Immigrant and Refugee Experience of ESOL Provision in New Zealand: Realities and Responsibilities

Cynthia White, Noel Watts and Andrew Trlin

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EXECUTIVE SUMMARY

This report presents results from a study of immigrant experiences of ESOL provision in New Zealand, particularly in the period of initial settlement, and an analysis of responsibilities for promoting the English language proficiency of immigrants from non-English speaking backgrounds. The study was conducted March-May 2000 and involved in-depth interviews (phase one), a postal questionnaire (phase two) and a stakeholder response procedure (phase three). Interviews with recent immigrants and refugees in phase one were conducted to explore their expectations prior to arrival in New Zealand concerning English language learning opportunities, their experiences of language learning post arrival and their responses to such experiences. These findings were used to generate the 29-item questionnaire used in phase two, which investigated immigrants' and refugees' expectations about New Zealand as an English language learning environment, their interaction with formal and informal sources for learning English in the post-arrival period, and views of domains of responsibilities of ESOL provision. In March 2000, after piloting, 377 questionnaires were sent out to Auckland, Wellington and Tauranga ESOL Home Tutor Schemes, and these were distributed to immigrant learners of English. Two hundred and eighty questionnaires were returned of which 32 were not usable due to many incomplete sections and difficulties with legibility. Thus the usable response rate for the questionnaires was 65.8 percent. In phase three of the project stakeholders were given the opportunity to provide further perspectives on the results of the survey. Participants in phase three were 45 home tutors and immigrants from throughout New Zealand, who attended the National ESOL Home Tutor Scheme Conference in New Plymouth in May 2000.

- The participants came from a total of 41 countries: the five main countries of origin were the People’s Republic of China, Korea, Taiwan, Iraq and the former Yugoslavia. The three main modes of migration for the respondents were entry as General Skills/General Category points migrants, family reunification migrants and refugees. In general, the participants were recent arrivals: 68.9 per cent had resided in New Zealand for less than one year at the time of the survey, and a further 16.5 per cent had been here for only 1-2 years. Most of the immigrants in the survey had family in New Zealand (86.7 per cent), generally a spouse and/or children rather than parents.

- The largest single age category was 30-39 years and almost three-quarters of the participants were female. In terms of educational background, over half of the participants had tertiary, polytechnic or vocational training. Despite the relatively high proportion with a tertiary qualification, only 25 per cent of the participants were in paid work at the time of the survey.
• Respondents reported that on arrival they spoke English "not well" (132 respondents, 53.2 per cent) or "not at all" (97 respondents, 39.1 per cent). In terms of comprehensibility on arrival, a total of 206 respondents (83.1 per cent) indicated that their English was understood "not well" or "not at all". Results indicated a marked rise in their self-assessment of spoken proficiency and comprehensibility since arrival: the percentage rating their spoken proficiency as "well" or "very well" climbed from 7.6 to 55.2 per cent, while self-assessed comprehensibility in the same categories rose from 16.9 to 66.5 per cent.

• Expectations developed prior to arrival related to the cost of classes, opportunities to practise using English and language services. The respondents expected to have more opportunities to practise using English than they actually encountered when living here; they expected English classes to be more available than was the case; they anticipated that there would be translation services; they did not expect that there would be bilingual classes. In terms of the cost of classes, the expectation was that the classes would be cheaper than they were found to be.

• English language competence was perceived as being of primary importance in settlement: it was considered as "very important" for finding a job (92.7 per cent), participating in New Zealand life (81.5 per cent), being accepted by Kiwis (70.6 per cent), making friends (68.6 per cent) and finding somewhere to live (64.5 per cent).

• One hundred and fifty three (61.7 per cent) of the participants joined English classes in the first year. The classes of choice were (in order) National ESOL Home Tutor Scheme, polytechnic classes, social English groups, high school or community education classes. Private lessons, university classes and classes organised by churches or community groups were used infrequently. Other informal ways of extending their knowledge of English were television, books, newspapers, magazines, films and videos.

• Reasons for not enrolling in English language classes included, in order of importance, a need to look after family members, lack of money, a preoccupation with settling into New Zealand, and looking for work. Less frequently mentioned were issues of time and access.

• Only one fifth of the respondents who attended formal classes in the first year indicated that they made a lot of progress in their English language ability.

• Opportunities for using English were found to be limited in terms of frequency and range. Where English was used by respondents, it was for shopping and for communicating with Kiwi neighbours and friends, rather
than in work and home domains. A small minority of participants had access to other social networks in which they used English: with community workers, church parishioners, landlords and people associated with kindergarten or children’s playgroups.

- Participants identified two main problems they had faced in learning English in New Zealand: the cost of English language classes, and the lack of opportunities to converse with native speakers either in classes or in the community. The participants considered that their English language development could benefit from more opportunities to speak English outside classes. Two hundred and thirty-six of the participants (95.2 per cent) indicated that they would value the opportunity for more interaction with native speakers of English. While 41 (16.5 per cent) of the 248 participants reported having “a lot” of opportunities to use English during their first year in New Zealand, greater proportions reported having “some” (27.4 per cent), “few” (23.0 per cent), or “very few” (27.0 per cent), while 5.0 per cent said that they had “no opportunities” to use English during this period.

- Three main avenues were identified as the best means of developing English language skills: formal classes, conversing with native speakers, and entering the workforce. The majority of the participants were not in paid employment. However, for those who were employed, interaction in the work environment was rated as the most useful means of developing language skills.

- Only 37 (or 23.9 per cent) of the 155 respondents who needed help with translation, accessed the services of official translators and interpreters. Assistance was gained from unofficial sources including family members, a friend from the same ethnic group, a home tutor, Kiwi friend, teacher and neighbours.

- Respondents were asked to reflect on where responsibilities should lie for supporting the development of English language proficiency among new arrivals. In total 917 instances were given relating to individual immigrant responsibility (376 instances), ethnic community responsibility (200 instances), Kiwi community responsibility (202 instances) and government responsibility (139 instances).

- Responsibilities of the individual immigrant related to three areas: engage with learning sources; communicate with the host society; and the use of self-management strategies to facilitate ongoing learning. Participants recognised the crucial contribution of individual effort and commitment alongside that of community and government.
• The 'ethnic community' was conceptualised as the more established members of the community who were seen as having responsibility for providing assistance, orientation, networks and the fostering of cultural wellbeing; for acting as a representative of the interests of immigrants from non-English speaking backgrounds and as a bridge to Kiwi society and government; for providing ESOL classes for beginners, possibly with a bilingual tutor, and for new arrivals.

• The 'Kiwi community' was seen as having a responsibility for four areas: ESOL support, attitudinal factors, activities, and settlement and employment. In terms of English language development, the plea to the Kiwi community was primarily to be prepared to interact and converse with the new immigrants: this was more frequently expressed than a desire for formal tuition. Similarly there was a strong plea for 'Kiwis' to maintain a positive orientation to new immigrants, to be inclusive and to orient activities to the emergent multicultural character of New Zealand. These domains of social responsibility were mentioned more frequently than those relating to the provision of information for settlement or the need for employment.

• Responsibilities ascribed to government related to the provision of ESOL support in the form of free or subsidised classes, a focus on workplace English, translation services, and the development of New Zealand resources which would orient the immigrant to the new society and culture. It was argued that government responsibilities should be placed in the wider context of the need for recognition of qualifications and provision of employment opportunities which function as a crucial basis for settlement.

This study represents a complementary approach to enquiries into English language learning opportunities carried out from the perspective of the provider or the language teaching professional. It highlights the realities faced by immigrants in the immediate post-arrival period as they attempt to identify and pursue optimal means of developing their English language skills. What this study suggests is that there are three key avenues for developing language skills in the post-arrival period: formal classes, entry to the workforce, and opportunities for extended interaction with 'Kiwis'. Each of these avenues is not necessarily open to new arrivals for a variety of reasons, including personal circumstances and host society receptivity. The inhibiting factors and constraints in relation to accessing the second language learning environment need to be acknowledged in future planning relating to ESOL provision; in addition it is essential to locate entry points within the three avenues identified by immigrant learners as optimal means of acquiring language skills, through which gains in proficiency can be fostered by new initiatives within an overall policy framework for immigration. Responsibilities for ESOL provision in New Zealand should be proposed and analysed in the context of different sectors of community, society
and government responsibilities. The framework developed in this study, which comprises individual, ethnic community, Kiwi community and government roles in ESOL provision was found to be a highly productive tool with which to investigate, analyse and formulate the interconnected responsibilities of different sectors.
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INTRODUCTION

The significance of the role of English in the settlement of immigrants from non-English speaking backgrounds (NESB) has been underlined in a number of studies carried out in New Zealand in the last decade. Among these studies are those of Lai (1994), Boyer (1996), Roberts (1997), Barnard (1998), Fishief (1999) and Ho et al. (1996; 2000). The development of English language proficiency is seen as critical in facilitating social contacts, in enhancing employment and educational opportunities, and in providing the basis for participation in the economic, social and cultural life of New Zealand. The centrality of English in the settlement process is also evident in government reviews and reports: for example, a survey of recent immigrants in terms of employment, qualifications and training, emphasised the barriers to community life and employment caused by insufficient English fluency on arrival (Department of Internal Affairs, 1996). As stated by the New Zealand Immigration Service (1995: 10), “English is a key to successful settlement... a lack of language skills can impose [a cost] on New Zealand”. The Longitudinal Immigration Survey to be carried out by the Policy, Research and Development Group of the New Zealand Immigration Service (NZIS) also foregrounds proficiency in the host country language as a key factor affecting immigrant settlement. Among other aims, the survey will seek to explore the rate of change and extent of improvement in language proficiency in the post-arrival period and the relationship between fluency in English and successful settlement.

The means available to immigrants to develop proficiency in English have mostly been explored in relation to what may be termed formal sources, namely classes and other types of formal tuition provided by an institution. For example, a report entitled Experiences of the English Language Bond (Forsyte Research, 1998) included a study of the experiences of immigrants in finding and taking part in English language courses. The report identified ways in which the nature and content of ESOL courses impacted directly on the kinds of English skills immigrants develop. A sharp divide was identified between ‘everyday English’ courses as opposed to International English Language Testing Service (IELTS) courses. Participants argued that the learning of skills and techniques to pass the IELTS test did not help in the improvement of their everyday English. As a result of this distinction in course emphasis, few participants were totally satisfied with the English language course they had taken. The report also identified difficulties immigrants have in living in New Zealand without sufficient English language ability: these included difficulties with such everyday services as shopping, banking, using professional services, dealing with trades people and using public transport. One conclusion of the report, echoing the earlier NZIS policy statement, was that English proficiency is a key to the successful settlement of
new residents, and that a lack of English skills could be costly for the immigrant and community in which they live.

Other studies which have focused on formal sources of ESOL provision have pointed to the fact that there is no single coherent English scheme for immigrants (e.g. Altinkaya, 1998; Walker and Stapleton, 1998). This gap can be seen as part of the wider absence of what Trlin (1993) calls a balanced institutional structure of immigration. Such a structure is conceptualised as consisting of an immigration policy regulating entry, which meshes with an effective post-arrival immigrant policy (to address the needs of immigrants and provide a sound basis for settlement) and an ethnic relations policy (aimed at promoting the cultural well-being of all New Zealanders through positive intergroup relations, and the overcoming of misconceptions, prejudices and discrimination). McKay and Wong (2000) also present a framework of the kinds of structures needed by immigrants, but with a particular focus on what is needed to develop proficiency in the new target language. With reference to the USA context they argue that three types of ‘investment’ are necessary for successful language learning for immigrants: educational investment, legal and policy investment, and individual investment.

While English is the language of the external environment in New Zealand and occupies a central role in everyday life, we know relatively little about the role English plays in the world of the immigrant and the realities which immigrants encounter in attempting to develop skills in the language of their host country. Evidence about how NESB immigrants proceed with language learning when they arrive in New Zealand, their perceptions of the importance of English for settlement and the sources they access to develop language skills remains largely anecdotal, as evidenced in the bibliographies of Trlin and Spoonley (1986, 1992, 1997). In this context, the study reported here attempts to investigate the relationship between the immigrant ESOL learner and the English language environment which predominates in most spheres of life. It investigates the NESB immigrant’s interaction with formal and informal sources for learning English, and how particular contexts may contribute to the development of English language skills in the post-arrival period. In addition, the study explores the perceptions of immigrants about the domains of individual, societal and government responsibilities in relation to the promotion of the English language proficiency of new settlers. It complements the New Settlers Programme research into English language provision for adult immigrants and refugees in educational institutions and training establishments in New Zealand (Watts, White and Trlin, 2001).
METHODOLOGY

The investigation was carried out using in-depth interviews (phase one), a postal questionnaire (phase two) and a stakeholder response procedure (phase three). The three phases of the study are described below.

Phase One: Interviews
The aim of the first phase was to explore in detail the expectations of immigrants and refugees prior to arrival about English language learning opportunities in New Zealand, their experiences of language learning since arrival, and their response to such experiences. The findings from this phase were to be used as a basis for generating the questionnaire items for the survey in phase two.

The Palmerston North ESOL Home Tutor Co-ordinator approached a number of recent new settlers to see if they were willing to participate in the interview procedure, and five volunteered. Informed consent was obtained. An interview schedule (Appendix 1) was prepared which was to form the basis of the interview; all participants were given a copy of the questions to assist their comprehension and to allow them to choose the areas they wished to reflect on. Interviews took place at the Palmerston North ESOL Home Tutor premises and lasted approximately 45 minutes. The interview schedule was also used as the basis for a group interview of 23 recent immigrants at a Social English Group in Khandallah, Wellington.

The interviews were analysed to identify the domains of expectations of immigrants prior to arrival, experiences on arrival, and the range of responses to such experiences.

Phase Two: Survey of NESB Immigrants and Refugees
Phase two involved a postal survey entitled "Immigrant Experience of Learning English in New Zealand". This 29-item questionnaire (Appendix 2) was developed using findings from Pishief (1999) and from the interviews carried out in phase one. It focused on two broad areas, realities and responsibilities, and comprised both closed- and open-ended items. The questionnaire was piloted with four recent immigrants of lower intermediate English language proficiency, with particular attention paid to the comprehensibility of individual items, of response formats, and of instructions. After piloting, 377 questionnaires were sent out to Home Tutor Schemes in Auckland (187 questionnaires), Wellington (150 questionnaires) and Tauranga (40 questionnaires). It was requested that they be distributed to home tutors working with recent immigrants and refugees who
were beyond the elementary level of English language proficiency. Information was supplied to both the home tutor and the individual immigrant or refugee. It was emphasised that the questionnaire was to be completed by the learners, and that home tutors should take care not to influence their choice of response. Home tutors were given a sheet to complete (Appendix 3) in which they could give their own perceptions of immigrant and/or refugee experience in learning English. Participants were invited to respond to the questionnaire and to return it in the reply-paid envelope provided. It was also emphasised that participation was voluntary and that all information supplied to the researchers was anonymous and confidential.

The Auckland Home Tutor Scheme distributed the questionnaires to tutors in Auckland Central, North Shore, South Auckland and West Auckland. In Wellington they went to home tutors in the Hutt Valley, Wellington and Porirua areas, and the Tauranga Home Tutor Scheme covered the city of Tauranga and outlying areas. Two hundred and eighty completed questionnaires were returned, representing a response rate of 74.3 per cent. Of these 32 were not usable due to many incomplete sections and difficulties with legibility. A further 68 questionnaires were returned blank: accompanying explanations given by the home tutor related to insufficient language proficiency to complete the questionnaire, or competing pressures in the life of the immigrant or refugee. Thus the usable response rate for the questionnaires was 248 or 65.8 per cent, which Babbie (1998: 262) would rate, on his rule of thumb for survey returns, as “good” for the purposes of analysis and reporting. Fifty one response sheets were also received from home tutors.

**Phase Three: Stakeholder Response Procedure**

The aim of this procedure was to give stakeholders an opportunity to provide further perspectives on the results of the survey. Findings relating to the responsibilities of immigrants and refugees relative to those of other sectors of society (‘Kiwi’ community, ethnic community, government) were chosen as the focus of the procedure. Participants in the procedure were 45 home tutors and new settlers from throughout New Zealand, who attended the National ESOL Home Tutor Scheme Conference in New Plymouth, May 2000. This was found to be a highly productive means of obtaining further interpretation of the findings of the study. Participants were particularly interested in the results relating to domains of responsibilities for the development of ESOL skills. In addition, they appreciated the opportunity to be included in a discussion of the research findings which some of them had contributed to.

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1 For the purposes of this study the term ‘Kiwi’ is used to refer to New Zealanders who are native speakers of English. This usage was explained to participants.
RESULTS

The results presented here are predominantly those from the survey of NESB immigrants and refugees, since this survey formed the core of the study. Reference is made to the stakeholder response procedure in relation to identification of the responsibilities of different sectors of the community.

Background of Participants

1. Origin, mode of migration, location and years in New Zealand

Table 1: Distribution of respondents according to country of birth, survey participants, 2000

<table>
<thead>
<tr>
<th>Country of birth</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>People’s Republic of China</td>
<td>49</td>
<td>19.8</td>
</tr>
<tr>
<td>Korea</td>
<td>21</td>
<td>8.5</td>
</tr>
<tr>
<td>Taiwan</td>
<td>16</td>
<td>6.5</td>
</tr>
<tr>
<td>Iraq</td>
<td>15</td>
<td>6.0</td>
</tr>
<tr>
<td>Former Yugoslavia</td>
<td>14</td>
<td>5.6</td>
</tr>
<tr>
<td>Russia</td>
<td>13</td>
<td>5.2</td>
</tr>
<tr>
<td>Somalia</td>
<td>11</td>
<td>4.4</td>
</tr>
<tr>
<td>Vietnam</td>
<td>11</td>
<td>4.4</td>
</tr>
<tr>
<td>Cambodia</td>
<td>11</td>
<td>4.4</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>9</td>
<td>3.6</td>
</tr>
<tr>
<td>India</td>
<td>8</td>
<td>3.2</td>
</tr>
<tr>
<td>Iran</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>Japan</td>
<td>5</td>
<td>2.0</td>
</tr>
<tr>
<td>Samoa</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Ukraine</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>14.1</td>
</tr>
</tbody>
</table>
The participants came from a total of 41 countries, the five most important of these being the People’s Republic of China (PRC), Korea, Taiwan, Iraq and former Yugoslavia. The distribution of participants in the 20 main countries of birth is given in Table 1. Of the remaining 35 participants in the “other” category, 28 came from 18 countries. Seven respondents did not indicate their country of birth, though they completed the remainder of the questionnaire; this may indicate a sensitivity to the possibility of being identified.

The bulk of the participants had gained entry to or residence in New Zealand under the General Category/General Skills Category points system (33.9 per cent), the Family Reunification category (31.8 per cent) or as refugees (27 per cent). A further 7.3 per cent were returning citizens, international students or people on a temporary work permit. In general, they were recent arrivals – 68.9 per cent had resided in New Zealand for less than one year at the time of the survey and a further 16.5 per cent had been here for only 1-2 years. As expected, the great majority (86.7 per cent) had family members in New Zealand – generally a spouse/partner and/or children (86.3 per cent) rather than parents. Overall, just over half of these immigrants were based in the Auckland region – comprising Auckland Central, North Shore, South Auckland and West Auckland – while 35.1 per cent were in the Wellington region and 11.3 per cent were located in Tauranga. Table 2 provides a breakdown of the participants by region according to the main categories of migration.

Table 2: Location of respondents by category of migration, survey participants, 2000

<table>
<thead>
<tr>
<th>Location</th>
<th>General/General Skills 'Points' Category</th>
<th>Family Reunification</th>
<th>Refugee</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Auckland</td>
<td>45</td>
<td>53.6</td>
<td>42</td>
<td>53.2</td>
<td>35</td>
</tr>
<tr>
<td>Wellington</td>
<td>24</td>
<td>28.6</td>
<td>30</td>
<td>38.0</td>
<td>27</td>
</tr>
<tr>
<td>Tauranga</td>
<td>15</td>
<td>17.8</td>
<td>7</td>
<td>8.9</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>100.0</td>
<td>79</td>
<td>100.1</td>
<td>67</td>
</tr>
</tbody>
</table>

6
2. Mother tongue, age and gender

An interesting feature of the participants was the diverse range of native languages represented with a total of 49 mother tongues reported. Of these, the 15 with three or more speakers are listed in Table 3. The remaining 34 languages identified, accounting for 63 (25.4 per cent) of the participants, had only one or two speakers in each case.

Table 3: Mother tongue of respondents, survey participants, 2000

<table>
<thead>
<tr>
<th>Mother Tongue</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>62</td>
<td>25.0</td>
</tr>
<tr>
<td>Korean</td>
<td>22</td>
<td>8.9</td>
</tr>
<tr>
<td>Russian</td>
<td>16</td>
<td>6.5</td>
</tr>
<tr>
<td>Cantonese</td>
<td>14</td>
<td>5.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>12</td>
<td>4.8</td>
</tr>
<tr>
<td>Somali</td>
<td>11</td>
<td>4.4</td>
</tr>
<tr>
<td>Farsi</td>
<td>9</td>
<td>3.6</td>
</tr>
<tr>
<td>Serbian</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Amharic</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Albanian</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Assyrian</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Bangla</td>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>Samoan</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Punjabi</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>63</td>
<td>25.4</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The participants were mainly females (73.8 per cent) and tended to be somewhat older than is usual among international migrants settling in New Zealand. Although the largest age group was 30-39 years (33.9 per cent), and a further 17.7 per cent were under 30 years of age, 25 per cent were in the 40-49 age group and 23.4 per cent were aged 50 years and over.

3. Educational background and employment status

In terms of their educational background, over half of the participants had attained either university (47.2 per cent) or polytechnic/vocational training (12.9 per cent). The remainder reported their level of education as secondary/ high
school (28.6 per cent) or primary/elementary school (11.3 per cent). However, despite the relatively high proportion with a tertiary qualification, only 25 per cent of all participants were in paid work at the time of the survey. Home duties accounted for 38.3 per cent while the bulk of the remainder described their employment status as student (12.1 per cent), unemployed (10.9 per cent), retired (9.7 per cent) or engaged in voluntary work (2.8 per cent).

English Language Background, Proficiency, Expectations

1. Background

The great majority (71 per cent) of the participants had studied English before arrival, generally for a period of either 1-5 or 6-10 years. This reflects the impact of the October 1995 immigration policy changes requiring that ‘targeted’ immigrants have a modest or basic command of English. The 29 per cent who had not studied English prior to arrival were predominantly family reunification immigrants (N=42) or refugees (N=30). Only 21 of the 248 participants sat an English language test related to New Zealand’s immigration entry requirements; 18 sat IELTS, two sat TOEFL and one participated in an interview.

2. English language proficiency

<table>
<thead>
<tr>
<th>Level of proficiency and comprehensibility</th>
<th>Speaking proficiency on arrival</th>
<th>Speaking proficiency now</th>
<th>Comprehensibility on arrival</th>
<th>Comprehensibility now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Well</td>
<td>15</td>
<td>129</td>
<td>37</td>
<td>150</td>
</tr>
<tr>
<td>Not well</td>
<td>132</td>
<td>109</td>
<td>111</td>
<td>82</td>
</tr>
<tr>
<td>Not at all</td>
<td>97</td>
<td>2</td>
<td>95</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>248</td>
<td>248</td>
<td>248</td>
</tr>
</tbody>
</table>

Table 4: Self-assessed English language proficiency and comprehensibility, survey participants, 2000
Immigrants’ perceptions of their own English language proficiency were investigated in terms of their spoken proficiency on arrival, and at the time of the survey. Proficiency was also gauged in terms of comprehensibility, that is how well they thought Kiwis understood their spoken English. This was used as a proficiency measure because of findings from phase one of the study wherein many of those involved were concerned that their English was often not understood in New Zealand. Results presented in Table 4 indicate the extent of increase in self-assessed spoken proficiency and comprehensibility since arrival. Most notably, the percentage rating their spoken proficiency as “well” or “very well” climbed from 7.6 to 55.2 per cent while self-assessed comprehensibility rose from 16.9 to 66.5 per cent.

3. Expectations prior to arrival

An important avenue of enquiry for this study was to investigate the expectations of immigrants regarding English language learning in New Zealand. English was perceived prior to arrival to be very important for settlement, and on the whole the participants expected that learning English would be more difficult than it proved to be. They also expected that in terms of their proficiency they would find it more difficult to use their English. These findings suggest a degree of confidence in their ability to learn and use the language. However, as will become evident in later results, they did expect to have more opportunities to practise using English than they actually encountered when living here. In addition, the respondents expected English classes to be more available than was the case and that there would be translation services, but not that there would be bilingual classes. In terms of the cost of classes, the expectation was that they would be cheaper than they were found to be. It was also evident that refugees were the group who replied “Don’t know” most frequently in response to questions about their expectations before arrival. From the home tutors’ comments, it was evident that many of the refugees had had no time or no basis on which to form expectations.

English Language Experiences in the Post-Arrival Period

The participants were asked about experiences relating to the use and development of English language skills in their first year after arrival in New Zealand. This included the investigation of such topics as the opportunities available to use English, access to classes, and the use and importance of informal sources for learning English.
1. Opportunities to use English

In their first year in New Zealand the opportunities for participants to speak with Kiwis were rather limited. While some reported having "a lot" of opportunities (16.5 per cent), greater proportions reported having "some" (27.4 per cent), "few" (23.0 per cent), "very few" (27 per cent) or "none" (6.0 per cent). Within the main migration categories, General Category/General Skills Category immigrants had the most opportunities to speak English in the first year, while family reunification immigrants had the least (see Table 5). This reflects a wider finding in the study that General Category/General Skills Category immigrants had less difficulty in accessing classes, in finding opportunities to use English and in identifying settlement as a priority.

Table 5: Frequency of opportunities for respondents to speak English with Kiwis during their first year in New Zealand by category of migration, survey participants, 2000

<table>
<thead>
<tr>
<th>Frequency of speaking opportunities</th>
<th>General/General Skills 'Points' Category</th>
<th>Family Reunification</th>
<th>Refugee</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>A lot</td>
<td>17</td>
<td>20.2</td>
<td>11</td>
<td>13.9</td>
<td>11</td>
</tr>
<tr>
<td>Some</td>
<td>25</td>
<td>29.8</td>
<td>20</td>
<td>25.3</td>
<td>18</td>
</tr>
<tr>
<td>Few</td>
<td>22</td>
<td>26.2</td>
<td>11</td>
<td>13.9</td>
<td>18</td>
</tr>
<tr>
<td>Very few</td>
<td>19</td>
<td>22.6</td>
<td>26</td>
<td>32.9</td>
<td>17</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>1.2</td>
<td>11</td>
<td>13.9</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>100.0</td>
<td>79</td>
<td>99.9</td>
<td>67</td>
</tr>
</tbody>
</table>

Most of the respondents made little, if any, use of English at home (72.5 per cent); only 17 (6.8 per cent) indicated that they used English a lot in the home domain. This finding is not surprising given the large number of studies showing that mother tongue use in the home domain is the norm for first generation immigrants and/or refugees who are learners of English (see, for example, 'Aipolo and Holmes, 1990; Roberts, 1991; Roberts, 1997; Walker, 1996). Where English was used by respondents, it was for shopping and for communicating with Kiwi neighbours and friends. As we will see later in the report, the work domain was considered an ideal environment for acquiring English language skills, but relatively few of these respondents were in the workforce, so they simply did not have the opportunity to enter into workplace communication in
English. Some respondents also indicated that they used English with community workers, church parishioners, landlords, and people associated with kindergarten or children’s playgroups. However, these social networks did not predominate among the respondents as a whole.

What these results indicate is that the respondents used English in a limited number of domains and that interactional opportunities were also limited. As a result, the participants had relatively few avenues by which to expand their language skills in different contexts, avenues which are necessary for the expansion of vocabulary and communication strategies. The interactions required for shopping, for example, are generally routine and do not provide the means by which immigrants can develop new areas of competence in the language.

2. English language classes in the first year: information, access, use

The questions posed on this topic related to: locating information about classes; whether immigrants joined a class or not and their reasons; and which classes they accessed and for how long. “In your first year in New Zealand was it easy to find out about English language classes?” Responses to this question varied by immigration category (see Table 6).

Table 6: Ease of finding English classes according to migration category, survey participants, 2000

<table>
<thead>
<tr>
<th>Easy to find English classes?</th>
<th>General/General Skills ‘Points’ Category</th>
<th>Family Reunification</th>
<th>Refugee</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>61</td>
<td>72.6</td>
<td>39</td>
<td>49.4</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>27.4</td>
<td>40</td>
<td>50.6</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>100.0</td>
<td>79</td>
<td>100.0</td>
<td>67</td>
</tr>
</tbody>
</table>

General Category/General Skills Category immigrants appeared to have the least difficulty in locating information about classes. For the other three migration categories, respondents appeared to have mixed experiences with responses split down the middle. It may be that General Category/General Skills Category immigrants had better networks or were better informed on, or prior to, arrival about how to locate classes. However, the degree of reported difficulty
among the respondents as a whole is of concern since finding out about English classes is one means of making contact with the society as a first step in settlement.

Participants in the study found out about classes primarily from other immigrants or refugees. To a much lesser extent they obtained information through advertisements, Kiwi friends, the Home Tutor Service, WINZ, NZIS, the local library, high schools or a community centre.

A total of 61.7 per cent of the respondents joined English classes in the first year. (This is based on participants in the three main migration categories, excluding the 18 in the ‘other’ category.) Apart from the National ESOL Home Tutor Scheme, the classes of choice were Polytechnic classes (50 respondents, 32.3 per cent), Social English groups (51 respondents, 32.9 per cent), and High School or Community Education classes (51 respondents, 32.9 per cent). Private lessons, university classes and classes organised by a church or community groups were used infrequently. General Category/General Skills Category immigrants as a whole accessed Polytechnic classes and Community Education classes, whereas family reunification immigrants attended Social English groups and High School or Community Education Classes, while refugees favoured Polytechnic Classes and Social English groups. A number of possible explanations can be offered for this pattern, including the relative cost of different forms of tuition, eligibility for funding, the time available in relation to work and/or family responsibilities and the future plans of individuals. Social English groups, for example, are particularly appropriate for individuals who may have a number of family responsibilities and who may not be able to attend more formal classes on a regular basis. The trends within the different groups in terms of choice of tuition are also congruent with the finding in this study that General Category/General Skills Category immigrants were most concerned with settling in New Zealand, and the language skills that are required for that, while refugees and family reunification immigrants were primarily concerned with looking after the family, which may have constrained the range of classes available to them.

Those who attended classes were asked to indicate their progress in the first year, and the results are presented in Table 7 according to migration category. It is evident that only one-fifth of the respondents felt they had made a lot of progress through formal classes. Perceptions of progress were similar across the three migration categories. This finding is interesting when considered alongside another finding in the study – namely, that respondents were generally pleasantly surprised about their ability to make use of their English on arrival. That is, they had expected to find speaking more difficult, in terms of their own abilities, than was the case. In the classroom situation, however, for each migration category, a substantial proportion of the respondents felt they had made only "a little" progress. It is not possible from this study to determine
whether the somewhat negative perception of progress in classes can be ascribed to the quality of provision, to features of the learning situation or to some features internal to the learner such as expectations or competing priorities. However, this is an important avenue for future study.

Table 7: Self-assessment of progress in English language classes in the first year according to migration category, survey participants, 2000*

<table>
<thead>
<tr>
<th>Progress</th>
<th>General/General Skills ‘Points’ Category</th>
<th>Family Reunification</th>
<th>Refugee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>10</td>
<td>16.6</td>
<td>10</td>
<td>21.7</td>
</tr>
<tr>
<td>Some</td>
<td>34</td>
<td>56.7</td>
<td>19</td>
<td>41.3</td>
</tr>
<tr>
<td>A little</td>
<td>16</td>
<td>26.7</td>
<td>17</td>
<td>37.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>46</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note: Table 7 excludes respondents in the ‘Other’ category, and those who did not attend classes

Those who did not attend classes in the first year were asked to indicate the single main reason for this non-attendance. Reasons most frequently mentioned were: looking after the family, lack of money, a preoccupation with settling into New Zealand, and looking for work. Less frequently mentioned were issues of time and access – that is, not being able to find a class, not having enough time and not finding classes at a convenient time. Thus accessibility and convenience figured less than issues relating to family, settlement, finance and the search for employment. The results again varied within different migration categories: a preoccupation with looking after the family predominated among family reunification immigrants and refugees, while a preoccupation with settling into New Zealand during the first year was the single most important reason for General Category/General Skills Category immigrants. Not having enough money was also an important reason for family reunification immigrants. These results are as expected given the predominantly female composition of the respondents and the high percentage of those with children and family responsibilities.
3. Informal sources for learning English: use and importance

Respondents were also asked to reflect on other ways they tried to learn English in the first year; that is, to indicate which informal sources of English they used in their environment. The items for this question were based on the interviews carried out by Pishief (1999) and findings from phase one of this research. On average, respondents indicated that they made use of between three and four of the sources identified to improve their English in the first year. Television was identified by 72.2 per cent of the participants as the most frequently used informal source for learning English, well ahead of the percentage for ‘Speaking with Kiwis’ or the use of books, newspapers/magazines, radio etc. (see Table 8). ‘Other’ options for developing language skills included music, audiotapes with books, notices and signs.

Table 8: Use of informal sources for learning English in their first year, survey participants, 2000

<table>
<thead>
<tr>
<th>Informal sources</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td>179</td>
<td>72.2</td>
</tr>
<tr>
<td>Speaking with Kiwis</td>
<td>143</td>
<td>57.7</td>
</tr>
<tr>
<td>Books</td>
<td>133</td>
<td>53.6</td>
</tr>
<tr>
<td>Newspapers/magazines</td>
<td>111</td>
<td>44.8</td>
</tr>
<tr>
<td>Radio</td>
<td>78</td>
<td>31.4</td>
</tr>
<tr>
<td>Films/videos</td>
<td>74</td>
<td>29.8</td>
</tr>
<tr>
<td>Church</td>
<td>51</td>
<td>20.6</td>
</tr>
<tr>
<td>Speaking with family members</td>
<td>47</td>
<td>18.9</td>
</tr>
<tr>
<td>Work</td>
<td>37</td>
<td>14.9</td>
</tr>
<tr>
<td>Internet</td>
<td>10</td>
<td>4.0</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Respondents were then asked to identify, from the same list of sources, what was for them the single most important way of learning English in the first year. ‘Speaking with Kiwis’ was identified as the single most important way of learning English, and was so identified by over 50 per cent of those who initially nominated ‘Speaking with Kiwis’ as a way of learning English. Although ‘work’ was identified by only 14.9 per cent of the respondents as an informal source that they had used for learning English, all but one of those concerned identified it as the most important way of learning English. Thus, for those who could access
opportunities for work, the work environment was highly valued as a means of developing language skills.

4. Translation and interpreting

One further aspect of English language proficiency related to whether participants had needed translation or interpreting services in New Zealand: 161 (64.9 per cent) indicated that they had needed help with translation or interpreting, and among these 155 indicated that they had gained assistance, generally from unofficial sources. The main unofficial sources were family members, a friend from the same ethnic group, a home tutor, Kiwi friend, teacher and neighbours. Clearly the respondents had been resourceful in moving beyond the immediate family for help. Nevertheless, there was some concern expressed at the ad hoc nature of the arrangements. The following is an example from a 41 year old Korean:

When I need help to translate real estate forms, I sign, I ask people I know. I hope they can do the job right. This is important. I just hope is OK. I feel not very good because this is private. I want some professional person to help. At that time I don’t know.

Only 37 (or 23.9 per cent) of the 155 respondents who gained assistance, accessed the services of official translators and interpreters.

English Language Use: Current Perspectives and Realities

This section focuses on the current views held by respondents about using English in New Zealand in three main areas: the role of English in settlement, barriers to learning English, and the degree of opportunity NESB immigrants and refugees have to speak English with Kiwis.

As mentioned in the introduction to this report, English language proficiency has been foregrounded in reports and policy documents as a key contributor to the settlement process. This study enquired into how immigrants and refugees saw English in relation to various aspects of settling into New Zealand life. Results presented in Table 9 indicate that English was not considered to be uniformly important for all aspects of public life. While it was perceived to be of primary importance in finding employment, in taking part in New Zealand society, in being ‘accepted’ and in developing friendships, it was considered to be less critical for finding somewhere to live. These results are perhaps not surprising, but they do provide important information for language teaching professionals in terms of the particular contexts in which NESB immigrants and refugees are the most dependent on English language proficiency. As such, they point to priority areas in addressing their language needs.
Table 9: Perceptions of the importance of English for various aspects of settlement (N=248), survey participants, 2000

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th></th>
<th>Important</th>
<th></th>
<th>Not important</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Finding a job</td>
<td>230</td>
<td>92.7</td>
<td>16</td>
<td>6.5</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Finding somewhere to live</td>
<td>160</td>
<td>64.5</td>
<td>69</td>
<td>27.8</td>
<td>19</td>
<td>7.7</td>
</tr>
<tr>
<td>Participating in NZ life</td>
<td>202</td>
<td>81.5</td>
<td>44</td>
<td>17.7</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Being accepted by Kiwis</td>
<td>175</td>
<td>70.6</td>
<td>71</td>
<td>28.6</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>Making friends</td>
<td>170</td>
<td>68.6</td>
<td>77</td>
<td>31.0</td>
<td>1</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Respondents identified the two main obstacles to learning English in New Zealand as the cost of classes (57 per cent of all respondents), and the lack of opportunities to speak with native speakers either in classes or in the community (52.5 per cent). The lack of opportunities to speak with native speakers was felt most acutely by General Category/General Skills Category immigrants (indicated by 68.4 per cent of immigrants in this category) who also frequently noted as problems the expense of classes (54.4 per cent) and the fact that New Zealand English is different from other varieties of English (36.7 per cent). For family reunification immigrants, the expense of classes was perceived as the main problem (indicated by 51.5 per cent of immigrants in this category) together with the fact there are few bilingual teachers (51.5 per cent) and the belief that Kiwis are not experienced in speaking with people from other language backgrounds (50 per cent). Expense was also the main barrier for refugees (indicated by 58.7 per cent of all refugee respondents), together with the lack of opportunity to speak with native speakers (46 per cent), the lack of bilingual teachers (42.9 per cent) and the inexperience of Kiwis in speaking with learners of English (41.3 per cent).

Respondents were also asked about their opportunities to speak with Kiwis. Those who indicated they had the fewest opportunities were family reunification immigrants, with almost one-third of the group (32.9 per cent) responding that they had “very few” opportunities. General Category/General Skills Category immigrants appeared to have slightly more opportunities overall to speak English with Kiwis than did refugees (20.2 per cent of the former category reported they had “a lot” of opportunities, compared to 16.4 per cent of
refugees). When asked if they would like more opportunities to speak with Kiwis, 236 of the respondents (95.2 per cent) indicated that they would value such opportunities. From these results, it is evident that immigrants and refugees highly valued opportunities for sustained interaction with native speakers, but that these opportunities were not as common or as frequent as they would wish.

Responsibilities

One aim of the survey was to identify participants’ perspectives on the nature and area of responsibilities of different groups with regard to fostering the improvement of English language skills. Four responsibility groups were identified: the individual immigrant, the ethnic community, the Kiwi community and the government. Respondents were asked to list specific responsibilities for each of these groups.

In total, the 248 participants provided 917 instances of responsibilities related to the improvement of English language skills: individual immigrant responsibility (376 instances), ethnic community responsibility (200 instances), Kiwi community responsibility (202 instances) and government responsibility (139 instances). The overall distribution of responses suggests that the participants recognised the crucial contribution of individual effort and commitment alongside that of the ethnic community, the Kiwi community and government. The particular domains of responsibility for each of the four groups are presented and discussed below.

1. Immigrant responsibility

Three broad areas were identified within the results relating to “things which the immigrant should do to help his/her own language skills”. These were:

- Engage with learning sources
- Communication with the host society
- Self-management

Engage with learning sources

This was the most frequently identified area of immigrant responsibility (202 instances), and reflects a recognition of the immigrant learners’ need to become involved with and learn from the English language environment and the opportunities it presents. These opportunities included the availability of formal sources of learning (classes), and two main informal sources, the media (radio, TV) and print-based material (books, newspapers, magazines, the internet). The importance of connecting with formal and informal avenues for learning English is particularly acute when considered in relation to the limited opportunities available for personal interaction. In order to maximize participation in and
derive benefit from English-using contexts in the society, NESB immigrants need to develop their abilities to learn from English resources within their daily environment, and need also to invest in tuition.

**Table 10:** Respondent identification of immigrant responsibilities: (a) engage with learning sources, survey participants, 2000

<table>
<thead>
<tr>
<th>Formal sources</th>
<th>English classes</th>
<th>&quot;join an English class&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;get a home tutor&quot;</td>
</tr>
<tr>
<td>Informal sources</td>
<td>Media</td>
<td>&quot;watch TV&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;listen to the radio&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;use audiotapes&quot;</td>
</tr>
<tr>
<td></td>
<td>Print-based</td>
<td>&quot;read books&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;read newspapers&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;read magazines&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;use the internet&quot;</td>
</tr>
</tbody>
</table>

*Communication with host society*

Participants also recognised the individual's responsibility to establish links with the host society, primarily through speaking with Kiwis, by 'mixing' and establishing social networks and friendships, and through involvement with community resources (see Table 11). While participants had reported elsewhere in the study on the restricted number of opportunities available for conversation with native speakers, they maintained the importance of these opportunities. In addition, they emphasised the need for immigrants and refugees to continue to seek such worthwhile forms of personal interaction, since these could be found through a combination of persistence and luck. Pishef (1999) argues that there is a degree of diffidence in the Kiwi character and that this may sometimes be misinterpreted as indifference. If diffidence is at work in some interactions, then taking the initiative for friendship and social contact may result, in some cases, in more satisfying relationships. Work or employment was also mentioned as a way of connecting with the host society, though, as noted earlier, this was not a feasible avenue for many of the respondents in this study.
Table 11: Identification of immigrant responsibilities:
(b) communication with host society, survey participants, 2000

| Establish links with host society through | • Speaking with Kiwis | “talk to many people” |
| • Listening                              | “listen a lot to spoken English” |
| • Initiating friendship/social contact   | “make friends with Kiwis” |
| • 'Mixing'/social networks               | “participate in Kiwi life” |
| • Use of community resources             | “get out into the community” |
| • Work                                   | “be involved in all the community facilities that help in using language” |
| • Family                                 | “get a job working with Kiwis” |
|                                          | “speak with family members who go to school” |

Self-management

The third domain of immigrant responsibility related to personal aspects of self-management, that is the need for the individual to demonstrate commitment, application, to use all opportunities which are available, and to manage their own affective responses to situations which arise. A further breakdown of these aspects is given in Table 12. These results are important since they demonstrate the recognition that language learning is a demanding process for the individual which requires regular attention and perseverance. Once the decision to develop skills in English is taken by the individual, this must be accompanied by the ability to manage the process in the face of both external difficulties (e.g. finding one is not understood) and internal difficulties (e.g. feeling tired). The results reported here indicate that many of the participants were aware of the need for the individual immigrant to be able to understand and deal with the personal challenges which accompany language learning.
Table 12: Identification of immigrant responsibilities: 
(c) self-management, survey participants, 2000

<table>
<thead>
<tr>
<th>Personal aspects</th>
<th>“study hard at home every day”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/commitment</td>
<td>“don’t lose any opportunities to practise English”</td>
</tr>
<tr>
<td>Practise/use opportunities</td>
<td>“be more confident in social situations”</td>
</tr>
<tr>
<td>Affective aspects</td>
<td>“be prepared to give things a try”</td>
</tr>
<tr>
<td>Prepare</td>
<td>“study English before you arrive”</td>
</tr>
<tr>
<td>Identify gaps</td>
<td>“write down things you need to know about for discussion in lessons”</td>
</tr>
</tbody>
</table>

2. Ethnic community responsibilities

It was evident from responses that the ‘ethnic community’ was conceptualised as the more established members of the community who were seen as having a responsibility for providing assistance, orientation, networks and the fostering of cultural well-being. The number of instances of ethnic community responsibilities was on a par with that of the Kiwi community (see below), but the nature of those responsibilities was seen as being different and related to four main areas:

- English language support
- Role in society
- Establish and support ethnic and Kiwi community networks
- Broader responsibilities

The single largest group, not surprisingly, related to the provision of English language support (86 instances), followed by a focus on the role of the ethnic community in society (55 instances) and responsibilities for both the establishment and support of ethnic and Kiwi community networks (51 instances). Relatively few comments were made about the broader responsibilities of the ethnic community (8 instances).

English Language Support

The ethnic community was perceived as having a role to play in assisting with the acquisition of English language skills, in helping with translation and interpreting, and in providing resources (see Table 13).
<table>
<thead>
<tr>
<th>Table 13: Identification of ethnic community responsibilities: (a) English language support, survey participants, 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with acquisition of English</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Provide resources</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

It was noted that the ethnic community could take the initiative to offer English language classes for small groups, and two special features of these groups could be the provision of a bilingual tutor and help with elementary English. English language resources were seen as key components in developing language skills, and here it was suggested that the ethnic communities themselves could collect English language materials which could then be made available to immigrant and refugee learners of English. Thus ethnic communities are seen as having a role in facilitating the process of language learning by providing not only specialised tuition, but also learning materials selected on the basis of the expertise of ethnic community members in English and their familiarity with what is available. The language skills of the ethnic communities were also seen as a resource in relation to translation and interpreting. In the research literature, responsibility for translation and interpreting services is usually ascribed to government (see, for example, Walker and Stapleton, 1998). However, the perspective of the participants in this study includes the need for a contribution from the ethnic communities themselves, as well as government.
Role in society

The role of the ethnic community in New Zealand society figured prominently in the responses of participants. The role was conceptualised as providing a bridge to New Zealand society for new settlers in the form of information, advice and orientation as an avenue by which the needs and interests of NESB immigrants and refugees could be made known to central and local government (see Table 14). Of course, a number of ethnic organisations (such as clubs, associations, churches) may already fulfill this role to a greater or lesser extent, and such contributions are highly valued as a means of helping newcomers to find their way in New Zealand. The Federation of Ethnic Councils of New Zealand, established in 1989 is the principal national body which includes as its objectives the fostering of appropriate government intervention that addresses the needs of minority groups, the provision of policy advice to Ministers, and helping departments and ministries to deliver services for minority groups (Rasalingham, 1998). In addition, it was noted that the more established individual members of the ethnic community should be a bridge to government and take on the role of representing community interests.

Table 14: Identification of ethnic community responsibilities: (b) bridging role in society, survey participants, 2000

| Bridge to society | • Provide information | “collect and translate information on important parts of NZ life” |
|                  | • Provide advice      | “pass on advice about NZ life” |
|                  | • Co-ordinate services| “co-ordinate with Refugee and Migrant Service, class providers, schools, …” |
|                  | • Provide orientation | “develop orientation programmes” |

| Bridge to government | • Represent community | “should play a role between us and government” |

Ethnic and Kiwi community networks

Another key responsibility of the ethnic community was given as the establishment and support of networks both within the ethnic community and in the Kiwi community to assist new immigrants (see Table 15).
### Table 15: Identification of ethnic community responsibilities: (c) establish and support networks, survey participants, 2000

<table>
<thead>
<tr>
<th>Ethnic community networks</th>
<th>Hold meetings</th>
<th>“should hold regular tea parties and meetings”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contacts on arrival</td>
<td>“should greet and keep meeting with new arrivals”</td>
</tr>
<tr>
<td></td>
<td>Affective support</td>
<td>“should encourage, not discourage”</td>
</tr>
<tr>
<td></td>
<td>Pool expertise</td>
<td>“provide opportunities for migrants to exchange their learning experiences”</td>
</tr>
</tbody>
</table>

| Kiwi community networks | Develop and support networks | “establish relations with Kiwi community and give others a chance to communicate with them” |

Once established, ethnic community networks were seen as having the function of holding meetings, providing contacts for new arrivals, providing support and the pooling of expertise. Equally important was the need for the ethnic community to establish networks with the Kiwi community. An example of this initiative is the Chinese Language Corner established by Song Lam Wong in Howick, Auckland, which provides a weekly opportunity for immigrants to support each other, and also to meet with Kiwis for conversation at a Chinese restaurant, for outings, and regular dinners. A recurrent theme in this area was that established members of the ethnic community should share their networks and friendships to include new immigrants as well. This reflects a broader issue which relates to the concerns of the ‘old’ settlers within a particular ethnic community, as opposed to those of the ‘new’ settlers. The tendency is for the ‘new’ settlers to feel excluded as their current concerns are not attended to when they attempt to break into the ‘old’ networks as a means of accelerating settlement and accessing established resources. The conflict between the perceptions of the more established members of ethnic communities and those of newer arrivals is referred to in the discussion later in this report.

**Broader responsibilities**

One further aspect of ethnic community responsibility was identified as providing for what can be called the ‘cultural well-being’ of all immigrant groups. This was thought of in part as maintenance of the native culture, and language, which many ethnic communities have worked actively to support through such avenues as church groups, language classes, ethnic associations
and clubs. The second aspect of cultural well-being relates to intergroup relations: in particular, the need to be exemplary in the avoidance of racial prejudice, the need to demonstrate acceptance of all immigrant groups, and to provide social events which present cultural traditions to which all groups are invited. An example of this latter aspect is the celebration provided through such events as international festival days, which may be organised under such groups as ethnic councils, local government or the National ESOL Home Tutor Scheme. Although such events have, at times, been open to the criticism that they present a relatively superficial view of different cultures, they were seen by respondents in this study as contributing to the welfare, confidence and cultural interests of immigrant and refugee groups, as well as to more positive intergroup relations within society.

Table 16: Identification of ethnic community responsibilities: (d) broader responsibilities, survey participants, 2000

<table>
<thead>
<tr>
<th>Cultural well-being</th>
<th>Cultural maintenance</th>
<th>“should provide Chinese newspaper, TV, radio”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergroup relations</td>
<td>Avoid racism</td>
<td>“do not be hostile to other migrant groups such as African migrants and Moslems”</td>
</tr>
<tr>
<td></td>
<td>Relations with other immigrant groups</td>
<td>“invite other communities for social occasions”</td>
</tr>
</tbody>
</table>

3. *Kiwi community responsibilities*

The responsibilities of the Kiwi community, as perceived by the respondents, related to four main areas:

- ESOL support
- Attitudinal factors
- Inclusion in social activities
- Settlement and employment

*ESOL support*

The main aspect of support for language skills concerned the Kiwi community being prepared to engage with immigrants and refugees who are not native speakers of English. What was required from the Kiwi community was a
willingness to converse with immigrants and refugees, and to converse appropriately so that they have a chance to take part in and learn from the conversation. The two categories relating to providing appropriate speaking opportunities were more frequently mentioned than a responsibility to provide tuition.

Table 17: Identification of Kiwi community responsibilities: (a) ESOL support, survey participants, 2000

| Assist with English language development | Converse | "be prepared to speak with migrants"  
|                                          | Conversational partner | "speak slowly and clearly"  
|                                          | Tuition                | "correct if you say something wrong"  
|                                          | Venue and materials    | "offer English classes"  
|                                          |                        | "provide a place to go to learn English, and materials" |

This is congruent with findings from other parts of the study which indicate that what new settlers really valued and sought from New Zealanders were opportunities to speak with them, and that they had confidence in their own ability to learn from such opportunities. The question of the willingness of members of the host society to be conversational partners has not been raised in previous New Zealand research. However, it should be acknowledged here that the National ESOL Home Tutor Scheme was conceived to provide opportunities for NESB immigrants and refugees to converse with trained New Zealanders on a weekly basis, and has been implemented throughout the country, such is the demand for the service. It is a clear example of a response by volunteers within the community to meet a need among new settlers for English language support on a one-to-one basis.

**Attitudinal factors**

The second key area of responsibility of the Kiwi community (64 instances) relates to the attitudinal factors and positive orientation identified in Table 18. Basically, this represents a view that the host society should be positively inclined towards new immigrants who have come here to settle, and that this can be demonstrated in terms of a positive disposition to newcomers, and a degree of openness and inclusion in the host society. This view raises questions about the wider issue of attitudes and inclusiveness within the society as a whole. Unfortunately the appeal for more acceptance runs counter to the often observed social distance between members of the host society and immigrants (see Trlin,
1971; Graves and Graves, 1974). This is linked with the next domain of responsibility, relating to inclusion in activities.

Table 18: Identification of Kiwi community responsibilities: (b) attitudinal factors, survey participants, 2000

<table>
<thead>
<tr>
<th>Positive orientation</th>
<th>“be friendly to migrants”</th>
<th>“invite new neighbours round”</th>
<th>“be patient with migrants”</th>
<th>“offer explanations and assistance”</th>
<th>“be interested and concerned for migrants”</th>
<th>“be more understanding and aware of cultural differences”</th>
<th>“educate children to accept people from other countries as members of the society”</th>
<th>“encourage migrants to speak, get a job ...”</th>
<th>“be positive to migrants”</th>
</tr>
</thead>
</table>

Activities

The Kiwi community was seen as having a responsibility to foster social cohesion through the provision of community and social activities, a responsibility that was also shared by the ethnic community as mentioned in the previous section. Specific suggestions are given in Table 19 and relate to the provision of religious, social, educational and community-based gatherings. Some churches already provide services in ethnic languages, or have separate congregations developing according to language and cultural background (see, for example, Donovan, 1996). Schools, particularly primary schools, provide many examples of best practice in terms of including immigrant members, and acknowledging the contribution they are able to make to the class and to the school community. In addition, the contribution of immigrants to New Zealand society has been recorded and celebrated in literary works (e.g. Batistich, 1987; Kang, 1985; du Fresne, 1980), historical accounts (see, for example, Elenio, 2001; Jansen, 1995; Beaglehole 1988) and displays such as the section of Te Papa devoted to the chronicling of migration to New Zealand from such diverse countries as Greece, Holland, Samoa, Fiji, and Chile.

However, a number of obstacles work against the inclusion of new settlers into the activities and ways of life of Kiwis. These obstacles include prevailing attitudes, prejudice and social distance. For some ethnic groups in New Zealand,
these attitudes have been broken down over time, but for others the barriers remain. This points to the need for a long-term, pro-active ethnic relations policy, and this point will be discussed later in the report.

Table 19: Identification of Kiwi community responsibilities: (c) inclusion in activities, survey participants, 2000

<table>
<thead>
<tr>
<th>Inclusion in social/cultural activities</th>
<th>“provide social groups for families, old people...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social support/activities</td>
<td>“provide church”</td>
</tr>
<tr>
<td>Community activities</td>
<td>“provide community education classes”</td>
</tr>
<tr>
<td>Cultural activities</td>
<td>“interchange of cultural activities”</td>
</tr>
</tbody>
</table>

Settlement and employment

This fourth domain of Kiwi community responsibility was more practical in orientation, and complements the previous domains relating to language, attitudinal and social network factors. This was the smallest domain in terms of frequency of mention, and focuses on the need for information, courses, training and employment opportunities (Table 20), again with the aim of enabling immigrants to settle within New Zealand.

Table 20: Identification of Kiwi community responsibilities: (d) settlement and employment, survey participants, 2000

<table>
<thead>
<tr>
<th>Settlement, information etc.</th>
<th>“provide information on how to get a job, services...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give information on society, culture, laws, employment, services</td>
<td>“run courses for new arrivals involving interacting with Kiwis”</td>
</tr>
<tr>
<td>Provide short courses involving interaction with Kiwi community</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>“be prepared to employ migrants”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide employment</td>
<td></td>
</tr>
</tbody>
</table>

The Kiwi community has already made some advances in this area. A number of ESOL providers have developed English language courses specifically for
employment, or for enhancing social contact with New Zealanders. The Wellington Campus of Massey University, for example, offers courses entitled (a) "English for Work" (which aims to enable learners to apply the language skills and strategies necessary for competing for work in New Zealand), and (b) "Contact with New Zealanders" (which aims to enable learners to initiate and sustain more complex social conversations in English). In terms of providing opportunities for interaction, the Otago Polytechnic has, for over a decade, held a weekly class which brings a number of retired Kiwis to ESOL classes to converse with learners of English. However, such measures cannot in themselves address the hurdle of discrimination and prejudice in relation to the provision of services and employment opportunities. Recent work in this area highlights prejudice experienced by immigrants and refugees in terms of their own variety of English, which, in spite of their overall fluency and proficiency, was viewed as a barrier to employment (see, for example, Basnayake, 1999).

4. Government responsibilities

The responsibilities of government were identified less frequently than those of the individual immigrant, the Kiwi community or the ethnic community, and covered the following areas:

- ESOL provision
- Information and orientation
- Translation services
- Wider responsibilities: qualifications and employment

ESOL provision

In this domain the government was seen as having a responsibility for the provision of opportunities for tuition, in some cases for subsidising tuition, and for providing an emphasis on workplace English (see Table 21). Bilingual classes were also mentioned under ethnic community responsibilities, and in terms of frequency of mention, were ascribed more to the ethnic community than to government. The same pattern emerged for providing ESOL classes for new arrivals. However, these results do point to the need for government to have a role in formal provision. Currently the government provides assistance through the National Association of ESOL Home Tutor Schemes, which operates throughout New Zealand. Government support is also directed at the compulsory education sector, in the form of funding for ESOL support services in primary and secondary schools. The current view of the government is that its responsibility is towards NESB children in the school context, rather than towards adult immigrants who have chosen to come to New Zealand (Dalziel,
Altinkaya (1999a: 78) comments as follows on adult ESOL education for immigrants and refugees:

*Adult refugees are the most marginalised group in terms of access to ESOL and educational provision. It is apparent that the New Zealand government, whilst being very clear about the importance of English in its entry requirement of immigrants to pre-purchase English tuition, does not acknowledge any such obligation towards the successful resettlement of refugees. At the very least it would appear fair to offer adult refugees, who are in no financial position to pay for their tuition, a minimum provision of English tuition to the value that immigrants are deemed to require.*

One of the main barriers to government provision has been the view that if people choose to uproot their families and start a new life, in a new language, in a new community, then responsibility for making a successful transition should lie with them (Altinkaya, 1999a). However, there are now some early indicators from government that the hitherto ‘hands-off’ approach to post-arrival settlement policy may be changing (Dalziel, 2001).

Table 21: Identification of government responsibilities: (a) ESOL provision, survey participants, 2000

| Classes and tutors     | · Fund free classes       | "free lessons on a regular basis" |
|                       | · Subsidised classes      | "provide full-time subsidised classes" |
|                       | · Availability            | "more English classes throughout NZ" |
|                       | · New arrivals            | "language school for new migrants" |
|                       | · Bilingual classes       | "provide bilingual teachers" |
|                       | · Fund organisations and institutions | "fund organisations to run adult language classes" |
|                       | · Tutors                  | "provide paid home tutors" |

| English and employment | · Workplace English       | "opportunities to study English at workplace" |
|                       |                           | "give training in English for specific work" |

| Resources              | · New Zealand based resources for English language learners | "books, listening materials and so on about New Zealand society and culture" |
Information and orientation

The responses in this domain related to the need for centralised information about New Zealand life and society and, aligned with this, that there be opportunities for orientation to the society. The New Zealand Immigration Service (NZIS) already provides a Settlement Kit for new settlers, and for refugees there is a formal six week course at the Mangere Reception Centre which is organised by Auckland University of Technology. The issue here is that the Settlement Kit may not be issued to immigrants approved for residence onshore, and there are no orientation programmes for persons other than refugees. The difficulties faced by new settlers in terms of lack of information can be illustrated by considering information on one key aspect, that is on accessing English tuition. Altinkaya (1999b: 2) sums up the situation as follows:

Most literature on resettlement in New Zealand highlights the importance of learning English as the first step to effective resettlement. Proficiency in English is deemed to provide the key to successful resettlement, yet the non-English speaking background immigrant is provided with little or no information as to which courses would best suit his/her learning needs. Choice, the hallowed tenet of educational provision in the nineties, is scarcely an issue for an ill-informed newly-arrived purchaser of English courses.

Findings in other parts of this study indicate that the ethnic community also has a role to play in providing orientation and information, but it should not have the sole responsibility.

Table 22: Identification of government responsibilities:
(b) information and orientation, survey participants, 2000

| Information | • Provide information | “give information in booklets about how life is organised, services and contacts” |
| Orientation | • Provide orientation | “provide contact person for migrant and also orientation to society” |

There is also the related issue of ESOL materials which was raised earlier under government responsibilities in relation to ESOL provision. Ideally, English language learning materials should be available which are of immediate relevance to the learning needs of immigrants and refugees and which furnish them with insights into and information about the new society. However, there is a shortage of New Zealand-based materials in this area, and the competitive educational environment does not encourage the sharing of materials by ESOL providers. In addition, New Zealand is a small nation and as such is less likely to
attract investment by larger publishing companies. One new initiative has been the ESOL Home Tutor Service Resource Production Programme which is a response to an almost complete lack of locally-produced resources for learners and teachers (Altinkaya, 1999b). Resources produced within this programme, such as Song Talk and The ESOL Learning Journal – A Guided Workbook, seek to ensure that adult language tuition in New Zealand is provided with locally relevant resources for practical learning activities. Locally produced, informative video and audio tapes would also make an important contribution to meeting the language and orientation needs of NESB immigrants and refugees.

Translation services and wider responsibilities

Although the majority of those requiring translation services had earlier reported that they mostly used a contact from their ethnic community networks, in this section participants indicated that it was the responsibility of government to provide free translation services (see Table 23).

Table 23: Identification of government responsibilities:
(c) translation, qualifications, employment, survey participants, 2000

| Translation, qualifications and employment | Provide services | "provide free translation services"
| | Recognition of qualifications | "recognition of qualifications"
| | Provision of job opportunities | "job opportunities"

Currently, a number of organisations do provide free translation or interpreting services, such as for initial interviews with new arrivals in schools. However, this is not an entitlement and is dependent upon the knowledge and contacts of the service provider. General practitioners, hospitals and the courts can also apply for interpreting services, which according to the Ministry of Ethnic Affairs come out of general funding. It does require the doctor or lawyer to activate the service, which some are reluctant to do. There is a similar under-utilisation in Australia, despite the major resourcing of interpretation services there. What is required, it appears, is easily accessible translation and interpreting services. The current ad hoc nature of translation and interpreting arrangements is part of the wider difficulty in New Zealand of a lack of awareness of language issues. The observation made by Kaplan some years ago still holds true; that even though New Zealand is a multilingual community, "language receives insufficient attention in any sector of the society" and while "there appears to be some hostility to language issues in the population, the government appears to be
profoundly disinterested” (Kaplan, 1993: 5). This points to the need for a national languages policy, which would underline the need for translation and interpreting services (Shackleford, 1997; Hoffmann, 1998).

Perceived government responsibilities for free translation services were viewed and placed within the context of wider responsibilities for the provision of effective, speedy recognition of qualifications and the provision of employment opportunities as a basis for settlement. These responses highlight the awareness among immigrants and refugees of the wider context and their limited prospects for participating in the workforce, particularly in more skilled, professional roles. The responses also reveal that for the participants themselves, the question of the development of English language proficiency is linked to broader issues of opportunities for participating in and contributing to society, and of gaining recognition for skills and experience. These findings point to the need for post-arrival policies to assist the social and economic integration of new settlers, the provision of language learning and employment opportunities and appropriate recognition of prior training and professional qualifications.
DISCUSSION

In this study, the world of the NESB immigrant and refugee has been explored in terms of the realities they encounter in New Zealand society as learners of English. This study has also explored the domains of responsibilities which can be ascribed to the individual immigrant, the ethnic community, the Kiwi community and government for fostering the development of proficiency in the host country language, social inclusion and other aspects of settlement.

Immigrant Realities

The respondents in this study had, on the whole, developed high expectations about life in New Zealand, with regard to services and the English language learning environment. For example, they expected that translation and interpreting services would be readily available, that they would have ample opportunity to converse with native speakers of English and that this would assist them in gaining the English language skills they saw as crucial to settlement. However, expectations developed prior to arrival were generally not matched by the realities they faced. In some cases their expectations had been more pessimistic, particularly in relation to their own abilities in using English than was in fact the case. That is, in an English-using environment they found that they were more skilled in negotiating meanings and furthering their language abilities than they had expected. For most, the fact that learning English was within their grasp was a pleasant surprise.

However, some aspects of the English language learning environment fell far short of their expectations. One language service they did expect to find was a translation and interpreting service; the reality, however, was that out of necessity many used family members, home tutors or friends from within their ethnic community to meet their needs in this area. Similarly, a recurrent finding in the study is that while immigrants and refugees are in an English using environment, the opportunities for them to practise English with native speakers are disappointingly few. Of those who had formed ideas on this prior to arrival, almost three-quarters had expected that they would have more chances to interact with English-speaking New Zealanders than was in fact the case. The significance and meaning of the findings in part relate to the issue of optimism which is often inherent in the decision to change country, and the kinds of expectations which are generated during that process. In addition, however, the findings must also be seen in relation to the limited interaction opportunities and restrictions faced by the respondents when relatively few were employed, and many had family responsibilities.
These findings raise questions about the basis for expectations which were evidently formed in relation to the availability and cost of classes and translation services, and what might be needed in terms of pre-migration information, advice and orientation. Questions arise also about the responsibilities of the NZIS, immigration consultants and the quality of information provided in any pre-migration services. For more about practices, issues and the provision of information on the part of the immigration industry, see Lovelock and Trlin (2000).

In their first year in New Zealand the participants accessed both formal (classes, tuition) and informal sources of English to develop their language skills. Evidently some groups found it relatively easy to locate information about classes, in particular General Category/General Skills Category immigrants. However, family reunification immigrants and refugees had mixed experiences, with slightly more than half in each group reporting they had experienced difficulty in finding out about English language classes. As with translation services, immigrant networks were foregrounded as the main way of gaining information. Other avenues such as advertisements, Kiwi friends and the local library were used but to a much lesser degree. This points to the need for a coordinated policy for the provision of appropriate information to orient new arrivals to formal means available for learning.

Over half of the respondents in this study joined classes in the first year after their arrival. Reasons for not joining related to the pressures of circumstances and conflicting priorities. For family reunification immigrants and refugees, it was clearly the need to take care of family members which prevented them from taking the time to enrol in classes. General Category/General Skills Category immigrants indicated that they were preoccupied with settling into New Zealand and cited this as the reason for not attending classes. The need to provide for family members and the energy devoted to settlement is not surprising given that 77 per cent of the respondents were women, most of whom had a spouse and/or children in New Zealand. What it does underline is that formal tuition may be a luxury in terms of time, energy and commitment for those immigrants and refugees who have primary responsibility for establishing a new way of life and attending to family needs.

A range of informal sources were used by immigrants to develop their language skills. The most prominent of these was television, followed by speaking with Kiwis, books, newspapers, radio, films/videos, church and work. However, not all of these sources were equally valued. Interactive opportunities, which also allow the immigrant to become involved with an aspect of New Zealand society such as being in the workforce or in English-speaking social networks, are the most highly valued means of acquiring language. The impact of being out of the
workforce was felt most acutely in terms of limited opportunities for interaction, for social participation and acculturation in the norms of the new society. The significance and consequences of not being part of the workforce for immigrants have also been explored in the longitudinal study of the New Settlers Programme (see Trlin and Henderson, 1999; Trlin et al., 1999) and make clear the role of related factors of social participation and personal well-being.

What this study suggests, therefore, is that there are three key avenues for developing language skills in the post-arrival period: formal classes, entry to the workforce, and opportunities for extended interaction with Kiwis. Each of these avenues is not necessarily open to all new arrivals for a variety of reasons, including personal circumstances and host society receptivity. The inhibiting factors and constraints in relation to accessing the second language learning environment, however, are not unique to New Zealand society. In Canada the situation has been addressed through an emphasis on the importance of formal instruction for new arrivals, in the form of the Language Instruction for Newcomers to Canada (LINC) programme. This programme foregrounds language training as essential to settlement (Citizenship and Immigration Canada, 2000: 1):

By providing basic instruction to adult newcomers in English and French, LINC facilitates the social, cultural and economic integration of immigrants and refugees into Canada. In addition, LINC curricula include information that helps newcomers become oriented to the Canadian way of life. This, in turn, helps them to become participating members of Canadian society as soon as possible.

Difficulties of access and competing priorities, difficulties which were experienced by the respondents in this study, are addressed by making language instruction available for a period of three years. The programme states (Citizenship and Immigration Canada, 2000: 1):

The three years duration is intended to allow immigrants flexibility to access language training while still meeting family, social, employment and other commitments.

Furthermore, language training is considered to be critical for all immigrants with limited English language proficiency, not simply those destined for the labour market. Implications for the New Zealand context are clear. It is essential to locate within the three avenues identified by immigrant learners for acquiring language skills, entry points by which gains in language skills can be enhanced by new initiatives within an overall policy framework for immigration and settlement. It is desirable to enhance employment opportunities and to foster positive inter-ethnic relations and interactional opportunities between different
sectors of society. However, a more immediately realisable aim may to be to improve conditions for learners through formal instruction. What is needed in this area is to co-ordinate provision, to disseminate information, to support flexible forms of provision (including those which provide interactional opportunities with native speakers e.g. the National Association of ESOL Home Tutor Schemes) and to support the development of materials which are rich in orientation material and which include video as well as print-based sources.

Responsibilities

One of the key findings from this study is that support for ESOL provision is part of a complex nexus of responsibilities involving the individual immigrant, the ethnic community, the Kiwi community and government. The views expressed by respondents run counter to the assumption that responsibility in relation to English language support is perceived by new settlers to rest primarily or exclusively with government. This assumption arises, at least in part, from the ethnic community’s repeated calls on government to provide English language learning resources. What has been revealed in this survey is a view that the development of language skills requires an investment on the part of the individual, as well as the ethnic community, the Kiwi community and government.

The respondents did not represent themselves as a dependent group; they recognised the crucial contribution of the individual NESB immigrant in terms of effort and commitment for the development of language skills. In addition, a common thread in the responsibilities ascribed to the ethnic community was the sharing of expertise, networks and links to the wider community. However, the feasibility of more established members of the ethnic community contributing to the settlement of new arrivals was questioned during the post-survey stakeholder response procedure (see page 4 of this report). It was argued that the enduring nature of demands faced by immigrants meant that it would not be possible to fulfill these expectations. It was also observed that established immigrants closely guard their links with the Kiwi community because they are hard to come by. The differing perceptions of the role of the ethnic community may reflect shifts that take place in the views of immigrants over time as they become more established but continue to shelter personal resources needed for the complex, long-term process of settlement.

In terms of English language development, the plea to the Kiwi community (more frequently expressed than a desire for formal tuition) was primarily to be prepared to interact and converse with the new settlers. Similarly there was a strong plea for Kiwis to maintain a positive orientation to new immigrants and refugees, evidenced in such values as tolerance, patience, understanding, encouragement, neighbourliness and friendship, and to be inclusive and to orient
activities to the emergent multicultural character of New Zealand. This points to the need for the third aspect of Trlin's (1993) institutional framework for immigration, namely the need for an ethnic relations policy to educate the wider society and to reduce xenophobic, monolingual tendencies, so that all may benefit from the increasingly diverse nature of New Zealand society. It is significant that these domains of social responsibility were mentioned more frequently by participants than those relating to the provision of information for settlement or the need for employment.

Responsibilities ascribed to government related to the provision of ESOL support in the form of free or subsidised classes, a focus on workplace English, translation services, and the development of New Zealand resources which would orient the immigrant to the new society and culture. It was argued that government responsibilities should be placed in the wider context of the need for recognition of qualifications and provision of employment opportunities which function as a crucial basis for settlement. This is a timely reminder from immigrants of the need to ensure that the concept of productive diversity inherent in immigration policy is realised in the workplace and economy of New Zealand. For more on diversity as a productive resource in New Zealand, see Watts and Trlin (2000).

The findings from this study need to be seen in the wider context of the need for a co-ordinated, inclusive immigration policy which is concerned with settlement, ethnic relations and language issues. The dangers of paying insufficient attention to language issues is evident in the experience of immigrant populations in the USA. In the last 15 years, the United States Federal Government has retreated from leadership in both bilingual education and English language instruction provision based on the rationale that the complexities and uncertainties inherent in those programmes militate against providing clear guidance to state and educational authorities. Moran (2000) argues that this disinvestment in immigration policy and ESOL provision has created a socially and politically marginal population of immigrants who continue to arrive in the USA in increasing numbers. Moran's (2000) argument raises questions about the extent and domains of investment in immigration within New Zealand, not only by government but by the wider community. Again, what is needed is a comprehensive immigration, settlement, and ethnic relations policy which includes a languages policy and which foregrounds the importance of provision for diversity within New Zealand society and of productive relationships between immigrants and the wider community.
CONCLUSION

A number of limitations need to be acknowledged in any conclusions drawn from the findings of this study. First, while the respondents comprised new arrivals from three major groups (General Category/General Skills Category immigrants, family reunification immigrants, refugees), it is not claimed that they are representative of the immigrant population as a whole. In particular, it should be noted that women predominated among the respondents, that immigrants of low English language proficiency could not take part in the study due to the English language demands of the survey, and that the respondents were drawn from those who had enrolled as learners in only three regions – Auckland, Wellington and Tauranga – of the National ESOL Home Tutor Scheme. This meant that they had already made contact with some form of tuition, and therefore the study did not draw on the experiences of those who had not entered any ESOL networks. One further caution is necessary. While measures were taken to ensure that the immigrants responded in terms of their own experience and perspectives, the influence of the home tutor, either directly or indirectly, cannot be entirely ruled out.

Participants in the study perceived English as being of primary importance in gaining employment, in taking part in New Zealand society, in being accepted and in developing friendships. In addition they considered the best way to develop English was through interaction with English-speaking New Zealanders, through social networks, employment or friendships. However, the findings also suggest that such opportunities are limited, and that this presented a real barrier to the new arrivals becoming 'insiders' in the community. Participants in this study enrolled in classes, if possible, and resorted to such media as television and newspapers to learn English even though these were not the preferred means of learning. Most were not immersed in the kinds of interactional opportunities they were very keen to access both as a means of developing language skills and for gaining an understanding of the new society. The lack of such opportunities was seen as being as much of a barrier to furthering their language skills as the cost of classes.

While English is the language of the external environment it is evident that new arrivals need to have support from within the host society if they are to achieve their goals of becoming proficient users of English. Support is required in the form of both co-ordinated educational provision and community involvement. Although formal classes help language learners increase their potential for participation in New Zealand society, they do not of themselves represent opportunities for interaction with the society as it exists beyond the classroom. The National ESOL Home Tutor Scheme is one form of tuition which enables the
immigrant to have extended interaction with English-speaking New Zealanders about issues and areas which are of interest to them. Thus it is recommended that further investment be made in this form of provision since, by virtue of its flexibility and community base, it can meet many of the basic requirements of immigrants and refugees who wish to gain proficiency in English through instruction and interaction with native speakers. Participants in the study equated opportunities for meaningful conversation with New Zealanders as the optimal way of developing language skills, and of acquiring the local knowledge they needed to enter more fully into the life of the society around them.

Apart from educational and community investment, what is also required are policies to assist the NESB immigrant in the post-arrival period, as they face the complex process of attempting to understand the new society, to fit themselves into that society and to anchor their new lives. Issues relating to the well-being of new settlers cannot be excluded from issues relating to the attitudes, beliefs, and habitual responses of the society as a whole. In this study, broader responsibilities relating to the cultural well-being of the society were ascribed to both the Kiwi community and the ethnic community.

Although the findings of this study highlight the importance of individual effort and investment in language learning on the part of the NESB immigrant, it is not the exclusive responsibility of the individual. The study underlines the importance of the commitment of the entire community to the development of language resources; while formal English language instruction is extremely valuable for NESB immigrants, it cannot provide ongoing opportunities for participating in everyday social interchange and community networks which form much of mainstream life in New Zealand. Most importantly, the commitment of the entire community is necessary to the inclusion of immigrants in everyday life, with the adjustments that entails, and the fostering of this is a key part of any immigration policy. To this end, the ethnic communities themselves need to be funded to contribute positively and effectively to the settlement of new arrivals, by fulfilling some of the functions suggested by respondents. In addition, there is an urgent need for an ethnic relations policy to contribute to enhancing the ways in which the diverse groups which constitute New Zealand society can relate as warp and weft. Such an ethnic relations policy needs to be formulated and implemented to reorient some of the sentiments and attitudinal factors which inhibit a more inclusive understanding of the nature of New Zealand society.

A number of implications can be drawn from the study for the development of policy and future research directions:

1. The value of investigating the realities and responsibilities for ESOL provision from the immigrant perspective is evident in this study. It
represents a complementary approach to enquiries into English language learning opportunities carried out from the perspective of the provider or the language teaching professional. More studies into the actuality of immigrant experience of New Zealand as an English language learning environment, and responses to those experiences, are an important avenue for further research.

2. More studies are needed of immigrants and refugees who do not have English on arrival, and also of those who have not made any contact with ESOL organisations. It was not possible in this study to investigate the English language learning opportunities and experiences of such individuals, but this is an important area if we are to gain a more comprehensive understanding of the world of the immigrant English language learner.

3. The study has pointed to the need to ensure that new settlers receive accurate, comprehensible information prior to arrival, on arrival and during the settlement period relating to key aspects of the New Zealand way of life.

4. Responsibilities for ESOL provision in New Zealand should be proposed and analysed in the context of different sectors of ethnic community, Kiwi community and government responsibilities. The framework developed in this study (individual, ethnic community, Kiwi community and government roles in ESOL provision) was found to be a highly productive tool with which to investigate, analyse and formulate the interconnected responsibilities of different sectors.

5. The framework is also useful as a basis for policy development, and points to the need for a comprehensive immigration and settlement policy as suggested by Trlin (1993). It is critical that language issues are not separated from issues within the broader context of the settlement process, and that resources (both financial and community) are allocated to the improvement of settlement conditions.

6. NESB immigrants are not a dependent group and are able to articulate their individual responsibilities in gaining language skills as part of the settlement process. What they also require is a receptive attitude on the part of the mainstream community, assistance from the ethnic community, and co-ordinated ESOL provision. Further investigation is warranted into how the strengths and constraints operating for each of these sectors can best be managed to optimise opportunities for English language gains, and also for the overall well-being of New Zealand society.

7. Support needs to be maintained and strengthened for ethnic community groups to undertake a role as key contributors to positive ethnic relations, and to act as an effective bridge to the society for new arrivals.
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APPENDICES

- Appendix 1: Phase 1 Interview Schedule
- Appendix 2: Phase 2 Survey Questionnaire
- Appendix 3: Phase 2 Tutor Sheet
Appendix 1: Phase 1 Interview Schedule

1. Before Arrival
   • Before you came to New Zealand, what did you think learning English would be like?

2. First Year
   • When you came to New Zealand, did you speak English very much in the first year?
   • Who did you speak English with?
   • What did you use English for?
   • What were the main ways you used to learn English?
   • Did you find out about classes? (How?)
   • Did you join classes? Why? / Why not?
   • What were the most useful ways of learning English in your first year?

3. Your Views Now
   • What advice would you give to another immigrant who is coming to New Zealand and who will need to improve their English?
   • What do you think are the main difficulties immigrants face in learning English in New Zealand?

4. Responsibilities
   • Who can help immigrants improve their English language skills?
Appendix 2: Phase 2 Survey Questionnaire

MASSEY UNIVERSITY

NEW SETTLERS PROGRAMME

Immigrant Experience of Learning English in New Zealand

Please see Information Sheet on next page
MASSEY UNIVERSITY
NEW SETTLERS PROGRAMME

INFORMATION SHEET

Immigrant Experience of Learning English in New Zealand

What is this study about?
The aim of this study is to find out about the experiences of immigrants learning English in New Zealand. We expect that the results will contribute to a greater understanding of the realities faced by immigrants as they attempt to develop language skills in three New Zealand cities and towns: Auckland, Wellington, Tauranga. The project is part of the New Settlers Programme which is funded by the Foundation for Research, Science and Technology.

What do I have to do?
If you agree to take part, we ask you to complete this questionnaire about your English language learning experiences in New Zealand. You do not write your name on the questionnaire, and the questionnaire will only be shown to those involved in the research project. It is assumed that filling in the questionnaire implies consent.

Who are the researchers?
For this study, the principal researcher is Dr Cynthia White, and she can be contacted at:

School of Language Studies,
Massey University,
Palmerston North.
Tel: 06 3505799 x7711
Fax: 06 3505633
Email: c.j.white@massey.ac.nz
The Programme Leader is Associate Professor Andrew Trlin, School of Social Policy and Social Work, Massey University, Palmerston North. Professor Trlin may be contacted by phone (06 350 5799 x2835) or by email (A.D.Trlin@massey.ac.nz). Associate Professor Noel Watts is also carrying out a related study into institutional provision of language support for immigrants.

**What can I expect?**
If you take part in the study you have the right to:

- Refuse to answer any particular question, or to refuse to complete the questionnaire
- Contact the researcher at any time to discuss any aspects of the study
- Provide information on the understanding that it is completely confidential to the researcher. It will not be possible to identify you in any reports that result from the study.
- Be given a summary of the findings if requested through the mail.

Please return the questionnaire in the self-addressed, pre-paid envelope, whether it has been completed or not.

Thank you for taking the time to read this. Your cooperation and contribution is valued.
SECTION 1

First of all, we would like to ask you some questions about yourself, and where you come from.

1. In what country were you born?

2. How long have you been in New Zealand?

3. What New Zealand town or city do you live in?

4. Are you male or female?

   Male
   Female

5. How old are you?

   Under 20
   20 – 29
   30 – 39
   40 – 49
   50 – 59
   Over 59
6. What is your highest level of education?
   
   Primary/Elementary School ☐
   Secondary/High School ☐
   Polytechnic/Vocational Training ☐
   University ☐
   Other ___________________________ ☐
   (please specify)

7. What is your mother tongue(s)?

   ___________________________

8(a). Do you have any family in New Zealand?
   Yes ☐ please go to questions 8(b), 8(c) and 8(d)
   No ☐ please go to question 9.

8(b). Is your father and/or mother in New Zealand?
   Yes ☐
   No ☐

8(c). Do you have a partner (wife or husband) in New Zealand?
   Yes ☐
   No ☐
8(d). Do you have any children in New Zealand?
   Yes   
   No    

9. Which one of the following categories best describes your current employment status?
   (Tick one of the following)
   Full-time paid work
   Part-time paid work
   Working in your own business
   Voluntary work (unpaid)
   Unemployed (looking for work)
   Student
   Home duties
   Retired
   Other _________
   (please specify)
10. What was your immigration status when you came to New Zealand? (Tick one of the following)

- Points migrant (General Skills category)
- Family reunification migrant
- Business migrant
- Refugee
- Work permit
- Other __________ (please specify)

For office use only

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SECTION 2

This next set of questions is about your level of English, and your use of English here in New Zealand.

11. How much English do you use in your home here in New Zealand? (Please tick one of the following)

- A lot
- Some
- A little
- None

12(a). Have you ever needed translation or interpreting services here in New Zealand?

- Yes □ please go to question 12(b).
- No □ please go to question 13(a).
12(b). Has anyone helped you with translation and interpreting services here in New Zealand?

Yes ☐ please go to question 12(c).
No ☐ please go to question 13(a).

12(c). Who has helped you with translation or interpreting here in New Zealand?
(Please tick all that apply to you)

Member of my family
Friend from same ethnic group
Kiwi\(^1\) friend
Neighbour
Teacher
Home Tutor
Official translator/interpreter

Other___________
(please specify)

\(^1\) Not all New Zealanders are native speakers of English, so in this questionnaire "Kiwi" means a New Zealander who is a native speaker of English.
13(a). In your opinion, how well did you speak English before you came to New Zealand?

- Very well
- Well
- Not well
- Not at all

13(b). In your opinion, how well do you speak English now?

- Very well
- Well
- Not well
- Not at all

14(a). In your opinion, how well did Kiwis understand your spoken English when you arrived?

- Very well
- Well
- Not well
- Not at all
14(b). In your opinion, how well do Kiwis understand your spoken English now?

- Very well
- Well
- Not well
- Not at all

SECTION 3

This next set of questions is about the time before you came to New Zealand.

15(a). Did you study English before you came to New Zealand?

- Yes □ please go to question 15(b).
- No □ please go to question 16(a).

15(b). For how many years did you study English?

______________

16(a). Did you sit an English language test related to New Zealand's immigration entry requirements before you came to New Zealand?

- Yes □ please go to questions 16(b) and 16(c).
- No □ Please go to question 17.
16(b). Which English language test did you sit?

IELTS   
TOEFL   
Other     (please specify)

16(c). What was your result (score) for the test?  

The following questions are about what you thought learning English would be like in New Zealand.

17. Before you arrived in New Zealand, what did you think learning English would be like?

(a). Did you think learning English would be easier or more difficult than it is?

easier   
more difficult   
don't know

(b). Did you think English classes would be cheaper or more expensive than they are?

cheaper   
more expensive   
don't know
(c). Did you think it would be easier or more difficult to speak with Kiwis?

- easier [ ]
- more difficult [ ]
- don’t know [ ]

(d). Did you think you would have more opportunity or less opportunity to practice using your English?

- more opportunity [ ]
- less opportunity [ ]
- don’t know [ ]

(e). Did you think English classes would be more available or less available than they are?

- more available [ ]
- less available [ ]
- don’t know [ ]

(f). Did you think that there would be bilingual English classes (classes where the teacher uses your language)?

- Yes [ ]
- No [ ]
- don’t know [ ]
(g). Did you think that there would be translation or interpretation services readily available?

Yes □
No □
don’t know □

18. Before you came to New Zealand, how important did you think English would be for your day to day life in New Zealand?

Very important □
Important □
Not important □

SECTION 5

Now we would like to ask you about your first year in New Zealand.

19(a). How many opportunities did you have to speak English with Kiwis in your first year in New Zealand?

A lot □ please go to question 19(b).
Some □ please go to question 19(b).
Few □ please go to question 19(b).
Very few □ please go to question 19(b).
None □ please go to question 20(a).
19 (b). **Who** did you speak **English** with?
   (Tick all that apply.)
   
   - Kiwi neighbours
   - Family and in-laws
   - Kiwi friends
   - People at work
   - People when I went shopping
   - Other _____________
     (please specify)

20(a). In your first year in New Zealand was it **easy** to **find out about** English language classes?

   - Yes
   - No

20(b). In your first year in New Zealand **how** did you **find out about** English language classes?
   (Tick all that apply.)
   
   - Through Kiwi friends
   - From other immigrants
   - Through advertisements
   - New Zealand Immigration Service
   - Local library
   - Local high schools
   - Through WINZ
   - Through Home Tutor Service
   - Other _____________
     (please specify)
21(a). Did you join any English language classes in your first year in New Zealand?
   Yes □ please go to question 22(a).
   No  □ please go to question 21(b).

21(b). What was the main reason why you did not join any English language classes?
   (Tick one of the following reasons)
   I was too busy looking for work □
   I was too busy looking after my family □
   I was too busy settling in to New Zealand □
   I did not have time □
   I did not have enough money □
   I could not find a class □
   The classes were not at a convenient time □
   Other ______________ (please specify) □
22 (a). Which English language classes did you join in your first year in New Zealand? (Please tick all that apply)

- Polytechnic Classes
- Home Tutor Scheme
- Social English Group
- Private Lessons
- University Classes
- High School/Community Education Classes
- Other ____________________________ (please specify)

22(b). If you ticked more than one box in response to question 22(a), which one was the most important for you?

______________________________

Why? ______________________________

22(c). For how long did you learn English in classes in your first year in New Zealand?

- less than 1 month
- 1 – 3 months
- 4 – 6 months
- more than 6 months
22(d). How much progress do you think you made in the English language classes in your first year in New Zealand?

- A lot of progress
- Some progress
- A little progress

23. Apart from English language classes, how else did you try to learn English in your first year in New Zealand?
(Look at the list below and tick all the ways you tried to improve your English in your first year.)

- Work
- Speaking with Kiwis
- Speaking with family members
- Church
- Newspapers/magazines
- Radio
- TV
- Films/Videos
- Books
- Internet
- Other __________
  (please specify)

If you ticked more than one way of learning English above, which one was the most important for you?

__________________________________________________________________________

Why? ________________________________________________________________________
SECTION 5

This is the final section of the questionnaire. We ask you for your ideas about learning English in New Zealand – and your hopes for the future!

24. How **important** do you think English is in New Zealand …

(a) for **finding a job**?

- Very important
- Important
- Not important

(b) for **finding somewhere to live**?

- Very important
- Important
- Not important

(c) for **participating in New Zealand life**?

- Very important
- Important
- Not important
(d) for being accepted by Kiwis?

- Very important □
- Important □
- Not important □

(e) for making friends?

- Very important □
- Important □
- Not important □

25(a). How many opportunities do you now have to speak English with Kiwis?

- A lot of opportunities □
- Some opportunities □
- Few opportunities □
- Very few opportunities □

25(b). Would you like more opportunities to speak with Kiwis?

- Yes □
- No □
- Don’t know □

□ 100
26. Here is a list of problems which migrants have said they have faced in learning English in New Zealand.

How important do you think these problems are?
Please tick any of the problems that are important to you.
Put two ticks next to the most important problem(s).

☐ English language classes are expensive.
☐ English language classes do not meet the needs of migrants.
☐ There is little information about English language classes.
☐ There are not many opportunities to speak with Kiwis in English language classes.
☐ Kiwis are not experienced in speaking with people from other language backgrounds.
☐ New Zealand English is very different from other forms of English.
☐ There are very few bilingual teachers of English.

(See tutor notes about the final three questions.)

27. Please complete the following sentence.

An excellent service for immigrants needing to learn English in New Zealand would include .........................
28. Who is responsible for improving English language skills?

(a) Migrants
Please name three things which you think the immigrant should do to help their own English language skills.

1. 

2. 

3. 

(b) The ethnic community
Please name three things which you think the ethnic community should do to provide help for the English language skills of immigrants.

1. 

2. 

3. 

(c) The Kiwi community
Please name three things which you think the Kiwi community should do to provide help for the English language skills of immigrants.

1. 

2. 

3. 

(d) The New Zealand government
Please name three things which you think the New Zealand government should do to provide help for the English language skills of immigrants.

1. 

2. 

3.
29. Imagine you have the chance as an immigrant to change things about learning English in New Zealand.

Identify up to three changes you would like to make.

(a) I would like ..............................................

(b) I would like ..............................................

(c) I would like ..............................................

😊 Many thanks for completing this questionnaire
See note on the final page

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Dear Learner and Home Tutor,

Would you like a summary of findings arising from this questionnaire?

Yes ☐

No ☐

If yes, please write your name and address below

...........................................................................................................  ...........................................................................................................
...........................................................................................................  ...........................................................................................................
...........................................................................................................  ...........................................................................................................
Appendix 3: Phase 2 Tutor Sheet

Home Tutor Notes

Many thanks for assisting with this questionnaire. We have trialled the questionnaire with a number of immigrants at different levels of proficiency, and have tried to make it as user-friendly and comprehensible as possible. We would ask you to help in the following ways:

1. Please emphasise that completing the questionnaire is voluntary, that learners can refuse to answer any questions they do not feel comfortable with, and that confidentiality of the information is assured.

2. If you have more than one learner who would like to take part you can get an extra copy form me or from your local ESOL Home Tutor Scheme.

3. You may need to interpret some of the questions for your learner. Notes are provided to help with this. We ask you to take care not to influence the responses of your learner. If your learner has limited (or no) writing skills, please use the questionnaire as an interview guide, and write in answers according to their responses.

4. We would welcome any further comments from you which may help us to interpret the information, or provide further insights beyond what your learner can express. We have provided a yellow sheet for this.

5. Please return the questionnaire in the pre-paid envelope provided, even if your learner declines or is unable to take part.

Notes on Questions

➤ Question 7 – ‘Mother Tongue’ – here we would like to know the language or languages spoken as a first language

➤ Question 9 – ‘Working in your own business’ can include working in a family business

➤ Question 10 – the emphasis here is on their immigration status when they entered N.Z.

➤ Question 12(c) – by ‘official translator/interpreter’ we mean a qualified professional – usually the use of their services involves a fee.

➤ Question 22(a) – ‘High School/Community Education Classes’ – these are classes conducted in the community either through high schools or community organisations. If you are unsure about this category, please use ‘Other’ and provide brief details of the kind of class attended.
Question 27 – This question tries to find out what migrants are looking for in an ESOL service – about what would represent an excellent service from their perspective. This question is looking for characteristics of a quality service. It is a hard question for migrants to answer, but answers will yield useful information for ESOL providers.

Questions 28 and 29 – we are very interested in the response of immigrants to these two questions. Question 28 attempts to identify individual vs. community vs. government responsibilities for English language provision and development. Question 29 asks about things which migrants would like to change for English language learning in New Zealand. We recognise that these are complex questions, so if they are beyond the language abilities of your learner, just ignore them. If you are able to provide some notes on any discussion you have, these would be appreciated.
Home Tutor Comments and Responses

Would you like to add any notes, thoughts, comments you have on any of the items covered in the questionnaire?

Please mail these notes in the envelope provided.
AUTHORS

Cynthia J. White

Cynthia White is a Senior Lecturer in Linguistics and Second Language Teaching in the School of Language Studies, Massey University, Palmerston North. Cynthia has research interests in applied linguistics, particularly in language learning strategies, learner autonomy, language and culture and language learning in non-classroom contexts. Her articles appear in System, TESOLANZ Journal, English in Aotearoa, The New Zealand Language Teacher, Distance Education, Open Learning, Journal of Distance Learning, Hong Kong Journal of Applied Linguistics, and Forum. She is editor of New Zealand Studies in Applied Linguistics, journal of the Applied Linguistics Association of New Zealand. She has served on the National Executive of the TESOL Association of New Zealand and was project leader for the commissioned research into a profile of the ESOL profession and an investigation of professional standards in ESOL in New Zealand.

Noel R. Watts

Noel Watts is an Associate Professor and Programme Co-ordinator for Linguistics and Second Language Teaching in the School of Language Studies, Massey University, Palmerston North. He is also the Deputy Leader for the New Settlers Programme. Noel's research interests are in applied linguistics, particularly in the area of language policy and language use. Amongst his publications are: Foreign Languages in Exporting (Massey University, 1987); Language and Communication (Dunmore Press, 1989); The Use of French in Exporting and Tourism in New Zealand (report commissioned by the Ministère des Affaires Etrangères, Paris, 1992). Noel was awarded a life membership of the New Zealand Association of Language Teachers in 1999 and is a member of the Executive Committee of the Linguistic Society of New Zealand.

Andrew D. Trlin

The Programme Leader for the New Settlers Programme, Andrew Trlin is an Associate Professor and Research Co-ordinator in the School of Sociology, Social Policy and Social Work, Massey University, Palmerston North. His main research interests are in the broad areas of social demography, social policy and programme evaluation in contemporary New Zealand, but he is best known for his work on immigration policy and immigrant settlement. Andrew's numerous
publications on aspects of international migration include: (as author) *Now Respected, Once Despised: Yugoslavs in New Zealand* (Dunmore Press, 1979); and (as co-editor) *Immigrants in New Zealand* (Massey University Press, 1970) and the series *New Zealand and International Migration: A Digest and Bibliography* (Department of Sociology, Massey University, 1986, 1992, 1997). A former Council member and currently President of the Population Association of New Zealand, he also served on the Ministerial Committee that produced the report *Drawing on the Evidence: Social Science Research and Government Policy* (Ministry of Research, Science and Technology, 1996).


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