for me, other for student.
    a. I am hoping to ask you questions about your experiences learning English and adapting to Canada. If you are not comfortable answering a question, that is okay, you do not have to answer.
    b. I am hoping to audio record and write notes during the interview.
    c. I am hoping to share my final research to help other people understand more about immigrant and refugee newcomers in Canada. Your name will not be used – you will be anonymous.
    d. After the interview, if you decide that you are not comfortable with having your interview included in the study, you can tell me, and I will delete your information.
- As I mentioned, I will not use your real name. Is there a different name that I can use?
- Is it okay to ask you about your age during the interview?
- Start recorder and backup recorder.

---

1. To start, I would like to ask about your life experiences before you arrived in Canada.
    a. Where did you live before arriving in Canada?
    b. What was your occupation?
    c. What formal school did you complete in your home country? (To what age did you attend formal school?)
    d. What other language(s) do you speak?
    e. Did you arrive in Canada under an immigration or refugee program?
    f. How long have you lived in Canada (when did you arrive)?

2. Now, I would like to ask about your daily life in Canada.
    a. (How old are you now?)
    b. Do you have family in Victoria?
    c. What is your occupation? Do you use English or other languages in your occupation?
    d. Do you feel safe in Victoria? Are you happy with where you live (e.g. house, apartment, etc.)? Are you happy with your health and medical care in Canada?
    e. Have you gone to school in Canada (apart from ICA)? Would you like or are you planning to go to more school in Canada?
    f. Do you participate in any activities or groups outside of your home (e.g. hobbies, religion)? Do you use English or other languages? Do you usually do these activities with people from your cultural background, born Canadians, or other newcomers?

3. What language(s) do you use in your daily life? What types of situations do you use English in?

4. What is your history with learning English? What are your current goals for learning English?

5. Where or in what situations do you feel that you learn the most English?

6. When you use English outside of the classroom, do you feel comfortable and confident in general?
    a. If yes, why do you feel comfortable and confident?
    b. If no, why not? When do you feel uncomfortable or not confident?

7. What classroom or learning activities help you feel more confident communicating in English outside of the classroom? Is there something that you would like to learn in your classes that you haven't learned?

8. In general, what makes you feel comfortable in a community and like you belong in a community?

9. In general, how do you feel about living in Canada?

10. When you are able to communicate clearly and comfortably, does that affect your feelings about your life in Canada or Canadian society?

11. Have you had any difficult moments in Canada? Have you ever felt that people have treated you differently because of your language abilities?
    a. If yes, how did that affect your feelings about your community?

12. Have you had any experiences or met any people that made you feel particularly comfortable and welcomed into Canadian society? Why did they make you feel that way?

13. Is there anything that would make you feel more comfortable or welcomed into Canadian society / happier in Canada?

14. Is there anything else that you would like to say about these themes?

Appendix D: LINC Instructor/Administrator Participant Consent Form

University of Victoria

LINC Instructor/Administrator Participant Consent Form

Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC

You are invited to participate in a study entitled *Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC* that is being conducted by Janette DeLong.

As a graduate student currently enrolled at the University of Victoria, I am required to conduct research as part of the requirements for my Master of Arts program in the Department of Curriculum and Instruction at the University of Victoria. My research is being conducted under the supervision of Dr. Tim Anderson, who can be reached at timanderson@uvic.ca.

This research is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC).

Purpose and Objectives

This study will explore the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, BC and the impacts of these classes in preparing their sociolinguistic abilities to navigate life outside of classroom settings, skills that are necessary for successful integration into society. In Victoria, English is the majority language, and newcomers typically require proficiency to participate fully in employment, education, and integrated local life. Language instruction for newcomers in Victoria has accordingly been in high demand, and given that immigration is projected to rise in Canada, this demand is likely to increase. The primary goals for this study are therefore to identify best teaching practices to support the development of these sociolinguistic abilities and how this development facilitates the integration of newcomers to Canadian society.

Importance of this Research

This study will contribute to research regarding newcomer integration in Victoria and newcomer experiences outside of major cities, both of which have been identified as requiring further study. The knowledge gained from this study can also be applied to immigrant and refugee adult education programs in similar Canadian contexts. Given increasing global migration, this study will contribute to local, national, and global understanding of sociolinguistic development of daily life language abilities and which factors can positively contribute to the process.

Participants Selection
You are being asked to participate in this study because you are an instructor or administrator in the Language Instruction for Newcomers to Canada program in Victoria, BC.

What is involved
If you consent to voluntarily participate in this research, your participation will include one semi-structured interview occurring between January and June 2020.

Audio recordings and written notes will be taken during the interviews and a written transcription will be made.

Inconvenience
Participation in this study will require up to one hour of your time.

Risks
There are no known or anticipated risks to you by participating in this research.

Benefits
The potential benefits of your participation in this research include a more complete understanding of how adult newcomer English language learners develop sociocultural language abilities and how these language abilities affect the development of a sense of belonging to their home community.

Voluntary Participation
Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will not be used.

On-going Consent
To make sure that you continue to consent to participate in this research, I will ask for your ongoing consent at the beginning of the interview.

Anonymity
In terms of protecting your anonymity, all publication of any materials from this project will be completely anonymized, including the participant's name.

Confidentiality
All digital files will be stored on my password-protected computer. All interviews will be transcribed. These transcribed files will be similarly saved on my computer. Any physical copies of the interview transcriptions will be saved in locked filing cabinets. All transcribed interview files will only use the participant's pseudonym.

Dissemination of Results
I will present the findings of this research in my thesis and in a report for the Inter-Cultural Association of Greater Victoria. The thesis will be posted on the UVic Library's website. Results from this study will also be shared in the form of published articles and/or presented at scholarly meetings.

Disposal of Data
All data, electronic and physical, will be stored for 5 years from the completion of the study.

Contacts
If you have any questions about this study, please contact the following individuals:

- Janette DeLong, MA Student, Department of Curriculum and Instruction, University of Victoria

- Dr. Tim Anderson, Graduate Supervisor and Assistant Professor, Department of Curriculum and Instruction, University of Victoria
  timanderson@uvic.ca

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

_____	_____	_____
Name of Participant	*Signature*	*Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix E: LINC Administrator Interview Questions

University of Victoria

LINC Administrator Interview Questions

Date:	Time:

- Sign consent form.
- Start recorder and backup recorder.

---

1. Could you please tell me about your history working with the LINC program?

2. In your opinion, what are some of the greatest challenges that ICA clients face in settling into life in Canada?

3. In your opinion, what are some of the greatest strengths or supports that ICA clients have that aid them in settling into life in Canada?

4. Do you think that more experienced members of Canadian society – like born Canadians, for example – play a role in a language learner's learning journey and/or development of a sense of belonging to Canadian society?
    a. If yes, how can more experienced members of Canadian society support learning and belonging?
    b. What are examples of actions that more experienced Canadians might do that would threaten learning and belonging?

5. How does the ICA LINC program approach preparing English language learners for navigating different social or cultural situations outside of the classroom? Does ICA have language learning goals or focuses beyond what is outlined in the LINC program and the Canadian Language Benchmarks?

6. How do ICA teachers decide what to focus on when teaching in the classroom? Are teachers encouraged to use any specific approaches or learning activities in their classes?

7. In addition to being a place of language learning, are ICA English classes also explicitly intended as a place for students to build community, to share their own culture, or to ask questions/discuss Canadian culture? If yes, how is this generally approached in classes?

8. Is there anything else you would like to add about the topics of language learning for navigating different social and cultural situations?

Appendix F: LINC Instructor Interview Questions

University of Victoria

LINC Instructor Interview Questions

Date:	Time:

- Sign consent form.
- Start recorder and backup recorder.

---

1. Could you please tell me about your history with teaching English as an additional language?

2. How long have you been teaching in the LINC program (including ICA and elsewhere)?

3. In addition to teaching duties, what are your duties as head teacher/PBLA lead?

4. In your opinion, what are some of the greatest challenges that your students face in settling into life in Canada?

5. In your opinion, what are some of the greatest strengths or resources that your students have that support them as they settle into life in Canada?

6. What role do you think that more experienced members of Canadian society – like born Canadians, for example – play in a language learner's learning journey?

7. What role do you think that more experienced members of Canadian society – like born Canadians, for example – play in a language learner's development of a sense of belonging to Canadian society?

8. How can more experienced members of Canadian society positively support a newcomer's language learning and settlement process?

9. What are examples of actions that more experienced Canadians might do that might threaten language learning and/or settlement?

10. What types of approaches and/or activities do you use to prepare your students for navigating different social or cultural situations outside of the classroom?

11. How do you decide the learning goals for your classes? How do you decide what themes or language areas to focus on when teaching?

12. How do you approach the learning of grammatical structures in your classes?

13. Apart from ICA classes, where/how do you think student learn the most language?

14. How do you approach cultivating a sense of community in your classes? Are there class activities that act as a bridge to the larger Victoria community? What are they?

15. Do you work with volunteers in your classes? If yes, in an ideal situation, what role do volunteers play in your classes?

16. Have you had any personal experiences (that you are comfortable sharing) that have influenced your approaches to teaching in the LINC program?

17. Is there anything else you would like to add about the topics that we have touched on in this interview (language learning for navigating different social and cultural situations)?

Appendix G: Class Observation Protocols

University of Victoria

Class Observation Protocols

Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC

Participants

Participants involved in the class observations will be the instructor and students of two or three Language Instruction for Newcomers to Canada (LINC) classes of Level 4 or above at the Inter-Cultural Association of Greater Victoria (ICA). The researcher will be a participant observer.

Classes for observation will be recruited by first contacting the class instructors in the target levels. If instructors express interest in participating in class observations, the researcher will visit the classes to introduce the research to the students and to obtain signed consent for class observation from the instructor and students.

It is unlikely that there will be ethical issues or any risks of harm from class observation. The researcher is not in a relationship of power with the class instructors or with students. Data collected during observation will be anonymized – the instructor will be identified as such in observation notes, but names of the instructor and students will not be recorded. The class level and class schedule will be recorded, but no other identifying class information will be noted. Participation in class observation will not have any professional or academic impacts for instructors or students.

Consent

The researcher will obtain written consent from all participants prior to class observation. Continuing consent will be obtained verbally from all participants prior to each observation session. Participants may withdraw consent at any time.

If an instructor does not consent to participating in class observation, then the class will not be observed. If individual students do not consent to participating in class observation, interactions involving these students will not be recorded, and these students will not be included in the study.

Students should convey their consent or non-consent either to Todd Kitzler, Language Programs Manager, or to their class instructor before the first observation session (to remove potential group pressure in the moment). I will be told ahead of time which students will not be included in the observations.

Observation Plans

Potential interactions between the following consenting participants will be involved in class observation:

- Instructor and student(s)
- Student and student(s)
- Participant observer (researcher) and student(s)
- Participant observer (researcher) and instructor

The focus of the observation will be on how additional language socialization and settlement are approached and supported by the instructor and how learners generally respond.

The setting will be described in general terms: the number of students present, the configuration of furniture, and the location of the researcher's seat relative to the students will be recorded.

Observation data will be gathered through written notes. No other methods of recording data will be used.

Each observation session will be the duration of the class session. Classes are two and a half or three hours long, depending on the time of day. Each class will be observed for no more than a total of 10 hours.

Anticipated observation process:

- Before the start of the class, the researcher will verbally check for continuing consent from all participants.
- The number of students present, the configuration of the furniture, and the location of the researcher's seat relative to the students will be recorded.
- The instructor will lead their normal class session. The researcher, as a participant observer, will fulfill the same role as a volunteer Teacher's Assistant would fill in other LINC classes at ICA. This role involves participating in activities with students and providing additional learning support to individual students where appropriate. The final scope of this role is at the discretion of the class instructor.
- In moments where active participation from the researcher is not needed or appropriate, the researcher will take notes about salient interactions.
- After the class is finished, the researcher will further reflect on the observation session with follow-up notes and reflections.

Appendix H: Class Observation Consent Form

University of Victoria

Class Observation Consent Form

Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC

You are invited to participate in a study entitled *Feeling at home: Sociocultural language learning and its effects on integration and belonging among adult newcomers to Victoria, BC* that is being conducted by Janette DeLong.

As a graduate student currently enrolled at the University of Victoria, I am required to conduct research as part of the requirements for my Master of Arts program in the Department of Curriculum and Instruction at the University of Victoria. My research is supervised by Dr. Tim Anderson, who can be contacted at timanderson@uvic.ca.

This research is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC).

Purpose and Objectives
This study will explore the experiences of adult immigrant and refugee newcomers attending English language classes in Victoria, BC. The main question is the following: how do English classes impact a newcomer's English language abilities when communicating with people outside of their classes? In Victoria, English is the most common language for employment, education, and daily life, so it can be useful for newcomers to feel comfortable communicating in English. Therefore, the primary goals for this study are 1) to identify teaching practices that are supporting the development of these English communication abilities and 2) to explore how the development of English communication abilities supports comfortable communication in English and integration of newcomers to Canadian society.

Importance of this Research
This study will add to research about newcomer integration in Victoria and newcomer experiences outside of major cities. The knowledge gained from this study can also be applied to immigrant and refugee adult education programs in similar Canadian contexts. With increasing global migration, this study will contribute to local, national, and global understanding of the development of language abilities used outside of school and which teaching and learning factors can positively support the learning process.

Participants Selection

You are being asked to participate in this study because you are part of a LINC class of Level 4 or higher at the Inter-Cultural Association of Greater Victoria.

What is involved
If you consent to voluntarily participate in this research, I will observe your actions and comments that are related to learning English as an additional language in order to navigate diverse sociocultural contexts outside of the classroom.

Anonymized written notes will be taken during the observation. No names or identifying features of students will be recorded. The class instructor will be identified as such in notes, but the instructor's name will not be recorded. The level of the class and the time of day of the class will be recorded.

Inconvenience
Participation in this study will require your normal participation in the class.

Risks
There are no known or anticipated risks to you by participating in this research.

Benefits
The potential benefits of your participation in this research include a more complete understanding of how adult newcomer English language learners develop sociocultural language abilities and how these language abilities affect the development of a sense of belonging to their home community.

Voluntary Participation
Your participation in this research must be completely voluntary. If you do decide to participate, you may leave the study at any time without any consequences or any explanation. If you do leave the study, your data will not be used.

If you decide not to participate, interactions directly involving you will not be included in my notes, and you will not be included in the study.

On-going Consent
To make sure that you continue to consent to participate in this research, I will verbally ask for your ongoing consent at the beginning of each observation session.

Anonymity
In terms of protecting your anonymity, all publication of any materials from this project will be completely anonymized, including the participant's name.

Confidentiality
All digital files will be stored on my password-protected computer. All interviews will be transcribed. These transcribed files will be similarly saved on my computer. Any physical copies

of the interview transcriptions will be saved in locked filing cabinets. All transcribed interview files will only use the participant's pseudonym.

Dissemination of Results
I will present the findings of this research in my thesis and in a report for the Inter-Cultural Association of Greater Victoria. The thesis will posted on the UVic Library's website. Results from this study will also be shared in the form of published articles and/or presented at scholarly meetings.

Disposal of Data
All data, electronic and physical, will be stored for 5 years from the completion of the study.

Contacts
If you have any questions about this study, please contact the following individuals:

- Janette DeLong, MA Student, Department of Curriculum and Instruction, University of Victoria

- Dr. Tim Anderson, Graduate Supervisor and Assistant Professor, Department of Curriculum and Instruction, University of Victoria
  timanderson@uvic.ca

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

_____	_____	_____
Name of Participant	*Signature*	*Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix I: Research Ethics Certificate of Approval

University of Victoria
Office of Research Services | Human Research Ethics Board
Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4545 | F 250-721-8960 | uvic.ca/research | ethics@uvic.ca

Certificate of Approval

PRINCIPAL INVESTIGATOR	**Tim Anderson** (Supervisor)	**ETHICS PROTOCOL NUMBER** Expedited review - delegated	**19-0519**
PRINCIPAL APPLICANT	**Janette DeLong** **Master's student**	ORIGINAL APPROVAL DATE	26-Nov-2019
UVIC DEPARTMENT	**Curriculum & Instruction**	APPROVED ON	26-Nov-2019
		APPROVAL EXPIRY DATE	25-Nov-2020

PROJECT TITLE **Feeling at Home: Sociocultural Language Learning and its Effects on Integration and Belonging among Adult Newcomers to Victoria, Canada**

RESEARCH TEAM MEMBERS **None**

DECLARED PROJECT FUNDING
Social Sciences and Humanities Research Council, University of Victoria

DOCUMENTS INCLUDED IN THIS APPROVAL
DeLong - Consent form - English Language Learner.docx - 24-Nov-2019
DeLong - Consent form - Class Observation.docx - 24-Nov-2019
DeLong - Consent form - ICA Instructor Administrator.docx - 24-Nov-2019
DeLong - Invitation to participate - ICA Instructor Administrator.docx - 24-Nov-2019
DeLong - Class Observation Protocols.docx - 01-Nov-2019
DeLong - Recruitment poster.docx - 01-Nov-2019
DeLong - Interview questions - ICA Instructor Administrator.docx - 27-Oct-2019
DeLong - Interview questions - English Language Learner.docx - 27-Oct-2019
DeLong - ICA Research Partnership Meeting - June 20-19.pdf - 27-Oct-2019
DeLong - ICA Research Partnership Emails.pdf - 27-Oct-2019

CONDITIONS OF APPROVAL

This Certificate of Approval is valid for the above term provided there is no change in the protocol.

Modifications
To make any changes to the approved research procedures in your study, please submit a "Request for Modification" form. You must receive ethics approval before proceeding with your modified protocol.

Renewals
Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.

Project Closures
When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.

Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropiate standards of ethcis as outlines by the University of Victoria Research Regulations Involving Human Participants.