

PLACE OF RESIDENCE, LINGUAL CONTACT, AND PARENTAL
EDUCATION AS FACTORS AFFECTING THE LEARNING
OF UKRAINIAN IN GRADES IX AND X IN
MANITOBA SCHOOLS

by

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BENJAMIN KUBRAKOVICH

A dissertation submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of M.Ed.

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ABSTRACT

This study sought to examine the effect of residence, lingual contact, and parental education on student attitude to learning Ukrainian. The sample examined consisted of students learning Ukrainian in Grades IX-X in Manitoba schools during the 1972-73 school year. A questionnaire provided both descriptive data and data for analysis of hypotheses.

An analysis of variance was performed on eight hypotheses in order to find out the influence of residence and lingual contact on student motivation, on interest in general objectives; on the extent students felt at ease with general skills, and on student perception of achievement in specific objectives; the influence of lingual contact on student interest in each of the specific objectives, on the degree students felt at ease with general skills, and on student perception of achievement in each of the specific objectives; and the influence of residence and parental education on student motivation.

No significant difference was found between students of urban and rural residence with respect to attitudes in learning Ukrainian. Urban students of frequent lingual contact were found to express more positive attitudes than rural students of similar lingual contact

on all attitudes.

Lingual contact was found to have a significant effect on student attitude with respect to learning Ukrainian. Students of frequent lingual contact rated higher than students of occasional, rare and no lingual contact on all attitudes examined with respect to studying Ukrainian. Students of no lingual contact expressed greatest interest in speaking skills yet indicated greatest difficulty with these skills. Although students of different lingual contact indicated more interest in reading skills than in writing skills, students felt greater ease and achievement in the writing skills. A frequent lingual contact was found to be an asset in learning Ukrainian.

No significant difference was found between levels of parental education upon student motivation to study Ukrainian; however, urban students whose parents had a university education were found to be more motivated.

Analysis of the descriptive data revealed some rural-urban differences. With respect to language background, the rural sample was found to be more homogenous ethnically. A greater percentage of the rural students indicated frequently hearing Ukrainian in the home and in the community; however, a smaller percentage spoke Ukrainian frequently. The rate of assimilation appeared greater in rural than in urban areas. Rural students attached more

importance to knowing Ukrainian in Manitoba than urban students. Differences for studying and dropping out of Ukrainian were noted. A greater percentage of the urban students were going to discontinue. A greater percentage of the urban students indicated that a good Ukrainian program should teach the four skills--listening, speaking, reading and writing.

The findings in this study indicated that lingual contact and not residence or parental education is perhaps the significant factor affecting student attitudes in the learning of Ukrainian.

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Chapter 1

INTRODUCTION

The Ukrainian language has experienced an interesting change in the public school curriculum: initially, the Ukrainian language was a language of instruction; now it is a language of study. As a language of instruction, Ukrainian in Manitoba began in the late 1800's. At this time, Ukrainian was recognized as a language of instruction by the Laurier-Greenway agreement of 1897 which amended the School Act in Manitoba to read:

When ten of the pupils speak . . . any language other than English as their native language, the teaching of such pupils shall be conducted in . . . such other language, and English upon the bilingual system.¹

By 1916, Ukrainian or Polish (no differentiation was made by the Department of Education in its collection of data) was a language of instruction in 111 school districts with 114 teachers and 6,513 pupils.² In this same year, the Manitoba School Act was amended as a result of a special report on bilingual schools in Manitoba prepared by the Department of Education; the provision for teaching lan-

¹R. S. Thornton, Bilingual Schools, Address to the Legislature, Winnipeg, Department of Education, 1916, p. 1.

²Special Report on Bilingual Schools in Manitoba, Winnipeg, Department of Education, 1916, p. 1.

guages other than English was removed.³

In 1967,⁴ after a lapse of fifty-one years, the Ukrainian language, once again, became fully accredited in public schools in Manitoba as a language of study in Grades IX-XII. Before the advent of Bill 113 in 1970, Ukrainian was offered from Grades VII to XII. With the passing of Bill 113, in 1970, the study of Ukrainian as a language of study could be offered from kindergarten to Grade XII.⁵

In Manitoba during the early 1900's, students of Ukrainian were residents of a homogeneous environment⁶ in which Ukrainian was the dominant language;⁷ hence, retention of the language was not a serious problem. This high retention of Ukrainian as a mother tongue among rural people was largely attributable to the use of Ukrainian as an everyday means of communication during the late 1800's and the

³Report of the Royal Commission on Bilingualism and Biculturalism, Book IV, The Cultural Contribution of the Other Ethnic Groups (Ottawa: Queen's Printer, 1970), p. 104.

⁴M. H. Marunchak, The Ukrainian Canadians: A History (Yorkton: Redeemer's Voice Press, 1970), p. 627.

⁵Bill 113, Section 258 of The Public Schools Act, Chapter P250 of the Revised Statutes of Manitoba, 1970.

⁶Paul Yuzyk, The Ukrainians in Manitoba (Toronto: University of Toronto Press, 1953), p. 42.

⁷John H. Syrnick, "Community Builders: Early Ukrainian Teachers," Transactions of the Historical and Scientific Society of Manitoba, Series III, No. 21, Winnipeg, 1965, p. 29.

early 1900's⁸ and to the isolation of rural communities.⁹

Today, the students who study Ukrainian as a language in the Manitoba Public School System are residents of a multilingual and multicultural environment. In spite of large concentrations of Ukrainians in urban and rural areas, Ukrainians are mingling with other groups of people with the language of communication most often being English. Because of an anticipated difference in environment between urban and rural areas and in lingual contact and because Ukrainian is taught as a language of study, there is a need to examine student interest in language objectives and student motivation to study Ukrainian as a language.

I. Significance of the Study

The following reasons were viewed as supporting the need for this study:

(a) No study of student attitude to and motivation for studying Ukrainian in Manitoba Schools has been made to date.

(b) The study investigated some factors presumed to affect, individually or collectively, the teaching of Ukrainian in Grades IX-X. Such information is of importance to curriculum planners and to classroom

⁸Yuzyk, op. cit., pp. 207-208.

⁹Ibid., p. 208.

teachers; curricula would incorporate the information into suggesting course content, and teachers would be able to change instruction processes to the extent that these are pedagogically feasible and desirable, thus facilitating learning.

(c) The greatest drop-out of students from the study of Ukrainian is at the Grade IX-X Level (Appendix D). Since Ukrainian is one of many options in Manitoba Public Schools and because the onus to choose is on the student, it is essential to find what factors compelled a student to discontinue his course.

(d) From personal experience the writer feels that Grades IX and X are very important grades in which difficulty is encountered in motivating students and maintaining student interest.

(e) More than one-ninth, or 11.6 per cent, of the population of Manitoba is of Ukrainian origin.

II. Statement of the Problem

The primary purpose of this research was to investigate the relationship between place of residence, lingual contact, and parental education and attitudes of students learning Ukrainian in Grades IX-X in Manitoba schools during the 1972-73 school year. More specifically, this study addressed itself to the following questions:

1. What relationship is there between place of residence and lingual contact and (a) student motivation;

(b) interest in the general objectives; (c) the degree students feel at ease with general skills; and (d) the perception of achievement in specific objectives?

2. What relationship is there between lingual contact and (a) interest in each of the specific objectives; (b) the degree students feel at ease in each of the specific skills; and (c) the perception of achievement in each of the specific objectives?

3. What relationship is there between place of residence, parental education and student motivation.

The secondary purpose was to provide descriptive data to answer the following questions:

1. What is the language background of the students taking Ukrainian?
2. What percentage (a) hear and (b) speak Ukrainian at home? in school? in the community?
3. a) What percentage spoke English before taking Grade I?
b) What percentage of students of Ukrainian origin understood English before taking Grade I?
4. What percentage of the students think that Ukrainian is important in Manitoba? in Canada?
5. What are the reasons for studying Ukrainian?
6. a) What are the reasons for wanting to drop out?
b) What percent want to drop out?
7. Which general objectives are viewed as most important?
8. What should a good Ukrainian program teach students?

III. The Null Hypotheses

The following hypotheses were tested:

1. For students of different residence and lingual contact who are learning Ukrainian there is no significant difference in the motivation to study Ukrainian.
2. For students of different residence and lingual contact there is no significant difference in the level of interest in the general objectives in learning Ukrainian.
3. For students of different residence and lingual contact there is no significant difference in the extent to which students feel at ease in the four basic skills in learning Ukrainian.
4. For students of different residence and lingual contact there is no significant difference in the perception of achievement in the four basic skills in learning Ukrainian.
5. For students of different lingual contact there is no significant difference in the level of interest with respect to each of the specific objectives in learning Ukrainian.
6. For students of different lingual contact there is no significant difference in the extent to which students feel at ease in each of the four skills in learning Ukrainian.
7. For students of different lingual contact there is no significant difference in the perception of achievement in each of the four basic skills in learning Ukrainian.
8. For students whose parents are of different residence and education there is no significant difference with respect to motivation to study Ukrainian.

IV. Limitations

1. Results in the final analysis were probably affected by the following for which no provisions were made:
some of the students in Winnipeg could be first or second

generation Ukrainian-Canadians; some of these students might have attended private schools or might have belonged to Ukrainian clubs in Winnipeg; and some students might have had summer instruction in the past.

2. The student was asked to assess the extent of his lingual contact in the school. This category--in the school--was ambiguous, as it could have been interpreted as "in the class," "outside the class," or "on the playground."

3. In several schools, the teaching of Ukrainian was going to be discontinued the following year because of low enrolment. Students who were not aware of this answered "No" to the question, "Do you plan to drop Ukrainian next year?"

4. The question regarding "being able to enjoy with understanding films or T.V. programs in Ukrainian" might not have had a fair assessment because of a small availability of Ukrainian films and T.V. programs.

V. Delimitations

1. This study was restricted to students taking Ukrainian as a language of study in Grades IX and X in Manitoba Public Schools during the 1972-73 school year.

2. No attempt was made to differentiate with respect to rural residence between rural-farm and rural non-farm residents.

3. No attempt was made to find out why students who

understand and speak Ukrainian were not studying Ukrainian.

4. No attempt was made to evaluate student preference or feelings towards different methods and techniques employed in the teaching of Ukrainian.

5. Achievement was measured in terms of student perception, in which the student assessed a high, medium, or low rating, and not as results on achievement tests.

6. No attempt was made to find out the effect of mass media on language usage in the home.

7. No attempt was made to find out the number of years students studied Ukrainian prior to taking Grade IX Ukrainian.

8. No attempt was made to compare student feelings with regard to different aspects of the grammar-translation and audio-visual courses now in use in Manitoba Public Schools at the Grade IX-X levels.

VI. Definitions

Acculturation - This is the process by which an individual moves in his behavior from one socio-cultural setting to another.¹⁰

Achievement - This is the term used to denote the

¹⁰ Horacio Ulibarri, "Bilingualism," Britannica Review of Foreign Language Education, first edition (Chicago: Encyclopedia Britannica Incorporated, 1968), Vol. 1, p. 244.

student's perception of performance. The extent of achievement was determined by numbers thirty to thirty-three, in which the student was asked to rate the level of his achievement in each of the four skills--listening with understanding (number 30), speaking (number 31), reading (number 32), and writing (number 33).

Ease in objectives - This is the student's estimate of the degree to which he feels at ease when using the specific skills. The student was asked to rate the extent of feeling at ease when using each of the four skills: listening with understanding (number 26), speaking (number 27), reading (number 28), and writing (number 29).

General objectives - This is the student's estimate of the extent of interest in skills in the learning of Ukrainian. Interest in general objectives in learning Ukrainian was determined by the total score obtained from the rating on specific objectives (numbers 16 to 23).

Lingual contact - This is the student's estimate of the frequency with which Ukrainian is spoken in his home. The extent of lingual contact was determined from the answers provided to number 35(a). Number 35(a) asked the student to indicate whether he spoke Ukrainian at home frequently, occasionally, rarely, or never.

Motivation - This is a term

. . . used to cover explanations of why a person behaves as he does. . . . Both ability and desire jointly determine what he actually does. Motivation is ordinarily indicated by such words as want,

wish, desire, need and strive.¹¹

Motivation was determined from the degree of importance attributed to numbers from seven to fourteen on the questionnaire. The student was asked the importance of knowing Ukrainian in obtaining employment, in enriching his cultural and linguistic background, and in becoming a better Canadian citizen. The extent of motivation was determined by the total score to numbers from seven to fourteen.

Rural and urban residence - Rural residence is that area outside Winnipeg; whereas, urban residence is that area within Winnipeg.

¹¹
Encyclopedia Britannica (Chicago: William Benton, publisher), Vol. 15, p. 871.

Chapter 2

REVIEW OF THE LITERATURE

The literature related to this study falls into five categories. The first investigates the findings and theory relating to acculturation and the factors affecting acculturation, followed by an examination of the literature related to bilingualism. The third category describes the studies relating to the factors which contribute to the dominance of one language over another. The fourth category examines lingual contact, and the fifth reviews the effect of parental education upon attitude.

I. Acculturation

Acculturation Defined

Acculturation has been defined in a number of ways. Sills¹² defined acculturation as those changes set in motion by the coming together of societies with different cultural traditions. In his discussions of bilingualism, Ulibarri¹³ defined acculturation as the process by which an individual moves in his behavior from one socio-cul-

¹²David L. Sills, "Acculturation," International Encyclopedia of the Social Sciences, first edition (New York: The MacMillan Co., and The Free Press, 1968), Vol. 4, p. 21.

¹³Ulibarri, op. cit., p. 244.

tural setting to another.

The Effects of Acculturation

In his studies of acculturation problems of the Mexican-American, Ulibarri¹⁴ noted that acculturation is a continuum of four stages of development. Starting with the native culture (homogeneous) as the point of departure, Ulibarri mentions that the first stage is one of bewilderment, in which the individual finds that rewards from the new socio-complex are not only more readily available, but more desirable and meaningful to him. In the second stage of acculturation, the individual not only becomes ashamed of his native cultural heritage, but he also refuses to use his native cultural heritage in spite of a low level of proficiency in English. In the third stage, the individual regresses to his native culture. His regression is to the peripheral levels and not to the center-core value area of the culture. The individual attempts to show that he is of such and such a cultural minority, and even attempts to show that he is a bilingual. In the fourth stage of acculturation, that of biculturalism, the individual understands the major aspects of both socio-cultures, and he functions in both.

Yuzyk¹⁵ noted the effects that acculturation has had upon Ukrainian-Canadians. The pioneer Ukrainian set-

¹⁴Ibid., pp. 246-247.

¹⁵Yuzyk, op. cit., pp. 207-208.

tlers who came to Manitoba during the late 1800's were able to carry on their cultural activities with little interference or conflict for almost a generation. However, conditions changed when the first Canadian-born generation of Ukrainians reached adolescence. The new generation of Ukrainian-Canadians was made up of elements of both cultures--the Ukrainian and the English. For large numbers of Ukrainian young people, the clash of cultures brought about the loss of respect for the old patterns of Ukrainian behavior. Young people attempted to cast off what they considered to be the useless and impractical culture of their fathers, by changing their names, by refusing to speak Ukrainian, and by avoiding Ukrainian activities. A part of this period of change, which appears to be similar to Ulibarri's second stage of acculturation, is shown thus:

. . . they profess to be English or just Canadian, even though their features, some of their manners, and often their accent betray their Ukrainian identity. In reality, these people are not wholeheartedly accepted in Anglo-Saxon circles. Thus this marginal man finds himself in sort of No Man's Land.¹⁶

Haugen,¹⁷ in discussing the earliest Norwegian settlements in the United States, noted that in the early

¹⁶ Ibid., p. 208.

¹⁷ Einar Haugen, The Ecology of Language (Stanford: Stanford University Press, California, 1972), pp. 8-10.

communities the Norwegian immigrant was under no serious linguistic or social handicap. However, even though the Norwegian settler could work and communicate almost exclusively with his countrymen, a psychic compulsion was operating on the speech of the individual and of the community while Norwegian was still being spoken. The extent of compulsion depended more or less on the amount of contact the individual had with English speech. Haugen¹⁸ further stated that a gradual shift in language meant a changing of the individual's personality. In learning English, the Norwegian absorbed a new social and linguistic outlook, that in turn influenced his native tongue. Before long, the history of the Norwegian became that of the general population.

The impact of acculturation upon language and attitude change is reflected in Zintz's description of his own extended family:

There has been a great change in the use of the Spanish language. My parents frequently converse in Spanish; however, they use many English words to convey an Anglo idea. They never converse totally in one language; their conversation is now a mixture of English and Spanish. They speak to me in both languages, but they prefer that I respond in English because my Spanish "es muy quebrade," very broken. However, when speaking to my parental grandparents, they consider it very rude if we should talk to them in English. Although I understand Spanish, it is very difficult for me to speak it. My parents address their grandparents in English because the children do not understand Spanish. There is a wide gap between father's grandchildren and his parents.

¹⁸Ibid., pp. 10-11.

There is no exchange of ideas between them; there is a complete language barrier. They are strangers to one another in the family group. The attitude of the children toward their great-grandparents is ambivalent. They don't know if they should love them or not love them. All they say is "Hello" in English, and then dash off to play. My parental grandparents try to fondle them but the children squirm away. The children are taught to love their great-grandmother, but how can they love someone when they do not even understand what she says? Besides, they always have to "be still" when great-grandmother is around.¹⁹

Zintz's account of acculturation in his extended family could very well be a barometer of language and attitudinal changes in Ukrainian-speaking families in Manitoba.

Factors Contributing to Acculturation

In a discussion of why cultural groups acculturate, Zintz²⁰ stated that wherever several cultural groups of unequal strength interact, it is the dominant group that imposes changes on the subordinate groups. The dominant group controls the economic base of the public health program and the education program. The subordinate groups lose their freedom to choose or reject cultural elements. Pressure towards progress and toward the ability to function in a highly technological age creates internal pressures within a group for change. The individuals must not only acquire technical skills, but they must speak the language of their co-workers in order to

¹⁹Miles V. Zintz, Education across Cultures (Dubuque: W. C. Brown Book Company, 1963), p. 345.

²⁰Zintz, op. cit., p. 90.

participate in all the activities of the people with whom they work. Haugen²¹ noted that in the United States a rather powerful pressure of an economic, political, and social nature is exerted on minority language groups. Fishman²² stated that mass culture produces both conformity and fluidity reducing either behavioral or structural ethnicity in the United States. The Scottish Council for Highland Education in Scotland attributed the following reasons for the rapid decline in the number of Gaelic speakers between 1891 and 1951:

. . . There is no doubt that among the forces that have worked most in the last hundred years against the continued existence of Gaelic are mass pressures in modern society, the economic difficulties of the Gaelic-speaking area, and the State system of compulsory education.²³

II. Bilingualism

Types of Bilingualism

In discussing what a bilingual is, Grittner²⁴

²¹Haugen, op. cit., p. 66.

²²Joshua A. Fishman, Contributions to the Sociology of Language (The Hague: Mouton & Co., Printers, The Netherlands, 1971), p. 70.

²³The Scottish Council for Research in Education, Gaelic-Speaking Children in Highland Schools (London: University of London Press Ltd., 1961), p. 17.

²⁴Frank M. Grittner, Teaching Foreign Languages (New York: Harper & Row, Publishers, 1969), p. 78.

asserted that there are two extremes of dual-language behavior--coordinate and compound bilingualism. Brooks²⁵ defined the two types of bilingualism as: coordinate bilingualism, consisting of two language systems operating independently such that a speaker uses one system or the other but not both simultaneously; and compound bilingualism, consisting of a language system in which the second language under study is not sufficiently mastered to permit it to function as a system of communication independent of the learner's native tongue. With regard to coordinate bilingualism, Osgood and Sebeok²⁶ noted that although this type of bilingual is not necessarily free from interference between the two languages he knows, the individual can, given appropriate situations, speak of events associated with that language with no difficulties.

If lingual contact is taken as the measure of the degree of frequency with which a student speaks Ukrainian at home, then it could be assumed that students who frequently speak Ukrainian at home could belong to the coordinate bilingual category; whereas, students of the occasional, rare and no lingual contact, perhaps with the exception of a number of students who belong to the occasional category, belong to the compound bilingual group.

²⁵Nelson Brooks, Language and Language Learning, 2nd ed. (New York: Brace & World, 1964), p. 267.

²⁶C. E. Osgood and T. A. Sebeok, Psycholinguists, 4th printing (Bloomington and London: Indiana University Press, 1969), p. 141.

Bilingualism and Acculturation

The afore-mentioned definitions and discussions seem to imply that there exist different degrees of bilingualism. Ulibarri²⁷ equated degrees of bilingualism to the problem of acculturation. He noted that the willingness of the individual to be or not to be a bilingual is affected by the stage of acculturation. In the first stage of acculturation, the individual strives to gain command of the new language believing that all his problems will be solved. In his efforts to learn English, the individual becomes aware of his mother tongue accent caused by the interference from the native language. In the second stage, the individual denies any knowledge of his native language and strives to eliminate any signs of accent. Parents of students in this stage of acculturation decidedly will not permit their children to learn the language heard in the home. In the third stage, the individual attempts to redevelop facility in his language; however, in trying to converse with other members of the minority group in his native language, he finds himself unable to do so. Even at the social level, he finds that he is more proficient in English and thus invariably reverts to it in order to communicate. In the final stage, children are urged to start learning the language that was natively theirs but which has become a second language to them. In

²⁷Ulibarri, op. cit., p. 230.

this stage the children may have developed their listening facility, mastered the sound patterns, and may understand much of the language system, although they may be unable to use it orally. It would seem that students of different degrees of bilingualism would exhibit differences in attitude in learning Ukrainian.

III. Language Dominance

It is generally agreed among linguists that no bilingual person is perfectly bilingual--that there will be a dominance of one language over another. Some of the factors that appear to affect the dominance of a language are the community, the school and playground, the home and mass media, depopulation and rapid travel, and type of residence.

Effect of the Community, School and Playground, Home and Mass Media

Joy²⁸ and the Scottish Council,²⁹ in their studies, seemed to agree that the strength of a native language other than the dominant English language is determined by the strength of that native language in the community,

²⁸ Richard J. Joy, Languages in Conflict (Toronto: McClelland and Stewart Limited, 1972), pp. 34, 42.

²⁹ The Scottish Council for Research in Education, op. cit., pp. 46-47.

in school and on the playground, and finally in the home. Joy³⁰ noted that the high rate of assimilation of French-speaking people in Canada is in cities where the English language is dominant. Since the language of the school, the playground and the community is predominantly English, the child invariably learns English. Haugen³¹ stated that the environment into which children are cast soon makes inroads into the family, such that both parent and child give up their native tongue for the predominant one of the outside environment.

The community -- In the Primary School Survey carried out by the Scottish Council,³² it was concluded that there were differences in the strength of the native language within different communities. Where Gaelic was strong in the bilingual community, infants whose native language was Gaelic had some knowledge of English. This knowledge was much greater than that which the English-speaking infants had of Gaelic. Where English was strong in a bilingual community, the Gaelic-speaking infants were usually fluent in English; whereas, the English-

³⁰Joy, op. cit., p. 33.

³¹Einer Haugen, The Norwegian Language in America (Philadelphia: Union of Pennsylvania, 1953), pp. 283-289.

³²The Scottish Council for Research in Education, op. cit., pp. 46-47.

speaking infants did not speak Gaelic. It was stated that the strength of the Gaelic language in the community affected the preferred language at home. The impact on the home of the community was that the proportion of Gaelic-speaking parents who did not speak Gaelic to their children was much higher in areas where the English language was strong in the community. The fact that children, because of strong anglicising influences in the areas in which they live, tend to speak English rather than the mother tongue of their parents, was supported by Jones.³³

The school and playground -- Assimilation in the rural areas of Manitoba has been hastened by the closing of one- or two-room schools. Pupils are now being bussed from ever-widening districts into larger divisional schools. Joy³⁴ mentioned that the consolidation of schools has played an important part in breaking the old isolation of the past. No longer is it possible to maintain schools in which Ukrainian is the only language heard on the playground. Children from minority groups are thrown into contact with other children who speak only English, and the English language is invariably

³³W. R. Jones, Bilingualism in Welsh Education (Cardiff: University of Wales Press, 1966), p. 124.

³⁴Joy, op. cit., p. 42.

acquired on the playground as well as in the classrooms. The one-room school was a source for perpetuating language and culture; infrequently these schools contained a nearly homogeneous school population of one ethnic group.

The home and mass media -- The extent of language maintenance in a home could very well be influenced by the recent influx of mass media, such as books, newspapers, telephone, radio and television. Repath³⁵ noted that with the advent of the radio, entertainment within the family gradually became a passive occupation, geared to a national norm instead of a single group. With the coming of television, the radio has assumed a new role: a personal means of communication.³⁶ Berry³⁷ asserted that television is more than the extension of the aural of the radio; it is the extension of the sense of touch that involves maximal interplay of the senses. Unlike being a personal means of communication involving a few people, the television is a group affair³⁸ where people watch it

³⁵ Austin Repath, Mass Media and You (Toronto: Longman Canada Limited, 1966), p. 99.

³⁶ Ibid., p. 94.

³⁷ Ralph Berry, Communication through the Mass Media (London: Edward Arnold (Publishers) Ltd., 1971), p. 76.

³⁸ Repath, op. cit., p. 47.

in groups. The effect of mass media is that the exposure to English within the home has been increased; gradual encroachment has been made by the English language replacing the mother tongue as the most frequently spoken language in the home.

Effect of Depopulation and Rapid Travel

The importance of the small village as a source of economic and linguistic activity for an ethnic group has decreased. With the rapid shift or movement of people from farms and small hamlets to larger centres, the one- or two-store hamlet with its hall and church have become nearly obsolete. A study of the Interlake Region in Manitoba showed that the whole region is in a transition period:

At one time communities in the Interlake was close knit. People knew each other well. Residents of the villages and towns of the area as well as district farmers used to visit the local store for their goods. Here the gossip and news was traded along with groceries. People got most of the information they needed from talking to their neighbours. Most of the information needed by individual citizens and by the total community to make decisions, plan ideas, and organize projects was passed to and from everyone in the community. Everyone had his say and everyone was involved.

The rural community of the 1970's is different from this. Even in the small hamlets and villages the atmosphere is not the same. People travel to the larger towns or to Winnipeg for supplies. While people of the smaller villages are still relatively close, those in the towns of the area are no longer that way. There are few communities where people interact with each

other on the personal level they used to. No longer do they stop as often at the town store for the latest news. There is more reliance on impersonal methods of communication--local and city newspapers, radio, and T.V., although many people still don't read papers or watch much television.³⁹

With the rapid changes, as noted above, have come the forces of assimilation, resulting in a lessening of frequency, variety and intensity of lingual contact of an ethnic group.

Effect of Rural and Urban Residence

A number of studies seem to confirm the importance of rural over urban residence in language maintenance. Results from a Primary School Survey given in Scottish Highland schools revealed the importance of isolated localities to language maintenance:

The Gaelic-speaking children live mainly in that area consisting of the islands off the west coast of Scotland, comprising the Inner and Outer Hebrides, and in a few isolated localities on the mainland, namely, Ardnamurchan and the Lecharcarren district of Wester Ross.⁴⁰

In a study of language retention among Norwegians in the United States, Haugen⁴¹ showed statistically that reten-

³⁹ Martin Marquardt, F.R.E.D. Information Programmer, The Interlake, a Land and Its People, 1971, p. 48.

⁴⁰ The Scottish Council for Research in Education, op. cit., p. 17.

⁴¹ Haugen, op. cit., pp. 283-289.

tion was greater in rural areas than in urban.

Lieberson noted rural-urban differences with respect to language maintenance thus:

. . . a population that is highly isolated residentially will still face interaction with other groups in the course of employment, shopping, and daily travel. In rural areas linguistic concentration assures a more isolated set of contacts in these other contexts. Of course, urban residential segregation can have an effect on bilingualism, but its impact is not as strong as is isolation in rural locations. . . .⁴²

On the other hand, Fishman⁴³ suggested that language revivals tend to originate in an urban rather than a rural setting.

Joy, in a study of the conflict between the French and English languages in Canada, noted that assimilation is greatest in cities and in areas where the majority population is English and that assimilation increases as the proportion of French-speakers among the population declines.⁴⁴ The above observation was also supported by Lieberson.⁴⁵ With respect to assimilation in the Western

⁴² Stanley Lieberson, Languages and Ethnic Relations in Canada (New York: John Wiley & Sons, Inc., 1970), p. 98.

⁴³ Fishman, op. cit., p. 315.

⁴⁴ Joy, op. cit., p. 33.

⁴⁵ Lieberson, op. cit., pp. 193-194.

provinces and Manitoba in particular, Joy revealed a number of significant trends, which in some measure could be extended to other ethnic groups in Manitoba.

Joy measured the strength of a language "by comparing the numbers of those who speak it with those who are of the relevant ethnic origin."⁴⁶ The difference between the numbers of those who speak the language and those who are of the relevant ethnic group was Joy's measure of assimilation.⁴⁷ Using the 1961 Canadian Census as his source of data, Joy showed in his Table 12, (see page 27 of this thesis), the extent of assimilation in Manitoba of peoples of French origin in terms of percentages: 20% of the rural farm, 40% of the rural non-farm and 62% of the urban French population. His Table 13, (see page 28), shows that the apparent assimilation of persons of French origin in Manitoba was 12% in 1931 as compared with 49% in 1961. His Table 14, (see page 29), indicates that at the 0-4 age group for the four Western provinces the apparent loss through assimilation was 67%, whereas the loss for the 45-54 age group was 25%. Joy's Tables 12 and 13 indicate that assimilation was proceeding more rapidly in urban than rural areas. Table 14 implies that assimilation was great-

⁴⁶Joy, op. cit., p. 27.

⁴⁷Ibid., p. 31.

TABLE 1248

Apparent Assimilation of Persons of French Origin, by
Provinces and Rural vs. Urban, 1961 Census

	Rural Farm	Rural Non-farm	Urban
Newfoundland	98%	93%	95%
P.E.I.	54	59	91
Nova Scotia	44	56	92
New Brunswick	2	8	27
Ontario	28	42	53
Manitoba	20	42	62
Saskatchewan	44	64	83
Alberta	42	70	80
British Columbia	87	90	87
Canada, outside Quebec but including border regions of Ontario and N.B.	30%	39%	58

48

Ibid., p. 34

TABLE 13⁴⁹

Apparent Assimilation of Persons of French Origin, by Provinces,
Censuses of 1931-1961

	1931	1941 [#]	1951	1961
Newfoundland	n.a.	n.a.	91%	94%
P.E.I.	30%	37%	62	68
Nova Scotia	40	51	62	73
New Brunswick	3	4	9	14
Ontario	31	26	40	49
Manitoba	12	6	33	49
Saskatchewan	21	23	49	65
Alberta	33	37	57	70
British Columbia	70	76	83	88
Canada, outside Quebec	20%	23%	38%	49%

[#]The seeming recovery in 1941, particularly in Manitoba, is attributable to rewording of two census questions, and does not represent a reversal of the trend.

⁴⁹Ibid., p. 35.

TABLE 14⁵⁰

Number of Persons of French Mother Tongue vs. Number of French Origin, in the Four Western Provinces, by Age Groups, 1961 Census

Age Group	Ethnic French	M.T. French	Apparent Loss
45-54	25,639	19,125	25%
35-44	35,227	24,533	30%
25-34	40,767	26,617	35%
15-24	45,159	24,579	46%
5-14	68,993	27,656	60%
0-4	43,060	14,412	67%

⁵⁰ Ibid., p. 39.

est among children. It was evident from the data in these tables that language maintenance was being eroded in both rural and urban areas with the greater erosion occurring in rural areas.

Summary

The research examined with respect to language maintenance seems to indicate that language maintenance is greater in rural than in urban areas. However, because of the growing dominance of the English language in the community, on the playground and in the school, because of the invasion of radio and television into the home, and because of the increase in population shift and in travel, there is reason to believe that rural areas are becoming more and more like urban areas. It could be, therefore, that no difference exists between rural and urban areas with regard to student attitude in the study of Ukrainian.

IV. Lingual Contact

Studies examined in the review of the literature on residence showed that language maintenance was generally stronger in rural areas. However, with rapid assimilation occurring in rural areas, it was no longer clear whether language maintenance of an ethnic group in rural areas is stronger than that in the urban areas. Therefore, it was assumed that lingual contact is an important factor to be considered in this study. For purposes of this study,

lingual contact was viewed as the frequency with which a person speaks Ukrainian at home.

Lingual Contact and Language Learning

Research with regard to the study of English and Welsh languages in Wales depicts the effect that differences in lingual contact can have on language learning. Jones⁵¹ attributed the differences in reading performance between Mainly-Welsh and Mixed-Welsh groups to differences in language practice. He noted that the Mainly-Welsh groups had little opportunity to use English actively in their out-of-school environment, whereas the Mixed-Welsh group had considerable experience in this respect. It was suggested that the superiority of the Mixed-Welsh group in English Reading was due to the fact that students had, as a result of their linguistic background, been able to acquire better aural and oral skills in English than the Mainly-Welsh groups. In another survey⁵² conducted in Wales, it was found that the performance of a Welsh group of students in English was superior to that of the English group in Welsh as a second language.

Lingual Contact and Motivation

The extent of lingual contact could be a source of

⁵¹W. R. Jones, Bilingualism and Reading Ability in English (Cardiff, 1955).

⁵²D. J. Evans, Language Survey Report (Dolgellau, 1960).

motivation in the learning of Ukrainian. A Secondary School Survey⁵³ conducted in Scotland revealed that a large number of children who had Gaelic as a first language, and had received instruction in it in the primary school, continued to study their first language in the secondary school. On the other hand, of the children who professed English as their first language, but who had some knowledge of Gaelic, about half of them studied Gaelic in the primary school, and slightly less in the secondary schools. From this survey, it would appear that a supporting linguistic background is important in encouraging a student to continue studying his ethnic language.

Summary

Although there is a paucity of literature on lingual contact, it would appear that lingual contact may have some effect on learning Ukrainian. Forces of assimilation seem to be working in rural as well as in urban areas, thereby reducing the number of students who would frequently speak the language at home as well as undermining student attitude to study Ukrainian. Students with some knowledge of their mother tongue have been found to perform better and to be more motivated in the study of their native language.

⁵³The Scottish Council for Research in Education, op. cit., p. 56.

Since lingual contact appears to have an influence on language learning, it could be that lingual contact affects students' motivation to learn Ukrainian. Students of different lingual contact may have different levels of interest in the general objectives and may show more interest in some of the specific objectives than in others. Students of different lingual contact could vary in the extent of ease and perceived achievement expressed with respect to each of the four skills. On this basis, it was essential for this study to consider lingual contact in order to find its effects on learning Ukrainian.

V. Parental Education

The effect of differences in parental education on general scholastic achievement and on educational aspiration may affect student achievement and aspiration in learning Ukrainian.

General Achievement and Educational Aspiration

Research on the effects of parental education on general achievement and educational aspiration is quite extensive. A recent survey on reading in Manitoba schools conducted by the Manitoba Teachers' Society⁵⁴ showed that

⁵⁴P. G. Halamadaris, Reading in Manitoba Schools: A Survey, Reading Commission of the Manitoba Teachers' Society (Winnipeg, Manitoba: Saults and Pollard Ltd., 1971), p. 177.

the third best predictor for reading achievement was the education of the family. Mills,⁵⁵ in a study of migrants, found that the educational aspiration of the parents was closely associated with the educational aspirations of the children. Mills found that children of parents with a low level of education were not highly motivated. Such children soon discontinued going to school. Bucchioni, in a study of Puerto Rican children, described the importance of parental education on student aspirations thus:

Education has served as an instrument of upward mobility for many North Americans who were able to secure better employment and whose life chances were improved as a result of their education: children from these families were motivated to succeed in school because of the evident success of their parents.⁵⁶

It appears from the above research that the student of parents with a high level of education would be more motivated to learn Ukrainian than a student of parents with a low level of education.

Several studies, on the other hand, seem to indicate that parental education could have a negative effect

⁵⁵C. W. Mills, The Puerto Rican Journey (New York: Harper, 1950), p. 32.

⁵⁶Eugene Bucchioni, "Home Atmosphere and Success in School: A Sociological Analysis of the Functioning of Elementary Education for Puerto Rican Children," (unpublished Doctoral dissertation, New School for Social Research, 1965), pp. 55-66.

on motivation in learning one's native language. A scale⁵⁷ of acculturation of the Spanish-American to Anglo was evolved by the staff of an Indian Research Study in the United States with Horacio Ulibarri as their coordinator. This scale depicts levels of low, medium, high, and complete acculturation for each of seven social institutions. Parents on the low scale of acculturation have an elementary education; those on the medium scale have an elementary or probably a high school education; and those on the high scale have a college education. Ulibarri,⁵⁸ in his discussion on the relationship of bilingualism to biculturalism, noted that second generation children, having had more contact and more education in American schools, tend to dissociate themselves from some of the elements of the parental culture. As parents, these second-generation children deliberately place obstacles or deny opportunities to their children for the learning of their native language. Therefore it appears difficult to establish whether differences in parental education will affect student motivation to study Ukrainian.

Residence and Motivation

Differences in scholastic achievement and educa-

⁵⁷ Zintz, op. cit., p. 90.

⁵⁸ Ulibarri, op. cit., pp. 249-250.

tional aspirations have been found to exist between rural and urban students. With respect to scholastic achievement, the reading survey conducted in Manitoba showed that urban pupils generally performed better in reading than rural pupils.⁵⁹ In an extensive study of a sample of 10,322 Wisconsin high school seniors, Sewell⁶⁰ found that the proportion of students planning on continuing their education beyond high school was closely related to the density of population. Only 37 percent of students from farms and 44 percent of those from villages in comparison with 50 percent of those from cities planned on further education. Similarly, higher educational aspirations among urban youth have been reported from state-wide studies in Florida⁶¹ and Wisconsin.⁶² These findings seem to imply that rural students are less motivated to learn Ukrainian than urban students.

It would appear from research that parental educa-

⁵⁹Halamadaris, op. cit., p. 121.

⁶⁰William H. Sewell, The Educational and Occupational Perspectives of Rural Youth (Washington, D.C.: National Committee for Children and Youth Report 23, 1963.)

⁶¹Russell Middleton and Charles M. Grigg, "Rural-Urban Differences in Aspirations," Rural Sociology, 24 (1959), pp. 347-355.

⁶²Archie O. Haller and William H. Sewell, "Farm Residence and Occupational Aspiration," The American Journal of Sociology, 62 (1957), pp. 407-411.

tion could have some effect on the student learning Ukrainian. Parental education may affect students' motivation in learning Ukrainian. Students of parents with a university education could be more motivated than students of parents with an elementary education. A difference in student motivation could exist between rural and urban students whose parents have a similar education. However, no difference in motivation to study Ukrainian might exist among students of different residence, thereby showing that factors other than residence influence student motivation to study Ukrainian. Thus it was important to consider the education of parents of students in order to find its effect on students studying Ukrainian.

VI. Summary of Chapter

The literature examined in this study was related to acculturation, bilingualism, language dominance, lingual contact, and parental education. Acculturation was defined, and the effects of acculturation on student attitude and the factors contributing to acculturation were explored. The types of bilingualism, and the relationship of bilingualism to acculturation were examined. The effect of the community, playground, school and home, mass media, depopulation, rapid transportation, and the type of residence on the dominance of a language was studied. The relationship between lingual contact and language learning and between

lingual contact and motivation was explored. The relationship between general achievement and educational aspirations and between residence and motivation was considered.

Chapter 3

METHODOLOGY

This chapter explains the research procedures used in this study.

I. The Sample

This study considered all students studying Ukrainian in Grades IX-X in Manitoba schools during the 1972-73 school year. Out of a possible population of 604 pupils on record at the Department of Education, 510, or 84.4%, of the pupils completed the questionnaire and constituted the sample examined statistically and descriptively in the study.

II. Source of the Questionnaire

There were essentially three sources for this questionnaire (Appendix A). Questions 3 and 4 on language background, questions 7 to 14 on motivation, questions 16-23 on general objectives, and questions 26-33 on basic language skills were designed along the lines of a questionnaire set up by the Second Languages Curriculum Council of the Manitoba Department of Youth and Education and administered in the spring of 1971.

Part VI on lingual contact was made on the basis of a pilot test of a random sample (Appendix C) of seventy-

one rural and fifty-six urban students taken from two rural and two urban schools. The data from this survey enabled the researcher to confirm that there was validity in establishing four levels of lingual contact and to establish on the basis of a more even distribution of data in Table II (in Appendix C) that the frequency with which Ukrainian is spoken at home would constitute the basis upon which lingual contact would be measured and analyzed in this study.

The remaining elements of this questionnaire were designed by the researcher to gather data which were felt to be pertinent to the study.

III. Design of the Questionnaire

The questionnaire (Appendix A) was designed to provide data for statistical and descriptive treatment. It consisted of the following eight parts: place of residence, language background, motivation, general objectives, basic language skills, lingual contact, parental education, and supplementary questions.

In Part I, questions 1 and 2, the student was asked to indicate his place of residence--urban or rural.

Part II, questions 3 and 4, dealt with the first language spoken by the student and the language or languages spoken in his home.

Part III consisted of two sections on motivation. In the first section, questions 5 and 6, the student was

asked to assess the importance of knowing Ukrainian in Canada and in Manitoba today. Section II, questions 7 to 14, asked for the student's evaluation of reasons for studying Ukrainian. In question 15 of the same section, the student was to state his main reason for studying Ukrainian.

Part IV sought three types of information with regard to general objectives. On questions 16 to 23 the student indicated the extent of his interest in listening, speaking, reading and writing skills. Question 24 requested the student to rank in order of importance objectives numbers 16 to 23. In question 25 the student listed other objectives of importance not mentioned in numbers 16 to 23.

Part V was made up of two sections. In Section I, numbers 26-29, the student rated the extent that he felt at ease when using each of the four specific skills. In Section II, numbers 30-33, the student rated his level of perceived achievement in each of the four skills.

In Section I of Part VI, question 34, the student selected the frequency with which he heard Ukrainian spoken at home, in school and in the community. In Section II, question 35, the student assessed the frequency with which he speaks Ukrainian at home, in school and in the community.

Part VII, questions 36 to 41, required the student to answer "yes" or "no" to questions of whether or not his

father and/or mother had attended elementary, high school or university.

Part VIII consisted of four questions. In question 42, the student indicated what a good Ukrainian program should teach students. With regard to question 43, "Did you speak English before taking Grade I?" the student was asked to answer "yes," or "no." In question 44, students of Ukrainian origin were requested to indicate with a "yes" or "no" whether they understood English before coming to school. Question 45 asked the student to indicate with a "yes" or "no" if he was going to drop Ukrainian next year. In the second part of the question, the student accounted for his choice of answer.

IV. Administration of the Questionnaire

A letter (Appendix B) asking for permission to administer the questionnaire was sent to Superintendents of Education in Divisions where Ukrainian was taught at the Grade IX and/or X levels, with the initial exception of the Winnipeg Division No. 1. After approval was received from the University of Manitoba Interdepartmental Committee to administer the questionnaire in the Winnipeg Division No. 1, a letter was sent to the Winnipeg Division for permission to administer the questionnaire. The required number of questionnaires was sent to schools to be administered by teachers. There were 510, or 84.4%, returns out of a possible 604.

V. Methods of Analysis

After all the data gathered by the questionnaire was key-punched on computer cards, a two-way analysis of variance was performed on all eight null hypotheses.

In order to establish whether there were any significant relationships between residence and lingual contact upon student motivation, level of interest, ease in basic skills and perception of achievement in the study of Ukrainian in the first four hypotheses, the two-way analysis of variance as set up in the Statistical Package for Social Sciences (SPSS) was used. The above method of analysis was also applied to hypothesis eight.

Hypotheses five, six and seven, which dealt with specific skills, were tested by ANOVA 23. ANOVA 23, a program formulated by the Division of Educational Research from the Province of Alberta, performs a two-way analysis of variance with repeated measures on one factor.⁶³

SPSS was used to provide crosstabulations of the descriptive data. This method provided a quick and accurate tabulation in terms of number totals and percentages the descriptive data pertinent to this study.

In order to determine the rank order of the stu-

⁶³B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Co., 1962), pp. 298, 376.

dents' assessment of the importance of general objectives in Table XIII, the following procedure was used: the number in the first rank order of each of the general objectives was multiplied by eight since there were eight possible ranks for each objective. The second rank number for each of the objectives was multiplied by seven and so forth until the eighth rank number was multiplied by one. The rank of the objectives was then determined from the total of the numbers under each rank for each of the objectives.

Chapter 4

RESULTS OF THE STUDY

This chapter serves to present an analysis of the descriptive data and of the hypotheses. The purpose of the analysis of the descriptive data is to provide information to specific questions relevant to this study. The purpose of the analysis of the hypotheses is to find what relationship exists between place of residence, lingual contact, and parental education and attitudes of students learning Ukrainian.

I. Analysis of Descriptive Data

QUESTION I: What is the language background of the students taking Ukrainian?

Table I contains six categories of language background, one for each of urban and rural, and one for both residences combined, based on the data obtained from Question 3, "What was the first language you spoke?" and from Question 4, "What language or languages are spoken in your home?" Out of a sample population of 510 students, 71.4 percent of the subjects indicated that they were bilingual--Ukrainian and English, 14.5 percent as multilingual, 7.8 percent as monolingual--English only, 3.1 percent as monolingual--Ukrainian only, and 3.0 percent as

TABLE I
 STUDENTS' RESPONSE TO LANGUAGE BACKGROUND,
 DIFFERENTIATED AND COMBINED RESIDENCE*

Language Background	Urban		Rural		Combined Residence	
	No.	%	No.	%	No.	%
Bilingual-- (Ukrainian and English)	156	64.3	208	78.2	364	71.4
Monolingual-- (English only)	29	11.9	11	4.1	40	7.8
Monolingual-- (Ukrainian only)	11	4.4	5	1.9	16	3.1
Multilingual	36	14.8	38	14.3	74	14.5
Bilingual--(other than Ukrainian and English)	11	4.4	4	1.5	15	3.0
No answer	1	.4	0	0	1	.2
Total	244	100.2	266	100.0	510	100.0

* Questions 3 and 4 of questionnaire (Appendix A)

bilingual--language background other than Ukrainian and English.

The monolingual category--Ukrainian only--can be included in the bilingual category--Ukrainian and English --on the assumption that the subjects attending Grades IX and X in Manitoba schools have a good command of English. Based on this assumption, the bilingual category of Ukrainian and English constitutes approximately three-quarters or 74.5 percent of the student sample examined. Similarly, students in the bilingual category--language background other than Ukrainian and English--can be grouped with the multilingual category, thus constituting 17.5 percent of the sample.

More than three-quarters or 80.1 percent of the rural subjects stated that they were bilingual, as compared to approximately two-thirds or 68.7 percent of the urban students. Multilingual background percentages (Category 4 only) were similar for both urban and rural subjects, except that of the thirty-six urban students, thirty-three reported Ukrainian as one of their languages; whereas, of the thirty-eight rural students, all indicated that they had Ukrainian as one of their languages. The percentage of urban students was more than double the percentage of rural students in each of the monolingual--English only, monolingual--Ukrainian only, and bilingual--language background other than Ukrainian and English--categories. This indicates that the urban population of this sample studying

Ukrainian is more heterogeneous than the rural population. Approximately nine out of every ten students studying Ukrainian reported Ukrainian in their language background.

QUESTION 2: What percentage a) hear, and b) speak Ukrainian at home, in school, and in the community?

Table II (combined residence) shows the students' assessment of the extent of Ukrainian heard and spoken at home, in school and in the community. Over one-half or 59.2 percent of the students hear Ukrainian frequently at home, whereas only 4.3 percent never hear it. About one-fifth or 20.8 percent of the students indicated that they spoke Ukrainian frequently at home. The difference between the extent of Ukrainian heard and spoken in the home is important in that it shows that the student is speaking Ukrainian less than his parents. The decline in the extent that Ukrainian is spoken at home is evident in each of the other categories: occasional, with 35.5 percent; rarely, with 32.7 percent; and no lingual contact, with 11.0 percent. Although fewer than one in ten students stated that they rarely heard Ukrainian at home, nearly one in three reported speaking it rarely at home. The no lingual category shows that an additional thirty-four or 6.7 percent of the students of the sample reported as not speaking Ukrainian at home.

More than half or 50.7 percent of the students indicated that they occasionally hear Ukrainian in school,

TABLE II
 COMPARISON OF STUDENTS' ASSESSMENT OF THE FREQUENCY OF UKRAINIAN
 HEARD AND SPOKEN AT HOME,* IN SCHOOL* AND IN
 THE COMMUNITY,* COMBINED RESIDENCE

	Place	Lingual Contact						Total
		Frequently No. %	Occasionally No. %	Rarely No. %	Never No. %			
HEARD	At home	302 59.2	151 29.6	35 6.9	22 4.3	(510)		
	In school	73 14.4	257 50.7	147 29.0	30 5.9	(507)		
	In the community	186 36.5	188 36.9	93 18.2	43 8.4	(510)		
SPOKEN	At home	106 20.8	181 35.5	167 32.7	56 11.0	(510)		
	In school	34 6.7	233 46.0	189 37.3	51 10.1	(507)		
	In the community	44 8.6	137 26.9	194 38.0	135 26.5	(510)		

* Questions 34 and 35 of questionnaire (Appendix A)

whereas only slightly less than one-half or 46.0 percent occasionally spoke Ukrainian in school. Seventy-three or 14.4 percent of the students indicated that they hear Ukrainian frequently in school; however, less than one-half of this number or 6.7 percent stated that they frequently spoke Ukrainian.

More than one-third or 36.5 percent of the students asserted hearing Ukrainian in the community; however, less than one-quarter or 8.6 percent of these students indicated their use of Ukrainian in the community. In the no lingual category, 135 or more than one-quarter of the students reported never speaking Ukrainian in the community. This was 92 students or 18.1 percent more than those who reported as never hearing the language in the community.

A comparison of the home, the school and the community with respect to the extent that Ukrainian is heard and spoken indicates that lingual contact is most frequent at home and least in school. An examination of the never category with regard to the extent of Ukrainian heard and spoken showed that the greatest extent of no lingual contact was in the community.

A comparison of the home, the school and the community between heard and spoken categories indicates that the frequency with which students speak Ukrainian is less than the frequency with which they hear it. The greatest reported percentage drop in spoken Ukrainian is in the

home; however, fewer than one in ten students reported speaking Ukrainian frequently in the community and more than one in four reported never speaking it. It appears that the effect of acculturation is greatest in the home, but closely followed by the community. In general, it appears that more than 90 percent of the students hear Ukrainian; however, the frequency with which the students speak Ukrainian is less than the frequency with which they hear it.

An examination of Table III shows that the frequency with which Ukrainian is spoken at home is similar for the frequent category between urban (20.5%) and rural (21.1%) students; however, the frequency with which Ukrainian is heard at home (Table IV) for the frequent category is higher for rural students (68.4%). A similar pattern between rural and urban students is noted with respect to the extent of Ukrainian heard in the community. Although more than half or 51.9 percent of the rural students indicated that they heard Ukrainian in the community as compared to one-fifth or 19.7 percent for urban students, the percentages for the frequent use of the spoken language in the community are quite close--rural 9.8 percent and urban 7.4 percent. With respect to frequent use of Ukrainian in school (Table III), urban students reported a slightly higher percentage than rural students.

In general, rural students hear Ukrainian more

TABLE III

STUDENTS' ASSESSMENT OF THE FREQUENCY OF UKRAINIAN
SPOKEN AT HOME,* IN SCHOOL* AND IN THE
COMMUNITY,* DIFFERENTIATED RESIDENCE

Place	Residence	Lingual Contact			
		Frequently No. %	Occasionally No. %	Rarely No. %	Never No. %
At home	Urban	50 20.5	78 32.0	78 32.0	38 15.6
	Rural	56 21.1	103 38.7	89 33.5	18 6.8
In school	Urban	19 7.9	123 50.8	67 27.7	33 13.6
	Rural	15 5.7	110 41.5	122 46.0	18 6.8
In the community	Urban	18 7.4	42 17.2	95 38.9	89 36.5
	Rural	26 9.8	95 35.7	99 37.2	46 17.3

* Question 35 of questionnaire (Appendix A)

TABLE IV
 STUDENTS' ASSESSMENT OF THE FREQUENCY OF UKRAINIAN HEARD
 AT HOME,* IN SCHOOL* AND IN THE COMMUNITY,*
 DIFFERENTIATED RESIDENCE

Place	Residence	Lingual Contact							
		Frequently		Occasionally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%
At home	Urban	120	49.2	81	33.2	25	10.2	18	7.4
	Rural	182	68.4	70	26.3	10	3.8	4	1.5
In school	Urban	38	15.7	127	52.5	57	23.6	20	8.3
	Rural	35	13.2	130	49.1	90	34.0	10	3.8
In the community	Urban	48	19.7	85	34.8	71	29.1	40	16.4
	Rural	138	51.9	103	38.7	22	8.3	3	1.1

* Question 34 of questionnaire (Appendix A)

frequently at home and in the community than urban students, but the drop in the percentage of students speaking Ukrainian is notably less for urban students. More urban than rural students never speak Ukrainian at home, in school or in the community. Table IV shows that fewer urban than rural students hear Ukrainian in the community. Table III indicates a similar urban-rural pattern for the extent of Ukrainian spoken in the community, but the increase in the number of rural students not speaking Ukrainian as to hearing it in the community is more than fifteen times greater in percentage.

- QUESTION III: (a) What percentage spoke English before taking Grade I?
- (b) What percentage of the students of Ukrainian origin understood English before taking Grade I?

Table V contains students' responses to Question 43, "Did you speak English before taking Grade I?" More than five out of six students or 84.7 percent answered "Yes," whereas 13.3 percent stated "No." The urban-rural dichotomy shows similar percentages for the response. Although 89 percent of the students indicated that they spoke Ukrainian at home, as shown in Table II, 84.4 percent asserted that they spoke English before Grade I. Results from this sample indicate that a large percentage of the students of Ukrainian could speak both Ukrainian and English prior to taking Grade I.

TABLE V

STUDENTS' RESPONSE TO THE QUESTION, "DID YOU
SPEAK ENGLISH BEFORE TAKING GRADE I?"*
DIFFERENTIATED AND COMBINED RESIDENCE

Response	Urban		Rural		Combined	
	No.	%	No.	%	No.	%
Yes	208	85.3	224	84.2	432	84.7
No	31	12.7	37	14.0	68	13.3
None	5	2.0	5	1.9	10	2.0
Total	244	100.0	266	100.1	510	100.0

* Question 43 of questionnaire (Appendix A)

Table VI shows student responses to Question 44, "If you are of Ukrainian origin, did you understand English before you came to school?" Data of the partial sample which considered only the students of Ukrainian origin shows that 85.7 percent of the students indicated that they understood English before they came to school as compared to 14.7 percent who stated that they did not understand the language. The percentage of rural students (87.6) who understood English prior to Grade I was higher than for urban students (83.4). It would appear that rural students are subject to a greater influence of acculturation forces, which are encouraging the learning of English at an early age.

QUESTION IV: What percentage of the students think that Ukrainian is important in Canada? in Manitoba?

Table VII shows the students' assessment of the importance of knowing Ukrainian in Canada today. More than half of the students of each of the residences attached importance to knowing Ukrainian in Canada. Nearly one-third of the students of each residential category felt undecided. Only one in ten subjects indicated that Ukrainian was unimportant in Canada. Very few students from each residence viewed that Ukrainian was extremely unimportant. In general, the majority of the urban and rural students feel that it is important to know Ukrainian in Canada; however, it does appear that urban students attach

TABLE VI

STUDENTS' RESPONSE TO THE QUESTION: "IF YOU ARE OF UKRAINIAN ORIGIN, DID YOU UNDERSTAND ENGLISH BEFORE YOU CAME TO SCHOOL?" * DIFFERENTIATED AND COMBINED RESIDENCE

Sample	Response	Urban No. %	Rural No. %	Combined No. %
Total	Yes	166 68.0	219 82.3	385 75.5
	No	33 13.5	31 11.7	64 12.5
	Undecided	5 2.0	0 0.0	5 1.0
	No answer	40 16.4	16 6.0	56 11.0
	Total	244 99.9	266 100.0	510 100.0
Partial	Yes	166 83.4	219 87.6	385 85.7
	No	33 16.6	31 12.3	64 14.3
	Total	199 100.0	250 100.0	449 100.0

* Question 44 of questionnaire.

TABLE VII
 STUDENTS' ATTITUDE TOWARD IMPORTANCE OF KNOWING UKRAINIAN
 IN CANADA, * DIFFERENTIATED RESIDENCE

Residence	Extremely Unimportant		Unimportant		Undecided		Important		Extremely Important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Urban	2	0.8	26	10.7	76	31.1	118	48.4	22	9.0
Rural	5	1.9	27	10.2	87	32.7	125	47.0	22	8.3

* Question 5 of questionnaire (Appendix A)

more importance to it than their rural counterparts.

Table VIII contains a students' assessment of the importance of knowing Ukrainian in Manitoba today. Rural students attach more importance (68.0%) to knowing Ukrainian in Manitoba than urban students (63.9%). Although more than half (56.0%) of the urban sample felt that knowing Ukrainian in Manitoba was "important," as compared to less than half (47.1%) of the rural sample, a smaller percentage of the rural than urban students felt that Ukrainian was extremely important. A greater number of the urban students indicated "unimportant." It is evident that the majority of the urban and rural students feel that it is important to know Ukrainian in Manitoba. This is probably due to the influence of the environment in which they live.

A comparison of the data in Tables VII and VIII reveals that nearly twice as many of the urban students asserted that it was more "extremely important" to know Ukrainian in Manitoba than in Canada.

Table IX depicts that more than half of the students attach importance to knowing Ukrainian in Canada and in Manitoba. A greater number of the students feel that it is more important to know Ukrainian in Manitoba than in Canada. It would appear that the students' perception of the importance of Ukrainian is provincial in nature, perhaps reflecting the effect of the immediate environment with which they are most in contact.

TABLE VIII
 STUDENTS' ATTITUDE TOWARD IMPORTANCE OF KNOWING UKRAINIAN
 IN MANITOBA, * DIFFERENTIATED RESIDENCE

Residence	Extremely unimportant		Unimportant		Undecided		Important		Extremely important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Urban	2	0.8	27	11.1	59	24.2	115	47.1	41	16.8
Rural	6	2.3	17	6.4	62	23.2	149	56.0	32	12.0

* Question 6 of questionnaire (Appendix A)

TABLE IX
 COMPARISON OF STUDENTS' ATTITUDE TOWARD IMPORTANCE
 OF KNOWING UKRAINIAN* IN CANADA AND IN MANITOBA,
 COMBINED RESIDENCE

Combined Residence	Extremely unimportant		Unimportant		Undecided		Important		Extremely important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Canada	7	1.4	53	10.4	163	32.0	243	47.6	44	8.6
Manitoba	8	1.6	44	8.6	121	23.4	264	51.8	73	14.6

* Questions 5 and 6 of questionnaire (Appendix A)

QUESTION V: What are the reasons for studying Ukrainian?

Table X contains a breakdown into twelve broad categories of the data obtained from students' response to the question, "What is your main reason for studying Ukrainian?" About one-quarter of 24.6 percent of the students stated reasons of an ethnic and cultural nature. To this category belonged such answers as, "of Ukrainian background," "to be aware of one's culture, heritage and background," "to learn something about own language and Ukrainian culture," and "parents are Ukrainian." A greater percentage of the urban (25.5%) than rural (23.3%) students belonged to this category.

For purposes of communication was the second most frequent reason given for studying Ukrainian. This category consisted of the following responses: "To communicate with parents, grandparents, relatives and friends," "to understand parents and grandparents," and "spoken at home." More urban than rural students belonged to this category. Although category 5--useful in community--could perhaps be included in category 2, it would appear that it merits independent attention. Of the twenty-nine students or 5.7 percent of the sample who indicated Ukrainian as useful in the community, twenty-eight of these students were of rural residence. This statistic reveals the importance of language use in a community in encouraging students to study Ukrainian.

TABLE X
STUDENTS' REASONS FOR STUDYING UKRAINIAN*

Reasons	Urban		Rural		Combined	
	No.	%	No.	%	No.	%
1. Ethnic and cultural awareness	63	25.8	62	23.3	125	24.6
2. For communication purposes	43	17.6	37	13.9	80	15.7
3. To improve in Ukrainian	28	11.5	50	18.8	78	15.3
4. Other reasons	32	13.0	17	6.4	49	9.6
5. Useful in community	1	0.4	28	10.5	29	5.7
6. An extra language	17	7.0	12	4.4	29	5.7
7. No reason	13	5.3	13	4.9	26	5.1
8. Job needs	7	3.9	18	6.8	25	4.9
9. Parents want me to	16	6.6	8	3.0	24	4.7
10. Like, enjoy or have interest in language	14	5.7	6	2.3	20	3.9
11. Preferred language option	9	3.7	7	2.6	16	3.1
12. Have to	1	0.4	8	3.0	9	1.6
Total	244	100.9	266	100.0	510	99.9

* No. 15 of questionnaire (Appendix A)

Category 3 shows that 15.3 percent of the students were studying Ukrainian in order to improve their skills in it. Most of the students of this category wanted to improve in the speaking, understanding, reading and/or writing skills, while a smaller number wanted to improve upon what they already knew. A greater percentage of the rural residents (18.9) expressed the need to improve in Ukrainian.

A large percentage (9.6%) gave reasons categorized as "Other Reasons." Reasons such as, "to understand Slavic languages," "an extra credit," "come in handy in later years," "an easy credit," "out of curiosity," and "worth while learning" were included in this category. Thirteen percent of the urban students belong to this category as opposed to 6.4 percent for urban students. Category 6 indicates that more than one out of every twenty students took Ukrainian as an extra language. An equal number of the urban and rural students gave no reason for studying Ukrainian, as is indicated in Category 7. Category 8 indicates that 4.9 percent of the students studied Ukrainian for job purposes. A greater number of the rural students indicated this as a reason for studying Ukrainian. Category 9 depicts that 4.7 percent of the students studied Ukrainian because of their parents' wish. A greater number of urban students indicated this as their reason. Category 10 indicates that a certain percentage (3.9%) study Ukrainian because they like, enjoy or have an interest in the

language. More urban than rural students belong to this category. A smaller percentage (3.1%) studied Ukrainian as a preferred language option (Category 11). Category 12 represented nine or 1.6 percent of the sample who stated that it was compulsory to study Ukrainian. It is evident from the analysis of this data that students are motivated to study Ukrainian for different reasons.

QUESTION VI: (a) What percent want to drop out?

(b) What are the reasons for wanting to drop out?

Table XI, which contains an analysis of responses to the question, "Do you plan to drop Ukrainian next year?" shows that slightly more than one-half or 51.4 percent of the students were planning to continue with the study of Ukrainian the following year, whereas four out of every ten were going to discontinue. The greatest dropout was represented by urban students (46.7%). A large number (19) of the rural students indicated that they were undecided.

Table XII shows a breakdown of data obtained from students' responses to the reason for dropping Ukrainian next year. This table contains the analysis of responses of 216 or 42.4 percent of the subjects who indicated that they would be discontinuing Ukrainian next year. Nearly one-third or 30.6 percent of the students of this sample indicated that they were opting out for other options. The percentage for this category was slightly higher for

urban (31.6%) than for rural (29.4%) students. Another 11.1 percent of the students asserted that Ukrainian was too hard or too difficult to learn. Slightly more than one-tenth or 10.7 percent of the students were dissatisfied with the course and teacher. A greater number of the rural students expressed dissatisfaction.

No reason for dropping Ukrainian was given by 8.5 percent of the students with the urban students giving the greater "no response." Seven point four percent stated that Ukrainian was not being offered next year in the school they were going to attend. Thirteen students stated that they were not getting anywhere, as indicated by Category 6. These students felt that they were learning too slowly and that they were failing. Category 7 shows that difficulty in reading, speaking, verb endings and genders was more pronounced among rural students. Categories eight to twelve, which represent approximately twenty percent of the pupils, reflect other student feelings with regard to dropping Ukrainian.

In summary, it appears that the main reasons indicated for discontinuing with the study of Ukrainian the following year fall into three broad categories: (a) preference for other options; (b) expressed difficulty in learning Ukrainian; and (c) dissatisfaction with course and teacher.

TABLE XI
 STUDENTS' RESPONSE TO INTENTION OF DROPPING UKRAINIAN,
 DIFFERENTIATED AND COMBINED RESIDENCE *

Response	Urban		Rural		Combined Residence	
	No.	%	No.	%	No.	%
Yes	114	46.7	102	38.3	216	42.4
No	122	50.0	140	52.6	262	51.4
Undecided	4	1.6	19	7.1	23	4.5
Not answered	4	1.6	5	1.9	9	1.8
Total	244	99.9	266	99.9	510	100.1

* No. 45 of questionnaire (Appendix A)

TABLE XII

REASONS FOR DISCONTINUING UKRAINIAN* (42.4% or 216
SUBJECTS CONSTITUTED THIS ANALYSIS)

Reasons	Urban		Rural		Combined	
	No.	%	No.	%	No.	%
1. Not in schedule, other options--typing, etc.	36	31.6	30	29.4	66	30.6
2. Difficult to learn	12	10.5	12	11.8	24	11.1
3. Dissatisfied with course and teacher	8	7.0	15	14.7	23	10.7
4. No reason given	14	12.3	4	3.9	18	8.5
5. Not offered next year in school attending	5	4.4	11	10.8	16	7.4
6. Not getting anywhere	9	7.9	4	3.9	13	6.0
7. Difficulty in skills	4	3.5	8	7.8	12	5.5
8. Others	6	5.3	6	5.9	12	5.5
9. Have an adequate knowledge of Ukrainian	7	6.1	4	3.9	11	5.1
10. Not helpful for future	6	5.3	4	3.9	10	4.6
11. No interest	3	2.7	3	2.9	6	2.8
12. Learn at church, home, and choir	4	3.5	1	1.0	5	2.3
Total	114	100.1	102	99.9	216	100.1

* No. 45 of questionnaire (Appendix A)

QUESTION VII: Which of the general objectives are viewed as most important?

Table XIII contains the data of question 24 in which the students were asked to assess the importance of each of the general objectives. Seventy-six students or 14.9 percent of the sample were not considered. Students rated communication with their relatives or persons close to them as the most important of the general objectives. This was closely followed by being able to engage in any everyday conversation with native speakers of Ukrainian. Being able to read literature in Ukrainian was ranked third, whereas being able to write letters in Ukrainian for various purposes was ranked fourth. Being able to listen with understanding to news broadcasts in Ukrainian was ranked fifth. The first five ranks indicate student preference for speaking, followed by reading, writing and listening. The last three objectives follow the order of reading, listening and writing. In general, students are interested most in communicating and least in writing.

QUESTION VIII: What should a good Ukrainian program teach students?

Table XIV shows the students' assessment of what a good Ukrainian program should teach students. This analysis did not consider eight students. Eight out of ten students indicated that a good Ukrainian program should teach students to speak, understand, read and write lan-

TABLE XIII
STUDENTS' ASSESSMENT OF IMPORTANCE OF EACH
GENERAL OBJECTIVE, * COMBINED RESIDENCE

General Objective	Rank Order of Importance from Left to Right (No.)								Rank Order
	1	2	3	4	5	6	7	8	
16. Being able to engage in any everyday conversation with native speakers of Ukrainian.	127	191	34	30	25	12	7	8	2
17. Being able to communicate with my relatives or persons who are close to me.	249	107	30	13	14	7	6	8	1
18. Being able to listen with understanding to news broadcasts in Ukrainian.	8	21	80	66	73	78	70	38	5
19. Being able to enjoy with understanding films or T.V. programs in Ukrainian.	5	22	44	69	54	93	76	71	7
20. Being able to read literature in Ukrainian.	11	39	112	68	76	50	54	24	3
21. Being able to read newspapers, magazines, etc. in Ukrainian.	6	19	49	42	84	100	68	16	6
22. Being able to write letters in Ukrainian for various purposes (e.g., business, social)	21	29	78	70	71	54	88	23	4
23. Being able to write short articles, stories, poems, etc. in Ukrainian	7	7	9	27	37	38	63	246	8

*No. 24 of questionnaire (Appendix A)

TABLE XIV

STUDENTS' ASSESSMENT OF WHAT A GOOD UKRAINIAN PROGRAM SHOULD TEACH STUDENTS,* DIFFERENTIATED AND COMBINED RESIDENCE

What a good Ukrainian program should teach students	Residence					
	Urban No.	Urban %	Rural No.	Rural %	Combined No.	Combined %
a) to speak and understand spoken language	27	11.3	38	14.5	65	12.9
b) to read and write language	5	2.1	4	1.5	9	1.8
c) to speak, understand and read language	10	4.2	14	5.4	24	4.8
d) to speak, understand, read and write language	198	82.5	206	78.6	404	80.5
Total	240	100.0	262	100.0	502	100.0

* Question 42 of questionnaire (Appendix A)

guage. Only 1.8 percent of the students asserted that the Ukrainian program should teach the student to read and write. A greater percentage of the rural students felt that a good Ukrainian program should emphasize speaking and understanding. Although one in every five students appears to express individual needs which rule out the need for all four skills, the majority of the students feel that a good Ukrainian program should teach students the four basic skills.

II. Analysis of Hypotheses

The first hypothesis serves to investigate the relationship between different residence, lingual contact and motivation to study Ukrainian.

HYPOTHESIS I: For students of different residence and lingual contact there is no significant difference in the motivation to study Ukrainian.

Table XV presents the number of subjects in each category. Factor A, residence, has two levels--urban and rural. Factor B, which deals with lingual contact, has four levels--frequently, occasionally, rarely and never. Subjects who did not answer one or more of questions seven to fourteen on motivation were not considered for this analysis. Eleven subjects (2.2% of the sample) were, therefore, not included in the analysis of this hypothesis, three from the urban residence and eight from the rural residence.

TABLE XV
NUMBER OF SUBJECTS FOR ANALYSIS ON MOTIVATION

Residence	Lingual Contact			
	Frequently	Occasion-ally	Rarely	Never
Urban	49	78	76	38
Rural	56	97	87	18

A summary of the results of the analysis of variance appears in Table XVII. Table XVII shows no significant difference in motivation to study Ukrainian between rural and urban students. With respect to residence (Factor A) null hypothesis I is accepted. It can be inferred that residence has no effect with respect to motivation in learning Ukrainian.

TABLE XVI
MEANS OF THE EFFECTS OF RESIDENCE AND
LINGUAL CONTACT ON MOTIVATION

Residence	Lingual Contact				
	Fre- quently	Occasion- ally	Rarely	Never	Mean
Urban	32.22	29.35	26.97	26.26	28.70
Rural	29.98	29.24	27.31	26.44	28.24
Mean	31.10	29.29	27.42	26.35	28.47

TABLE XVII
ANALYSIS OF VARIANCE ON RESIDENCE,
LINGUAL CONTACT AND MOTIVATION

Source of Variation	BS	DF	MS	F ratio
Residence (A)	20.60	1	20.60	0.69
Lingual Contact (B)	1,326.83	3	442.28	14.76 ^{##}
Interaction (AXB)	104.90	3	34.97	1.17
Within	14,716.98	491	29.97	

^{##}Significant at the .01 level.

Table XVII also shows that there exists a significant difference at the .01 level between lingual contact and motivation to learn Ukrainian. With respect to lingual contact, hypothesis I is rejected. Table XVIII, which is a comparison of the main effects of lingual contact on motivation, shows that there exists a significant difference at the .01 level between students of frequent and rare, frequent and never, occasional and rare, and occasional and no lingual contact.

Interaction between residence and lingual contact was found to be non-significant. Residence can be assumed to have the same effect on lingual contact with respect to motivation in learning Ukrainian. With respect to the interaction between A and B, hypothesis 1 is accepted.

TABLE XVIII

SCHEFFES MULTIPLE COMPARISONS OF MEANS OF THE
EFFECT OF LINGUAL CONTACT ON MOTIVATION

Lingual Contact	Contrast	F ratio
Frequently and occasionally	1.74	2.58
Frequently and rarely	3.88	5.67 ^{##}
Frequently and never	4.71	5.21 ^{##}
Occasionally and rarely	2.13	3.59 ^{##}
Occasionally and never	2.97	3.53 ^{##}
Rarely and never	0.83	0.98

^{##} Significant at the .01 level.

HYPOTHESIS 2: For students of different residence and lingual contact there is no significant difference in the level of interest expressed with respect to the general objectives in learning Ukrainian.

In this analysis, residence (Factor A) had two levels, urban and rural. Factor B (Lingual Contact) had four levels--frequently, occasionally, rarely and never. The number of observations in each cell are shown in Table XIX. Four subjects were not included because they did not answer one or more of questions sixteen to twenty-three dealing with interest in objectives. Subjects not considered were as follows: one for urban-occasional lingual contact, one from each of rural-occasional, rare and no

lingual contact.

TABLE XIX
NUMBER OF SUBJECTS FOR ANALYSIS
OF GENERAL OBJECTIVES

Residence	Lingual Contact			
	Frequently	Occasionally	Rarely	Never
Urban	50	77	78	38
Rural	55	102	88	18

TABLE XX
MEANS OF THE EFFECTS OF RESIDENCE AND LINGUAL
CONTACT ON INTEREST IN OBJECTIVES

Residence	Lingual Contact				Mean
	Frequently	Occasionally	Rarely	Never	
Urban	34.68	30.07	27.12	25.90	29.44
Rural	32.33	31.89	28.92	25.06	29.55
Mean	33.50	30.98	28.02	25.48	29.49

Table XXI shows no significant difference between residence and interest in general objectives to learn Ukrainian. With respect to residence (Factor A), null hypothesis II is accepted. It can be assumed that residence

has no effect with respect to interest in the general objectives in learning Ukrainian.

TABLE XXI
ANALYSIS OF VARIANCE ON RESIDENCE, LINGUAL
CONTACT AND INTEREST IN OBJECTIVES

Source of Variation	BS	DF	MS	F
Residence (A)	0.96	1	0.96	0.02
Lingual contact (B)	3478.98	3	1159.66	22.92 ^{##}
Interaction (AXB)	305.60	3	101.87	2.01
Within	25191.71	498	50.59	

^{##} Significant at .01 level.

Table XXI also indicates that there is a significant difference at the .01 level between subjects of different lingual contact with respect to interest in objectives to learn Ukrainian. With respect to lingual contact, null hypothesis II is therefore rejected. An examination of Table XXII reveals significant differences between frequent and rare, frequent and never, and occasional and no lingual contact, at the .01 level, and between occasional and rare lingual contact at the .05 level. Table XX shows that students of frequent lingual contact have a higher interest (33.50) in objectives than students of occasional lingual contact (30.98), and a much higher level of interest

in the general objectives than the students of rare (28.02) and never (25.48) lingual contact.

Table XXI indicates that interaction between lingual contact and interest in general objectives is non-significant. With respect to the interaction of A and B, hypothesis II is accepted.

TABLE XXII
SCHEFFES MULTIPLE COMPARISONS OF MEANS
OF THE EFFECT OF LINGUAL CONTACT ON
INTEREST IN GENERAL OBJECTIVES

Lingual Contact	Contrast	F
Frequently and occasionally	2.34	2.66
Frequently and rarely	5.38	6.02##
Frequently and never	7.82	6.60##
Occasionally and rarely	3.03	3.03#
Occasionally and never	5.48	5.00##
Rarely and never	2.45	2.21

Significant at .05 level.

Significant at .01 level.

HYPOTHESIS III: For students of different residence and lingual contact there is no significant difference in the extent to which students feel at ease in the four basic skills in learning Ukrainian.

Table XXIII shows the number of levels of Factor A

(residence) and Factor B (lingual contact). It also indicates the number of observations per cell. Three subjects from urban frequent lingual contact were not included in this analysis because they omitted one or more questions of this part.

TABLE XXIII

NUMBER OF SUBJECTS FOR ANALYSIS ON DEGREE
STUDENTS FEEL AT EASE WITH BASIC SKILLS

Residence	Lingual Contact			
	Frequently	Occasionally	Rarely	Never
Urban	48	78	78	37
Rural	56	103	89	18

Table XXV shows that residence is not significant with respect to the degree students feel at ease in the basic skills in learning Ukrainian. With respect to residence, null hypothesis III is accepted.

TABLE XXIV

MEANS OF THE EFFECTS OF RESIDENCE AND
LINGUAL CONTACT ON THE DEGREE OF EASE
WITH THE FOUR BASIC SKILLS

Residence	Lingual Contact				Mean
	Frequently	Occasionally	Rarely	Never	
Urban	16.46	13.82	11.65	11.03	13.24
Rural	14.45	13.22	12.37	10.56	12.65
Mean	15.45	13.52	12.01	10.79	12.95

TABLE XXV
ANALYSIS OF VARIANCE ON RESIDENCE AND LINGUAL
CONTACT ON THE DEGREE OF EASE WITH THE
FOUR BASIC SKILLS

Source of Variation	BS	DF	MS	F
Residence (A)	28.40	1	28.74	2.70
Lingual Contact (B)	1143.73	3	381.24	35.76 ^{##}
Interaction (AXB)	93.26	3	31.09	2.91 [#]
Within	5319.38	499	10.66	

[#]Significant at .05 level.

^{##}Significant at .01 level.

Table XXV also shows a significant difference at the .01 level between lingual contact and the degree of ease with skills in learning Ukrainian. With respect to lingual contact, null hypothesis III is rejected. Table XVI points out that a significant difference at the .01 level exists between subjects of frequent and occasional, frequent and rare, and frequent and no lingual contact, with the student of frequent lingual contact feeling more at ease (15.45) with basic skills than the student of occasional (13.52), or rare (12.01) or no (10.79) lingual, as indicated by Table XXIV. No significant difference was found between subjects of rare and no lingual contact.

Table XXV shows that there is significant interaction between residence and lingual contact at the .05

TABLE XXVI

SCHEFFES MULTIPLE COMPARISONS OF MAIN EFFECTS
OF LINGUAL CONTACT AND DEGREE OF EASE
IN BASIC SKILLS

Lingual Contact	Contrast	F ratio
Frequently and occasionally	1.89	4.64 ^{##}
Frequently and rarely	3.34	8.04 ^{##}
Frequently and never	4.50	8.14 ^{##}
Occasionally and rarely	1.44	4.05 ^{##}
Occasionally and never	2.61	5.10 ^{##}
Rarely and never	1.16	2.25

^{##} Significant at .01 level.

level. With respect to interaction between A and B, hypotheses III is rejected. Table XXVII, which is a comparison of the main effects of residence and lingual contact on ease in basic skills, shows that there is a significant difference at the .01 level between urban students who speak Ukrainian frequently and urban students who speak Ukrainian occasionally, rarely or never at home. Table XXVII also shows that there is a significant difference at the .05 level between urban students who speak Ukrainian occasionally and urban students who rarely or never speak it. A significant difference at the .01 level is found

between rural students of frequent lingual contact and rural students of no lingual contact.

TABLE XXVII

SCHEFFES MULTIPLE COMPARISONS OF MAIN EFFECTS
OF RESIDENCE AND LINGUAL CONTACT AND
DEGREE OF EASE IN BASIC SKILLS

Residence and Lingual Contact	Contrast	F ratio
UF and UO	2.64	4.37 ^{##}
UF and UR	4.80	7.90 ^{##}
UF and UN	5.43	7.54 ^{##}
UO and UR	2.17	4.11 [#]
UO and UN	2.79	4.25 [#]
RF and RN	3.89	4.36 ^{##}

[#]Significant at .01 level.

^{##}Significant at .05 level.

Figure 1 shows that urban students of frequent (16.46), occasional (13.82) and no (11.02) lingual contact feel more at ease with the four skills (basic) than rural students of similar lingual contact: (14.45), (13.22) and (12.37) respectively. Rural students of rare (12.37) lingual contact, however, feel more at ease than urban students of rare (11.65) lingual contact.

In general, ease in the basic skills decreases

FEEL AT EASE

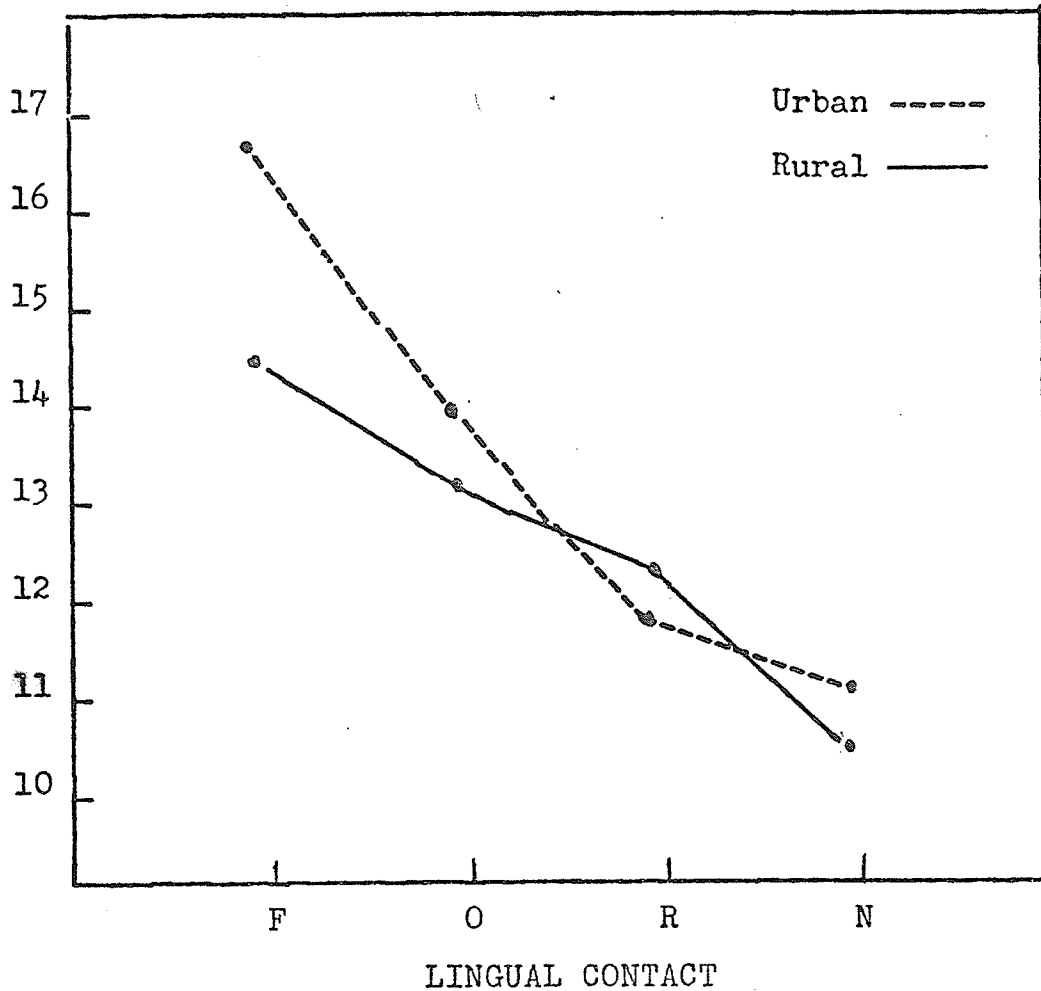


Figure 1. Interaction Effect of Residence and Lingual Contact with Regard to Ease in Skills.

with a decrease in lingual contact. Both urban and rural students indicate that the greatest ease in skills is experienced when lingual contact is frequent and least ease when there is no lingual contact.

HYPOTHESIS IV: For students of different residence and lingual contact there is no significant difference in the perception of achievement in the four basic skills in learning Ukrainian.

Table XXVIII shows the number of observations in

each cell with Factor A (Residence) having two levels and Factor B (Lingual Contact) having four levels. Three subjects of urban residence with frequent lingual contact were dropped from the sample for this analysis because they did not answer one or more questions of this part.

TABLE XXVIII
NUMBER OF SUBJECTS FOR ANALYSIS ON
PERCEPTION OF ACHIEVEMENT
IN BASIC SKILLS

Residence	Lingual Contact			
	Frequently	Occasionally	Rarely	Never
Urban	47	78	78	38
Rural	56	103	89	18

Table XXX shows that residence is not significant. On the basis of residence, hypothesis IV is accepted. It appears that residence has a similar effect on the perception of achievement in the four basic skills in learning Ukrainian.

Table XXX indicates that lingual contact is significant at the .01 level; thus hypothesis IV is rejected. An examination of Table XXXI reveals that a significant difference at the .01 level is found between all possible combinations of lingual contact. Table XXIX depicts that the level of perceived achievement decreases with a decrease

in lingual contact: frequently (9.43), occasionally (8.51), rarely (7.75), never (6.57).

TABLE XXIX

MEANS OF THE EFFECTS OF RESIDENCE AND LINGUAL CONTACT ON LEVEL OF PERCEIVED ACHIEVEMENT WITH THE FOUR BASIC SKILLS

Residence	Lingual Contact				Mean
	Frequently	Occasionally	Rarely	Never	
Urban	10.02	8.62	7.63	6.58	8.21
Rural	8.84	8.40	7.88	6.56	7.92
Mean	9.43	8.51	7.75	6.57	

TABLE XXX

ANALYSIS OF VARIANCE ON RESIDENCE AND LINGUAL CONTACT ON LEVEL OF PERCEIVED ACHIEVEMENT WITH THE FOUR BASIC SKILLS

Source of Variation	BS	DF	MS	F
Residence (A)	10.00	1	10.00	3.75
Lingual Contact (B)	420.48	3	140.16	52.49 ^{##}
Interaction (AXB)	26.19	3	8.73	3.27
Within	1334.04	499	2.67	

^{##}Significant at .01 level.

TABLE XXXI

SCHEFFES MULTIPLE COMPARISONS OF MAIN EFFECTS
OF LINGUAL CONTACT AND LEVEL OF PERCEIVED
ACHIEVEMENT IN THE FOUR BASIC SKILLS

Lingual Contact	Contrast	F ratio
Frequently and occasionally	0.89	4.24 ^{##}
Frequently and rarely	1.62	7.63 ^{##}
Frequently and never	2.81	9.97 ^{##}
Occasionally and rarely	0.73	4.02 ^{##}
Occasionally and never	1.92	7.41 ^{##}
Rarely and never	1.19	4.54 ^{##}

^{##} Significant at .01 level.

Table XXX shows that there is no significant interaction between residence and lingual contact at the .05 level; however, the interaction is close to being significant. With respect to interaction between A and B, hypothesis IV is accepted.

Figure 2 shows that perception of achievement decreases with decline in lingual contact. Urban students of frequent (10.02) and occasional (8.62) lingual contact have a higher perception of achievement, probably attributed to higher motivation, than rural students of similar lingual contact, (8.84) and (8.40) respectively. Urban (6.58) and rural (6.56) students of no lingual contact show a similar

PERCEPTION OF ACHIEVEMENT

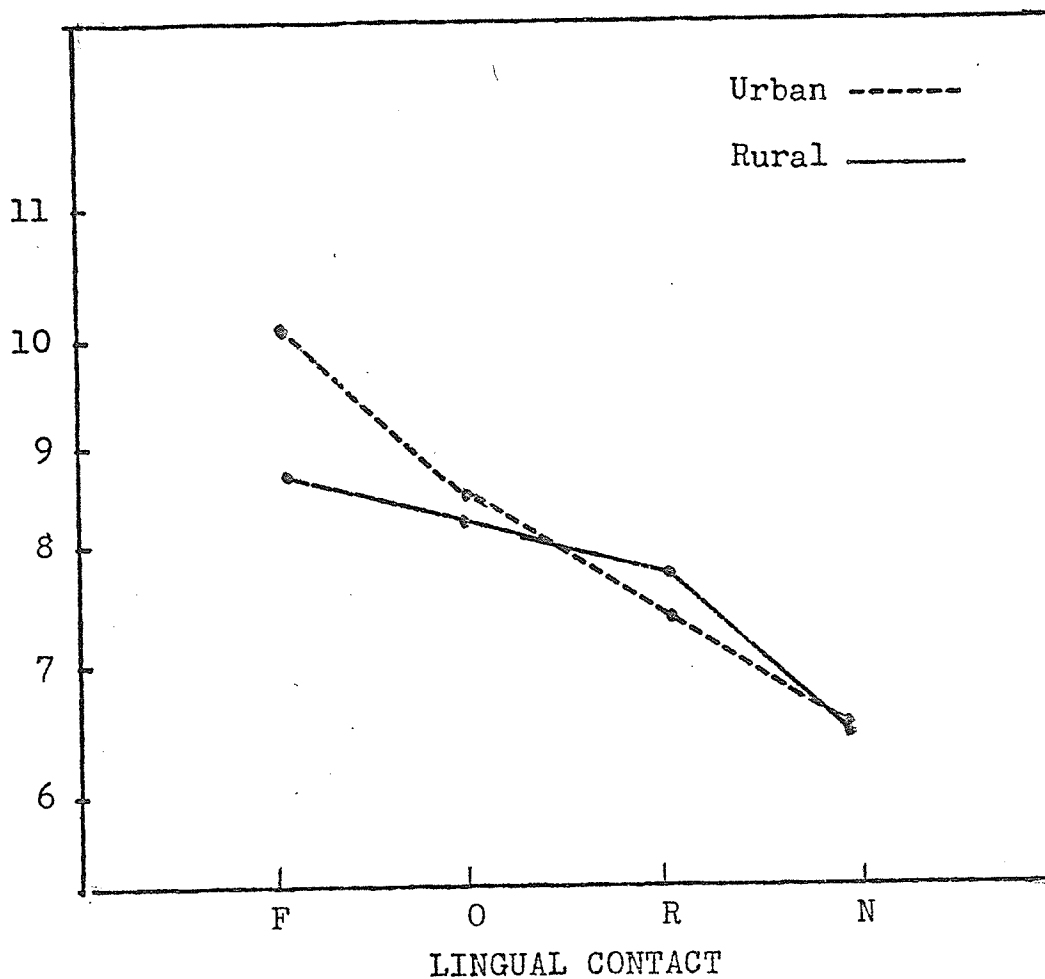


Figure 2. Interaction Effect between Residence and Lingual Contact with Regard to Perception of Achievement.

level of perception of achievement.

HYPOTHESIS V: For students of different lingual contact there is no significant difference in the level of interest with respect to each of the specific objectives in learning Ukrainian.

Lingual contact (Factor A) had four levels--frequently, occasionally, rarely, and never. Factor B (the four objectives) were the repeated measures. In questions

16 to 23 of the questionnaire, students were asked to rate their interest with respect to eight objectives in learning Ukrainian. Numbers 16 and 17 dealt with speaking skills, 18 and 19 with listening skills, 20 and 21 with reading skills, and 22 and 23 with writing skills. All subjects were considered for this analysis. A total of 2040 observations were made: 424 observations were made for frequent lingual contact, 724 for occasional lingual contact, 668 for rare lingual contact, and 224 for no lingual contact. Table XXXII shows the means for each cell--lingual contact and the four repeated measures--and the total means of the cells.

Table XXXIII shows that there exists a significant difference at the .01 level for students of different lingual contact and interest in specific objectives. With respect to lingual contact, hypothesis V is rejected. Table XXXIV depicts that there exists a significant difference in interest in the specific objectives at the .01 level for all combinations of lingual contact. The means in Table XXXII indicate that interest in the specific objectives increases with increase in lingual contact.

Table XXXIII indicates that specific objectives are significant at the .01 level. With respect to specific objectives, hypothesis V is rejected. Table XXXV shows a significant difference at the .01 level among the four skills--listening, speaking, reading and writing. The cell

TABLE XXXII

MEANS OF THE EFFECT OF LINGUAL CONTACT ON
INTEREST IN SPECIFIC OBJECTIVES

Lingual Contact	Objectives				Mean
	Speaking	Listening	Reading	Writing	
Frequently	4.53	4.09	4.15	3.93	4.17
Occasionally	4.35	3.66	3.91	3.52	3.86
Rarely	4.11	3.20	3.49	3.16	3.49
Never	3.74	2.92	3.28	2.88	3.20
Mean	4.18	3.47	3.70	3.37	

TABLE XXXIII

ANALYSIS OF VARIANCE ON LINGUAL CONTACT AND
INTEREST IN SPECIFIC OBJECTIVES

Source of Variation	SS	DF	MS	F
Between Subjects	1931.34	509		
Lin. Con. (A) Main Effects	221.98	3	73.99	21.58 ^{##}
Subjects within Groups	1735.22	506	3.43	
Within Subjects	971.88	1530		
Objectives (B) Main Effects	163.19	3	54.40	109.41 ^{##}
Interaction (AXB)	7.79	9	0.87	1.74
Objectives X Subjects within Groups	754.76	1518	0.50	

^{##} Significant at .01 level.

TABLE XXXIV

TESTS ON MEANS FOR LINGUAL CONTACT ON
INTEREST IN SPECIFIC OBJECTIVES
USING NEWMAN-KEULS PROCEDURES

Lingual Contact	Never	Rarely	Occasionally	Frequently
Ordered Means	3.203	3.498	3.859	4.172
Difference between Pairs	Never	Rarely	Occasionally	Frequently
a) Never	-	0.285	0.656	0.969
Rarely	-	-	0.371	0.684
Occasionally	-	-	-	0.313
Frequently	-	-	-	-
	Never	Rarely	Occasionally	Frequently
b) Never	-	##	##	##
Rarely	-	-	##	##
Occasionally	-	-	-	##
Frequently	-	-	-	-

Significant at .01 level.

means in Table XXXII indicate that students are most interested in the speaking skills (4.18), followed by reading (3.70), listening (3.47), and writing (3.37).

Table XXXIII shows that there exists no significant interaction between lingual contact and interest in objectives.

TABLE XXXV
TESTS ON MEANS FOR INTEREST IN SPECIFIC OBJECTIVES
USING NEWMAN-KEULS PROCEDURES

Skills	Writing	Listening	Reading	Speaking
Ordered Means	3.368	3.468	3.704	4.183
Differences between Pairs	Writing	Listening	Reading	Speaking
a) Writing	-	0.100	0.336	0.815
Listening	-	-	0.236	0.715
Reading	-	-	-	0.379
Speaking	-	-	-	-
	Writing	Listening	Reading	Speaking
b) Writing	-	##	##	##
Listening	-	-	##	##
Reading	-	-	-	##
Speaking	-	-	-	-

Significant at .01 level.

HYPOTHESIS VI: For students of different lingual contact there is no significant difference in the extent to which students feel at ease in the four skills in learning Ukrainian.

Lingual contact (Factor A) had four levels, and the four skills were the repeated measures. In questions 26 to 29, subjects rated the extent to which they felt at ease in each of the four skills. Number 26 dealt with the skill--listening, number 27 with speaking, number 28 with reading, and number 29 with writing. A total of 2040 observations were made: 424 observations for frequent lingual contact, 724 for occasional lingual contact, 668 for rare lingual contact, and 224 for no lingual contact. Table XXXVI shows the means for each cell and the total means.

TABLE XXXVI

MEANS OF THE EFFECT OF LINGUAL CONTACT ON THE DEGREE STUDENTS FEEL AT EASE WITH THE FOUR BASIC SKILLS

Lingual Contact	Basic Skills				Mean
	Speaking	Listening	Reading	Writing	
Frequently	3.85	4.23	3.51	3.61	3.80
Occasionally	3.06	3.80	3.18	3.45	3.37
Rarely	2.52	3.16	2.90	3.46	3.01
Never	2.21	2.70	2.84	3.09	2.71
Mean	2.91	3.47	3.11	3.40	

Table XXXVII reveals that there exists a significant difference at the .01 level for lingual contact and the degree students feel at ease with the four basic skills

TABLE XXXVII
ANALYSIS OF VARIANCE ON LINGUAL CONTACT AND DEGREE
STUDENTS FEEL AT EASE WITH EACH OF THE FOUR
BASIC SKILLS

Source of Variation	SS	DF	MS	F
Between Subjects	1693.79	509		
LC (A) Main Effects	273.46	3	91.15	31.77 ^{##}
Subjects within Groups	1451.85	506	2.87	
Within Subjects	1531.00	1530		
Skills (B) Main Effects	84.45	3	28.15	31.93 ^{##}
(AXB) Interaction	71.07	9	7.90	8.96 ^{##}
Skills X Subjects within Groups	1338.18	1518	0.88	

^{##} Significant at .01 level.

in learning Ukrainian. With respect to lingual contact, hypothesis VI is rejected. Table XXXVIII shows that there exists a significant difference at the .01 level for all possible combinations of lingual contact with respect to the four basic skills. Students of frequent lingual contact, as indicated in Table XXXVI, have the highest level of ease in the basic skills (3.80) in learning Ukrainian,

with students of occasional lingual contact having a mean of (3.37), and those of rare and no lingual contact having respective means of (3.01) and (2.71).

Table XXXVII indicates a significant difference at the .01 level with respect to the basic skills, thus hypothesis VI is rejected. Table XXXIX reveals a significant difference at the .01 level between all skills except between listening and writing skills. Table XXXVI shows the order of skills in increasing order of ease thus: speaking (2.91), reading (3.11), writing (3.40) and listening (3.47).

Table XXXVII shows that there exists a significant interaction at the .01 level between lingual contact and ease in basic skills. Figure 3 shows that the degree students feel at ease with the four basic skills generally decreases with decrease in lingual contact. The degree students feel at ease with the four basic skills is greatest for frequent lingual contact and least for no lingual contact. Decrease in lingual contact affects the listening and speaking skills significantly more than the reading and writing skills. Students feel more at ease with the listening skills than with the speaking skills but less at ease with the reading skills than with the writing skills.

Students of frequent lingual contact are more at ease with the listening and speaking skills than with the writing and reading skills, whereas students of no lingual

TABLE XXXVIII

TESTS ON MEANS FOR LINGUAL CONTACT ON DEGREE
STUDENTS FEEL AT EASE WITH SKILLS
USING NEWMAN-KEULS PROCEDURE

Lingual Contact	Never	Rarely	Occasionally	Frequently
Ordered Means	2.710	3.010	3.370	3.809
Difference between Pairs	Never	Rarely	Occasionally	Frequently
a) Never	-	0.300	0.660	1.099
Rarely	-	-	0.360	0.799
Occasionally	-	-	-	0.439
Frequently	-	-	-	-
	Never	Rarely	Occasionally	Frequently
b) Never	-	##	##	##
Rarely	-	-	##	##
Occasionally	-	-	-	##
Frequently	-	-	-	-

Significant at .01 level.

TABLE XXXIX

TESTS ON MEANS OF DEGREE STUDENTS FEEL AT EASE
WITH SKILLS USING NEWMAN-KEULS PROCEDURE

Skills	Speaking	Reading	Writing	Listening
Ordered Means	2.908	3.109	3.401	3.470
Difference between Pairs	Speaking	Reading	Writing	Listening
a) Speaking	-	0.201	0.493	0.562
Reading	-	-	0.292	0.361
Writing	-	-	-	0.069
Listening	-	-	-	-
	Speaking	Reading	Writing	Listening
b) Speaking	-	##	##	##
Reading	-	-	##	##
Writing	-	-	-	Non-sig.
Listening	-	-	-	-

Significant at .01 level.

FEEL AT EASE

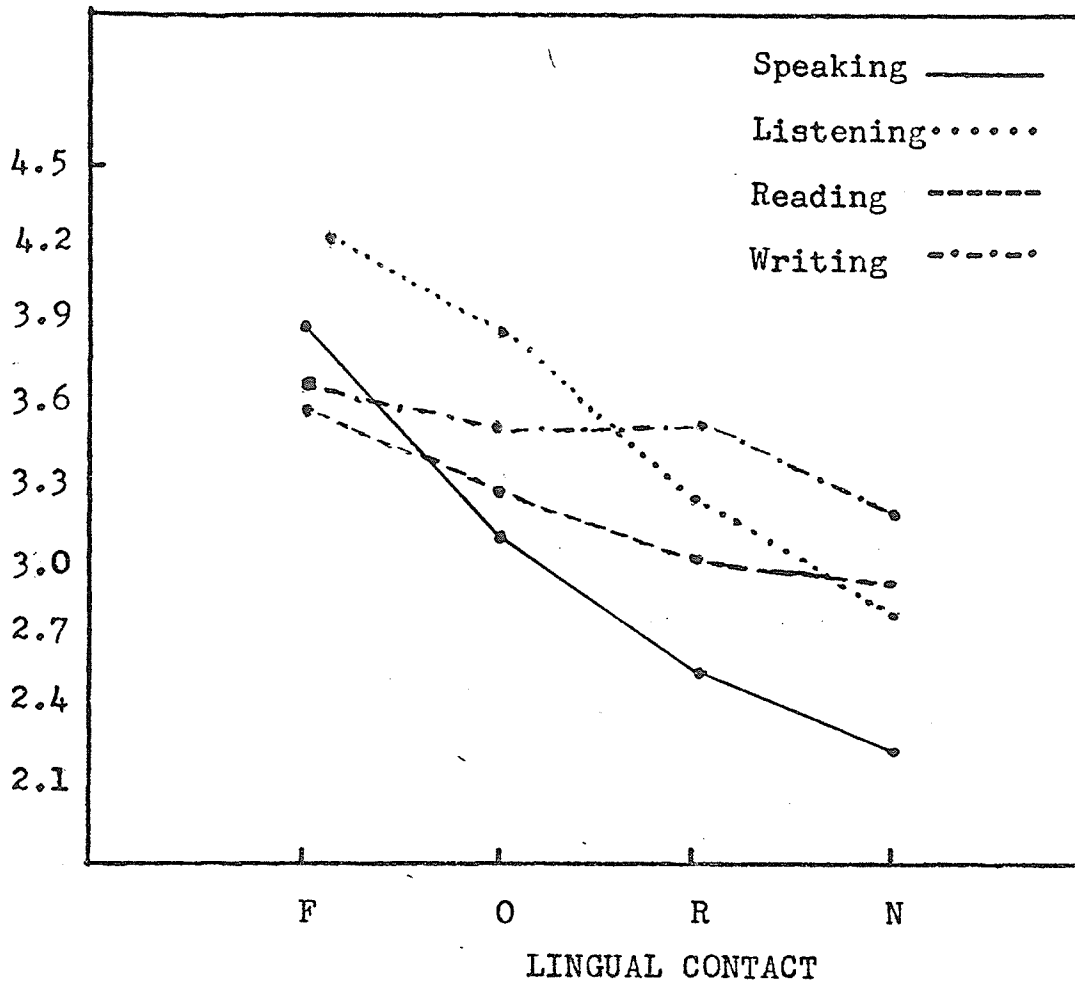


Figure 3. Interaction Effect between Lingual Contact and Degree Students Feel at Ease with the Four Basic Skills.

contact are more at ease with the reading and writing skills than with the listening and speaking skills.

Students of frequent lingual contact show more ease in the listening skills (4.23) and least ease in the reading skills (3.51), while speaking (3.85) and writing (3.61) skills range between, with a greater interest in speaking skills. Students of occasional lingual contact are more at ease in the listening skills (3.80) and least in speak-

ing skills (3.06) while writing (3.45) and reading (3.18) skills range between, with a significantly greater interest shown in writing. Students of rare lingual contact are more at ease with writing skills (3.46) and least with speaking skills (2.52), while listening (3.16) and reading (2.90) skills range between, with a greater ease in listening skills. The pattern for no lingual contact is similar to that of occasional lingual contact except that students of no lingual contact are more interested in reading (2.84) than in listening (2.70) skills.

Students of frequent lingual contact feel the most at ease in all of the skills. Students of occasional, rare and no lingual contact are least at ease with the speaking skills. Students of rare lingual contact are slightly more at ease in the writing (3.46) skills than are students of occasional lingual contact (3.45). Figure 3 also shows a similarity in ease among reading skills (3.18) for occasional lingual contact, listening skills (3.16) for rare lingual contact, and writing skills (3.09) for no lingual contact.

HYPOTHESIS VII: For students of different lingual contact there is no significant difference in the perception of achievement in each of the four basic skills in learning Ukrainian.

Lingual contact (Factor A) had four levels. The four skills were the repeated measures. In questions 30 to 33, subjects rated the extent of perceived achievement

in each of the four skills. Number 30 dealt with listening, number 30 with speaking, number 32 with reading and number 33 with writing. A total of 2040 observations were made: 424 observations for frequent lingual contact, 724 for occasional lingual contact, 668 for rare lingual contact and 224 for no lingual contact. Table XL shows the means for each cell and the total means.

Table XLI indicates that there exists a significant difference at the .01 level for students of different lingual contact and the extent of perceived achievement in the four basic skills in learning Ukrainian. Table XLII shows that there exists a significant difference at the .01 level for all combinations of lingual contact. The means in Table XL indicate the following descending order of perceived achievement in the basic skills: frequent lingual contact (2.31), occasional (2.12), rare (1.94) and never (1.64).

Table XLI indicates a significant difference at the .01 level with respect to the basic skills. On this basis, hypothesis VII is rejected. Table XLIII shows a significant difference at the .01 level between all skills except between reading and speaking and between listening and writing. According to Table XL, students perceive greatest achievement in listening skills (2.08), followed by writing (2.07), reading (1.96), and speaking (1.99) skills.

TABLE XL

MEANS OF THE EFFECT OF LINGUAL CONTACT ON THE
EXTENT STUDENTS PERCEIVE ACHIEVEMENT
IN THE FOUR BASIC SKILLS

Lingual Contact	Basic Skills				Mean
	Speaking	Listening	Reading	Writing	
Frequently	2.46	2.53	2.13	2.10	2.31
Occasionally	2.66	2.32	2.03	2.08	2.12
Rarely	1.73	1.99	1.93	2.11	1.94
Never	1.39	1.48	1.73	1.96	1.64
Mean	1.91	2.08	1.96	2.07	

TABLE XLI

ANALYSIS OF VARIANCE ON LINGUAL CONTACT AND THE
EXTENT OF STUDENT PERCEPTION OF ACHIEVEMENT
WITH EACH OF THE FOUR BASIC SKILLS

Source of Variation	SS	DF	MS	F
Between Subjects	466.95	509		
LC (A) Main Effects	99.05	3	33.02	42.84 ^{##}
Subjects within Groups	389.99	506	0.77	
Within Subjects	451.25	1530		
Skills (B) Main Effects	8.38	3	2.80	10.54 ^{##}
(AXB) Interaction	40.29	9	4.48	16.88 ^{##}
Skills X Subjects within Groups	402.66	1518	0.21	

^{##}Significant at .01 level.

TABLE XLII

TESTS ON MEANS FOR LINGUAL CONTACT ON EXTENT
STUDENTS PERCEIVE ACHIEVEMENT WITH SKILLS
USING NEWMAN-KEULS PROCEDURE

Lingual Contact	Never	Rarely	Occasion- ally	Fre- quently
Ordered Means	1.643	1.940	2.123	2.307
Difference between Pairs	Never	Rarely	Occasion- ally	Fre- quently
a) Never	-	0.297	0.480	0.664
Rarely	-	-	0.183	0.367
Occasionally	-	-	-	0.184
Frequently	-	-	-	-
	Never	Rarely	Occasion- ally	Fre- quently
b) Never	-	##	##	##
Rarely	-	-	##	##
Occasionally	-	-	-	##
Frequently	-	-	-	-

Significant at .01 level.

TABLE XLIII

TESTS ON MEANS OF EXTENT STUDENTS PERCEIVE
ACHIEVEMENT WITH SKILLS USING
NEWMAN-KEULS PROCEDURE

Skills	Speak- ing	Read- ing	Writ- ing	Listen- ing
Ordered Means	1.910	1.958	2.065	2.080
Difference between Pairs	Speak- ing	Read- ing	Writ- ing	Listen- ing
a) Speaking	-	0.048	0.155	0.170
Reading	-	-	0.107	0.122
Writing	-	-	-	0.015
Listening	-	-	-	-
	Speak- ing	Read- ing	Writ- ing	Listen- ing
b) Speaking	-	Non-sig.	##	##
Reading	-	-	##	##
Writing	-	-	-	Non-sig.
Listening	-	-	-	-

Significant at .01 level.

Table XLI shows that there exists a significant interaction at the .01 level between lingual contact and perceivment of achievement in basic skills. With respect to interaction, hypothesis VII is accepted. Figure 4 depicts that the extent of perceived achievement in the

four basic skills generally decreases with decrease in lingual contact. The extent of perceived achievement in the four basic skills is greatest for frequent lingual contact and least for no lingual contact.

Students of frequent lingual contact perceive more achievement in listening skills (2.53) and least in the writing skills (2.10), while speaking (2.47) and reading (2.13) skills range between, with a greater perception of achievement in speaking skills. While Figure 4 showed that students of frequent lingual contact felt more at ease in the writing skills than in the reading skills, it also showed that students perceive slightly greater achievement in the reading skills than in the writing skills.

Students of occasional lingual contact perceive more achievement in the listening skills (2.32) and least in the reading skills (2.03); however, the extent of perceived achievement in writing (2.08) and in speaking (2.06) skills is close to that of the reading skills. Students of rare lingual contact perceive greater achievement in writing (2.11) skills and less in speaking (1.73) skills while listening (1.99) and reading (1.93) skills range between, with a slightly greater perception of achievement in listening skills. The pattern for no lingual contact is similar to that of rare lingual contact except that the range in the perception of achievement between writing skills (1.96) and speaking skills (1.39) is significantly

EXTENT OF PERCEIVED ACHIEVEMENT

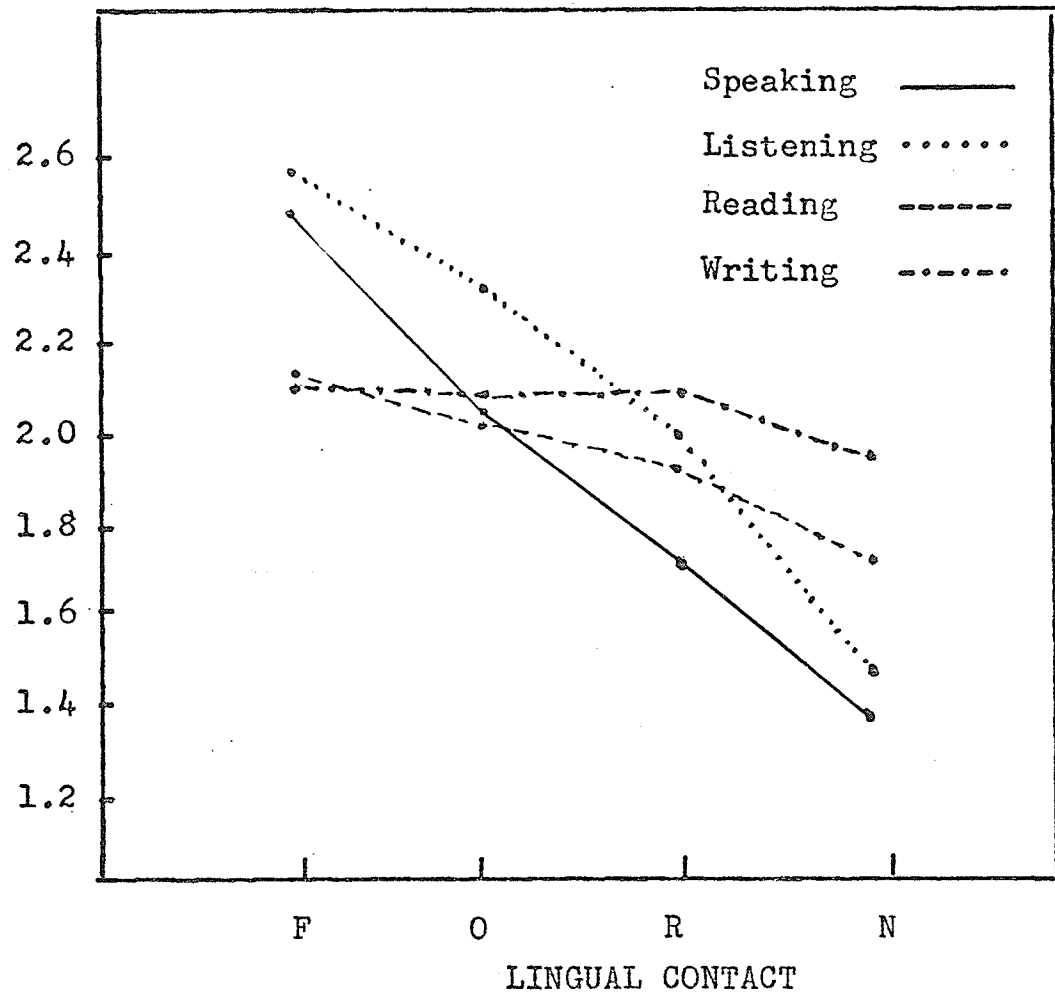


Figure 4. Interaction Effect between Lingual Contact and Extent of Perceived Achievement in the Four Basic Skills.

larger and that students of no lingual contact are more interested in reading skills (1.73) than in listening skills (1.48), the reverse of which was true for students of rare lingual contact.

HYPOTHESIS VIII: For students whose parents are of different residence and education, there is no significant difference with respect to motivation to study Ukrainian.

For this analysis, residence (Factor A) had two levels, urban and rural. Factor B (parental education) had six levels: elementary-elementary, elementary-high, elementary-university, high-high, high-university, and university-university. Table XLIV indicates the number of observations per cell. Subjects who did not answer one or more of questions 36 to 41 were not considered for this analysis. Twenty-six subjects (5.1%) were not included in the analysis of this hypothesis.

TABLE XLIV
NUMBER OF SUBJECTS FOR ANALYSIS ON MOTIVATION

Residence	Education					
	E.E.	E.H.	E.U.	H.H.	H.U.	U.U.
Urban	52	52	5	86	27	13
Rural	115	72	11	35	10	6

Table XLVI shows that residence is not significant with respect to motivation to study Ukrainian. On this basis, null hypothesis VIII is accepted.

Table XLVI also shows that parental education is not significant at the .05 level with respect to motivation

to study Ukrainian. With respect to parental education, null hypothesis VIII was accepted. Table XLV indicates

TABLE XLV
MEANS OF THE EFFECTS OF RESIDENCE AND
PARENTAL EDUCATION ON MOTIVATION

Residence	Parental Education						Mean
	E.E.	E.H.	E.U.	H.H.	H.U.	U.U.	
Urban	29.17	28.98	31.00	27.37	30.96	32.08	29.93
Rural	28.33	28.68	31.09	28.34	31.10	27.17	29.12
Mean	28.75	28.83	31.05	27.86	31.03	29.62	

TABLE XLVI
ANALYSIS OF VARIANCE ON RESIDENCE, PARENTAL
EDUCATION AND MOTIVATION

Source of Variation	BS	DF	MS	F ratio
Residence (A)	28.65	5	5.73	0.18
Education (B)	260.72	5	52.14	1.67
Interaction (AXB)	11.09	11	1.01	0.03
Within	14751.73	472	31.25	

that subjects of parents with an elementary-university (31.05) education are the most motivated to study Ukrainian, but are closely followed by subjects of parents with a high-university (31.03) education, whereas subjects of parents

with a high-high education (27.86) are least motivated to study Ukrainian.

Table XLVI shows no significant interaction at the .05 level between residence and parental education. On this basis, hypothesis VIII is accepted. Figure 5 shows that student motivation to study Ukrainian varies with dif-

ferent
MOTIVATION

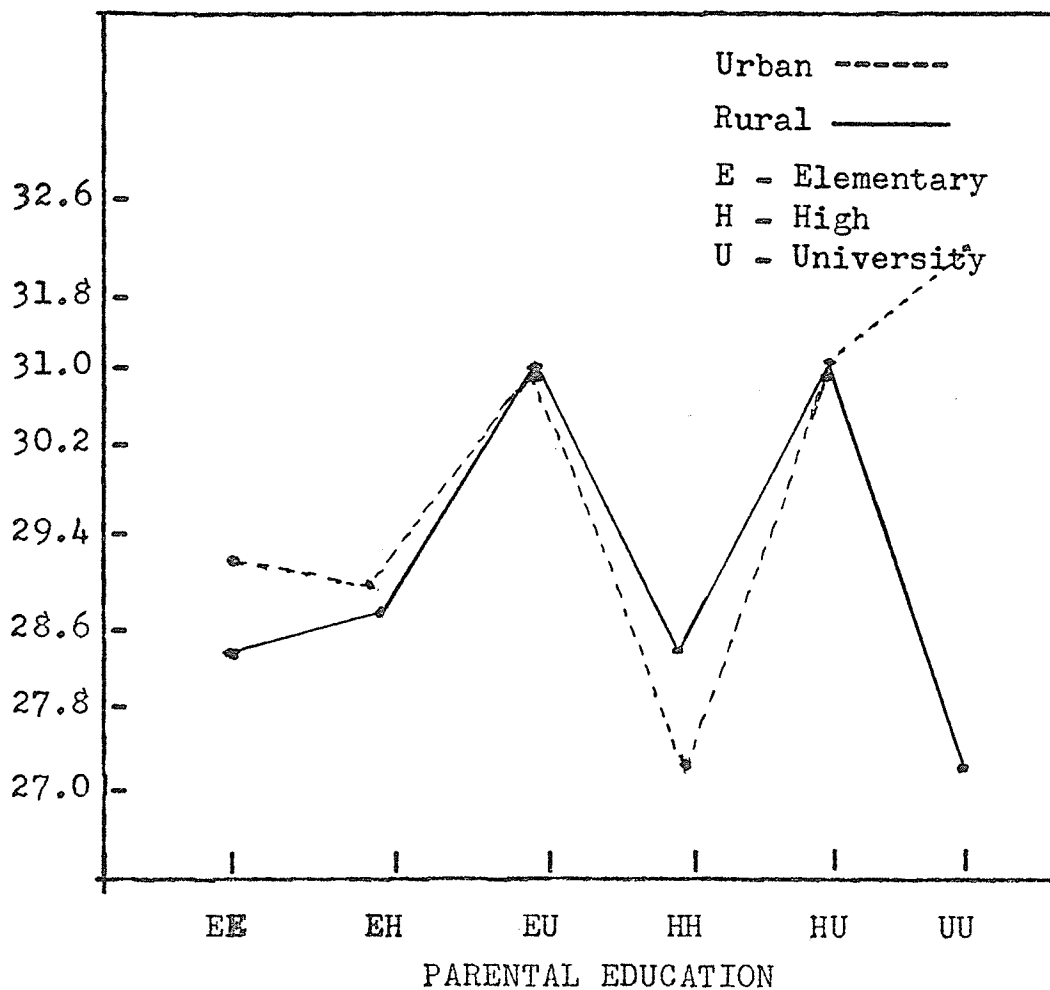


Figure 5. Interaction Effect between Residence and Parental Education with Respect to Motivation.

parental education. In general, urban and rural students of similar parental education are similarly motivated, except for a very distinct difference between urban and rural students of university-university educated parents.

Students who have one parent with a university education are the most motivated to study Ukrainian. Students whose both parents have a high school or a university education are least motivated to study Ukrainian. Urban students whose both parents have an elementary (29.17) education show a greater motivation to study Ukrainian than rural students of parents with a similar parental education (28.33). This comparison is significant in that there are more than twice as many rural subjects whose both parents have an elementary education (115) as urban subjects (52). Urban students whose one parent has an elementary education and the other a high school education (28.98) also show a greater motivation to study Ukrainian than rural students of parents with a similar education (28.68).

On the other hand, urban students whose parents' education is elementary-university (31.00) and high-university (30.96) are slightly less motivated than rural students of parents with a similar education (31.09) and (31.10) respectively. Urban students of parents with a high-high school education (27.37) are less motivated than their rural counterparts (28.34). In this category,

eighty-six students were urban and thirty-five were rural. Finally, urban students of parents with a university-university education (32.08) are more motivated than rural students of parents of similar education (27.17).

CHAPTER 5

SUMMARY AND CONCLUSIONS

I. Summary

The Problem

The primary purpose of this study was to examine the effect of residence, lingual contact, and parental education on student attitude to learning Ukrainian in Grades IX and X in Manitoba schools. More specifically, this study was designed to find out what relationship existed between places of residence, lingual contact and motivation, interest in general objectives, the extent students felt at ease with general skills, and student perception of achievement in specific objectives; between lingual contact and student interest in each of the specific objectives, the degree students feel at ease with general skills, and student perception of achievement in each of the specific objectives; and between place of residence and parental education and student motivation.

This study also sought answers to the following questions:

1. What is the language background of the students taking Ukrainian?
2. What percentage (a) hear and (b) speak Ukrainian at home? in school? in the community?

3. a) What percentage spoke English before taking Grade I?
b) What percentage of students of Ukrainian origin understood English before taking Grade I?
4. What percentage of the students think that Ukrainian is important in Manitoba? in Canada?
5. What are the reasons for studying Ukrainian?
6. a) What are the reasons for wanting to drop out?
b) What percent want to drop out?
7. Which general objectives are viewed as most important?
8. What should a good Ukrainian program teach students?

Differences with respect to these questions were not submitted to statistical analysis. Results are more in the nature of hypotheses and not conclusions.

Design and Procedures

Data for this study were collected by means of a questionnaire sent to students learning Ukrainian in Grades IX-X in Manitoba schools. The questionnaire was designed to provide both descriptive data and data for analysis of hypotheses.

The following hypotheses were tested by two-way analysis of variance:

1. For students of different residence and lingual contact who are learning Ukrainian there is no significant difference in the motivation to study Ukrainian.
2. For students of different residence and lingual

contact there is no significant difference in the level of interest in the general objectives in learning Ukrainian.

3. For students of different residence and lingual contact there is no significant difference in the extent to which students feel at ease in the four basic skills in learning Ukrainian.
4. For students of different residence and lingual contact there is no significant difference in the perception of achievement in the four basic skills in learning Ukrainian.
5. For students of different lingual contact there is no significant difference in the level of interest with respect to each of the specific objectives in learning Ukrainian.
6. For students of different lingual contact there is no significant difference in the extent to which students feel at ease in each of the four skills in learning Ukrainian.
7. For students of different lingual contact there is no significant difference in the perception of achievement in each of the four basic skills in learning Ukrainian.
8. For students whose parents are of different residence and education there is no significant difference with respect to motivation to study Ukrainian.

Findings and Interpretation on Residence

Analysis of the descriptive data revealed rural-urban differences with respect to language background, extent of lingual contact, extent of assimilation, importance of knowing Ukrainian in Manitoba and in Canada, reasons for studying Ukrainian, reasons for dropping out, intention of continuing, and objectives of a good Ukrainian program.

Language background - With regard to language background, the rural sample was found to be more homogeneous ethnically (Ukrainian) than the urban sample. A greater percentage of the rural students indicated that they were bilingual (Ukrainian and English); however, a smaller percentage of the rural students stated that they were monolingual (English only). All rural students who were classified as multilingual reported Ukrainian in their language background.

Extent of lingual contact - Differences were found to exist between urban and rural students with respect to the extent of Ukrainian heard and spoken at home, in school, and in the community. A greater percentage of the rural students indicated that they heard Ukrainian frequently at home and in the community; however, a larger percentage of the urban students asserted that they spoke Ukrainian at home, in school, and in the community. The extent of Ukrainian heard by rural students in their community implied a greater lingual homogeneity of the rural rather than urban environment. With respect to rural students, the difference in percentage between hearing and speaking Ukrainian frequently at home and in the community seems to indicate that parents of these students are notably less assimilated than their children and that assimilation is proceeding at a more rapid rate in rural than in urban areas. It could be that the reluctance of rural students to speak Ukrainian

frequently at home and in the community is attributable to the rapid inroads that the English language, aided by mass media, economic pressures and declining rural population, has made in rural areas. With regard to the situation of the French language in areas of small French population in Canada, Joy observed the following:

The trend that stands out, above all others, is that each generation moves closer to complete assimilation, as the forces of the environment gradually exert their influence.⁶⁴

Extent of assimilation - The extent of assimilation appeared greater in rural than in urban areas, based on the fact that a greater percentage of the rural students stated that they understood English before they came to school. In his study of assimilation, Joy noted that the greatest extent of assimilation into the English language occurred among pre-school children,⁶⁵ and that assimilation was greater in urban than in rural areas.⁶⁶

Importance of knowing Ukrainian in Manitoba and in Canada - Rural and urban students differed in responses to importance of knowing Ukrainian in Manitoba and in Canada. Rural students attached more importance than

⁶⁴Joy, op. cit., p. 38.

⁶⁵Ibid., p. 39.

⁶⁶Ibid., p. 43.

urban students to knowing Ukrainian in Manitoba. A greater percentage of the urban rather than rural students stated that it was important to know Ukrainian in Canada. Rural students seem to have a more localized perception of the importance of knowing Ukrainian, probably attributed to the greater extent of Ukrainian heard frequently in their community, whereas urban students appear to have a more universal perception, probably attributed to cultural activities which bring the students into more frequent contact with personalities from other parts of Canada.

Reasons for studying Ukrainian - Rural and urban students expressed different reasons for studying Ukrainian. A larger percentage of the rural students indicated that they wanted to improve in Ukrainian, that Ukrainian was useful in the community, and that Ukrainian provided for job opportunities. On the other hand, a larger percentage of the urban students indicated that "parents want me to," and "I like, enjoy or have an interest in the language."

Reasons for dropping out - The fact that a greater number of the urban students intended to drop Ukrainian would seem to indicate that urban students are less satisfied with studying Ukrainian than are rural students. A greater percentage of the urban students stated that they were dropping out for the following reasons: preference

for other options; acquiring Ukrainian did not appear to have a purpose; the students thought they already had an adequate knowledge of Ukrainian; and Ukrainian did not appear helpful in the future. On the other hand, rural students expressed greater dissatisfaction with the course and teacher and with the four skills. Intended drop-outs among rural students appeared influenced by a knowledge that because of low enrollment, Ukrainian was not being offered in the school that they were going to attend the next year.

Intention of continuing - Analysis of the intention of continuing with Ukrainian showed a high drop-out rate for both residences. A larger percentage of the urban students indicated that they were going to discontinue. A larger number of the rural students asserted that they were undecided. An investigation of the data collected seemed to indicate that the greatest dropout of urban students was among Grade IX students in Junior High schools.

Objectives of a good Ukrainian program - The majority of the students of this sample felt that a good Ukrainian program should teach all four skills. A greater percentage of the urban students indicated preference for the four skills. A greater number of the rural students felt that a good Ukrainian program should teach students to speak and understand the spoken language.

Findings on Hypotheses

This section summarizes the significance of the findings in the analysis of the hypotheses under the following headings: residence, lingual contact, parental education and interaction.

Residence - Analysis of hypotheses I, II, III, IV and VIII revealed no statistically significant difference at the .01 level between students of urban and rural residence with respect to: (a) motivation to study Ukrainian (hypotheses I and VIII); (b) level of interest in general objectives (hypothesis II); (c) degree that students feel at ease with general skills (hypothesis III); and (d) perception of achievement in specific objectives (hypothesis IV). An examination of the means of each of the above hypotheses revealed that, except for hypothesis II which dealt with interest in general objectives, urban students expressed a more positive attitude to the study of Ukrainian. Urban students who spoke Ukrainian frequently at home rated higher than rural students of similar lingual contact on all attitudes.

Lingual contact - Null hypotheses I to VII were rejected, as significant differences were found among students of different lingual contact with respect to (a) motivation; (b) level of interest in general objectives; (c) degree that students feel at ease with general skills;

(d) perception of achievement in specific objectives; (e) interest in each of the specific objectives; (f) degree that students feel at ease in each of the specific skills; and (g) perception of achievement in each of the specific objectives. The level of these factors decreased significantly with a decrease in lingual contact.

Parental education - Null hypothesis VIII was not accepted, as parental education was not found to be significant.

Interaction effects - Significant interaction occurred in hypotheses III, VI and VII. In hypothesis III the interaction effect between residence and lingual contact with respect to feeling at ease in the four skills was found to be significant at the .05 level. Significant interaction at the .01 level was found in hypothesis VI between lingual contact and the extent to which students feel at ease in the four skills, and hypothesis VII between lingual contact and perception of achievement in each of the four basic skills.

Interpretation of Findings on Lingual Contact

Analysis of hypotheses I to VII revealed that lingual contact was a significant factor in affecting the attitude of students studying Ukrainian.

Motivation - The review of literature on lingual contact seemed to indicate that the extent of lingual con-

tact could affect student motivation to study Ukrainian. Results of hypothesis I showed that motivation to study Ukrainian declined significantly with decrease in lingual contact. It was also found that urban students who spoke Ukrainian frequently showed more motivation to study Ukrainian than did rural students of similar lingual contact.

Level of interest in general objectives - It was felt that any differences in lingual contact would also be a reflection in similar differences in the level of interest in general objectives. Findings in hypothesis II showed that interest in general objectives declined with decrease in lingual contact. Urban students of frequent lingual contact were found to be more interested in the general objectives than rural students of similar lingual contact.

Because of the paucity of literature, it was not possible to predict the objectives in which students of different lingual contact would have greatest interest. Therefore, it was assumed that students of different lingual contact would likely show more interest in some of the specific objectives in learning Ukrainian than in others. Table XXXII in hypothesis V showed that students of different lingual contact had a similar interest pattern in the objectives. Greatest interest was expressed in speaking skills, followed by reading, listening and writing

skills. Decrease in lingual contact revealed a decline in interest in each of the objectives.

Feeling at ease in the specific skills - In the review of the literature it was found that students with a supporting linguistic background did better in reading than students who lacked adequate aural and oral skills. Such students probably also felt more at ease in all specific skills. Analysis of hypothesis III showed that ease in the specific skills increased with increase in lingual contact. Rural students of frequent lingual contact felt less at ease with the specific skills than urban students. This difference could be attributable to a difference in the quality of lingual contact.

Means in Table XXXVI showed that students felt most at ease with the listening skills, followed by writing, reading and speaking skills. However, when the significant interaction between lingual contact and the degree students feel at ease with the four basic skills was plotted graphically as in Figure 3, page 97, the pattern viewed was complex. Decline in ease in the speaking and listening skills with decrease in lingual contact was more marked than the decline in ease in the reading and writing skills. Students of frequent lingual contact felt more at ease with listening and speaking skills than students of occasional, rare and no lingual contact, who, even though having expressed greatest interest in speaking skills,

found the speaking skills the most difficult. Although students had rated interest in reading skills as second and writing skills as fourth, students actually felt more at ease with writing than reading skills. It could be that the reading materials that students are reading are too difficult or incongruent with their interest.

Perception of achievement in the four basic skills -

A study⁶⁷ revealed that a higher number of students whose first language was Gaelic continued to study Gaelic in Secondary Schools than students whose first language was English. Students whose mother tongue was Gaelic likely continued with Gaelic because they felt a greater sense of achievement. Findings in hypothesis IV indicated that perception of achievement in the skills increased with increase in lingual contact. Urban students of frequent lingual contact expressed a perception of greater achievement in the specific skills than rural students; however, students of both residences of no lingual contact expressed similar perception of achievement. The means in Table XL indicated perception of highest achievement in listening, followed by writing, reading and speaking skills. This pattern of perception of achievement was similar to the pattern expressed with regard to ease in skills.

Interaction effect between lingual contact and

⁶⁷The Scottish Council for Research in Education, op. cit., p. 56.

extent of achievement in the four basic skills (Figure 4, page 104) appeared somewhat similar to the interaction effect between lingual contact and degree students feel at ease with the four basic skills (Figure 3, page 97). Students of frequent lingual contact expressed perception of highest achievement in listening skills, followed closely by speaking skills, whereas students of no lingual contact experienced greatest difficulty in speaking, followed by listening. It was obvious that frequent lingual contact is an asset in not only feeling more at ease in speaking and listening skills but also in having a perception of higher achievement in these skills.

It could be that the majority of students discontinuing Ukrainian were students with no lingual contact at home. These students, who expressed greatest interest in the speaking and listening skills yet experienced least ease and achievement in these skills, were likely the students who became most frustrated and thereby condemned the course and the teacher. The fact that students of rare lingual contact rated listening skills as second in which they felt most at ease and in which they perceived second greatest achievement indicated that some lingual contact at home was an asset in this respect, even though these students experienced difficulty with the speaking skills. It is possible that students of occasional and even rare lingual contact have a listening facility whose

development might vary only in degree.

Although students of frequent lingual contact expressed a perception of higher achievement in reading than in writing skills, the reverse achievement pattern was shown for students of occasional, rare and no lingual contact.

Interpretation of Findings on Parental Education

Findings in hypothesis VIII showed no statistically significant difference between parental education and student motivation to study Ukrainian.

II. Conclusions

General Conclusions

It was evident from the findings in the analysis of the hypotheses that lingual contact and not residence affects student attitudes with respect to studying Ukrainian. Students of frequent lingual contact expressed more positive attitudes to the study of Ukrainian than students of occasional, rare or no lingual contact. Students who spoke Ukrainian frequently at home were found to be more motivated, to express a greater interest in objectives, to feel more at ease in the basic skills, and to express a perception of greater achievement. The student who frequently speaks Ukrainian at home comes to his course of study with a supporting linguistic background. The student of no lingual contact would appear to be at a

disadvantage in that he has yet to train his ear to sounds and has to assimilate vocabulary and structures of a "new" language. It appears that the student who speaks Ukrainian frequently at home has not only a set of more positive attitudes but also a more ready lingual facility to realize language goals.

Differences were found between rural and urban students. Urban students of frequent lingual contact were found to have more positive attitudes than rural students of similar lingual contact. Possible reasons for this would seem to be that urban students have more cultural contacts and that there could be differences in the quality of lingual contact. It was found that in spite of hearing Ukrainian frequently at home and in the community, the rural student showed a greater reluctance to speak it. Likewise, a slightly greater percentage of the rural students indicated that they understood Ukrainian before beginning Grade I. Ukrainian was least heard and spoken in the school.

Differences in lingual contact between rural and urban students of this sample would seem to indicate that the forces of acculturation as discussed in the review of the literature are gaining an accelerating hold on rural students to the extent that rural students appear to be more assimilated than urban students. It could be that acculturation for those students taking Ukrainian is

slightly slower in urban areas, because urban students have more cultural contacts. Because of a lack of cultural contacts in rural areas, the forces of acculturation are probably not only affecting students but also their parents, perhaps to the extent that encourages a more rapid acculturation of the student.

Differences in motivation to study Ukrainian were found between rural and urban students. Rural students expressed a greater need for using Ukrainian in the community and for job purposes. These facts seem to indicate the strength and influence of a supporting linguistic environment in rural communities. A greater number of urban students were motivated to take Ukrainian because of parental insistence. This statistic reflected the influence of the home. It appeared that the strength of Ukrainian in the home and in the community influenced students in different ways.

Recommendations

The following are recommendations arising out of the analysis of the data collected in this study:

1. There is a need to conduct a developmental study over a number of years to find out if there are changes in lingual contact, in student attitude and in the amount of language that is reported heard and spoken at home, in school, on the playground, and in the community.
2. Students of frequent lingual contact found speak-

ing and listening skills quite easy; yet, students of occasional, rare and no lingual contact expressed difficulty. An investigation should be made to find means of satisfying the needs of these students.

3. Students expressed dissatisfaction with the Course of Study. For example, students indicated great interest in reading skills; yet, they found difficulty in these skills. Further investigation is needed to find where discontent exists, what student interests really are, and what measures could be taken to meet the needs of the students.

4. A difference in attitude was found between rural and urban students of frequent lingual contact. Further investigation is needed to find out why this difference exists.

5. Differences in measured achievement could exist. Perhaps further investigation should incorporate a measure of achievement.

6. Since the school appears to be the greatest assimilation force, an investigation should be made to find out what could be done to decrease the rate of assimilation.

7. Further investigation is required to find out why only a small percentage of students of Ukrainian parentage is studying Ukrainian.

8. There is a need to investigate why students moving

from a Junior High school to a secondary school drop out so readily.

9. This study indicated that students, particularly rural students, spoke less Ukrainian at home and in the community than they reported hearing. A study should be made to find out the reasons for this difference.

10. Mass media was mentioned as a factor contributing to speeding up assimilation. This study did not measure the effect of radio and television. It would be appropriate to design a study to find out whether the amount of time spent in listening to radio and viewing television in the home affects the extent of Ukrainian spoken in the home and whether this in turn affects student motivation.

11. Students of different levels of lingual contact were found to express differences in attitude to learning Ukrainian. There is a need for the teacher to analyze his class as to lingual contact and to implement techniques to meet the needs of students of different levels of lingual contact. There is a need for curriculum-planners to find ways of helping teachers in dealing with these differences and to suggest to teachers ways of increasing lingual contact.

12. Parental education was not found to be significant. A study should be made to find out the attitudes of parents of different levels of education and its relationship to student motivation to learning Ukrainian.

13. The fact that urban students generally expressed more positive attitudes on all measures and that this was particularly evident in urban students of frequent lingual contact indicates that there are factors influencing the attitudes of those students in urban areas. There is a need for a study to find out what these factors are and to find ways and means of improving the situation in rural areas.

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APPENDIX A

THE QUESTIONNAIRE

To be completed by the student:

SCHOOL DIVISION: _____

SCHOOL: _____

GRADE: _____

PART I - PLACE OF RESIDENCE

Check the answer which describes your place of residence.

Choose ONE only.

1. _____ Urban (Uni-city/Winnipeg)
2. _____ Rural (Outside Winnipeg)

PART II - LANGUAGE BACKGROUND

Use the numbers from the Language list below to answer questions 3 and 4. They will serve as a code to the language you wish to mention in your answer. For example, if your answer to question 3 is "German", you will write the number "03" in the blank before the question. NOTE: in question 4 you will write your answer in the blank or blanks after the question.

LANGUAGES

01	English	09	Icelandic
02	Ukrainian	10	Swedish
03	German	11	Cree
04	French	12	Russian
05	Dutch	13	Norwegian
06	Polish	14	Italian
07	Hebrew	15	Others
08	Saulteaux		

3. _____ What was the first language you spoke?
4. What language or languages are spoken in your home?
 - (a) _____
 - (b) _____
 - (c) _____

PART III - MOTIVATION

SECTION I Give your assessment of the following by rating the importance of each by circling one of the five numbers as follows:

- 5 - Extremely Important
- 4 - Important
- 3 - Undecided
- 2 - Unimportant
- 1 - Extremely Unimportant

5. It is important to know Ukrainian in Canada today.

1 2 3 4 5

6. It is important to know Ukrainian in Manitoba today.

1 2 3 4 5

SECTION II

- (a) The following are reasons that could be given for studying Ukrainian.
- (b) In your opinion how important is each of the reasons given below for learning Ukrainian in school?
- (c) Rate the importance of each reason by circling one of the five numbers according to the Table of Importance given in SECTION I above.

7. Ukrainian will be useful in getting a good job some day.

1 2 3 4 5

8. Ukrainian will be useful in future field of study. (e.g. medicine, graduate work, civil service, nursing, secretarial work, etc.)

1 2 3 4 5

9. A knowledge of Ukrainian will open the door to understanding other Slavic languages.

1 2 3 4 5

10. Ukrainian will enrich my background and broaden my cultural horizons.

1 2 3 4 5

11. A knowledge of Ukrainian will improve my social position in relation to others in my community.

1 2 3 4 5

12. Ukrainian will enable me to become more tolerant to other races and creeds that make up our nation.
- 1 2 3 4 5
13. A knowledge of Ukrainian will make me a better Canadian citizen.
- 1 2 3 4 5
14. Ukrainian will increase my ability to better understand this world.
- 1 2 3 4 5
15. What is your main reason for studying Ukrainian? _____
-
-

PART IV - GENERAL OBJECTIVES

The following are various objectives that a Ukrainian Course can emphasize. Rate the extent to which you are interested in each of the skills by circling one of the five numbers as follows:

- 5 - Great Interest
 4 - Some Interest
 3 - Undecided
 2 - Little Interest
 1 - No Interest

- _____ 16. Being able to engage in any everyday conversation with native speakers of Ukrainian.
- 1 2 3 4 5
- _____ 17. Being able to communicate with my relatives or persons who are close to me.
- 1 2 3 4 5
- _____ 18. Being able to listen with understanding to news broadcasts in Ukrainian.
- 1 2 3 4 5
- _____ 19. Being able to enjoy with understanding films or T.V. programs in Ukrainian.
- 1 2 3 4 5

- _____ 20. Being able to read literature in Ukrainian.
1 2 3 4 5
- _____ 21. Being able to read newspapers, magazines, etc.,
in Ukrainian.
1 2 3 4 5
- _____ 22. Being able to write letters in Ukrainian for
various purposes (e.g. business, social, etc.)
1 2 3 4 5
- _____ 23. Being able to write short stories, poems, articles,
etc., in Ukrainian.
1 2 3 4 5
24. (a) Rank objective numbers 16-23 in Order of Importance.
(b) Write number 1 in the blank opposite the number which
you think is most important, then write number 2 oppo-
site the number which you think is second in import-
ance and so forth to the last rank number which should
be number 8.
25. If you can think of other objectives, list them in the
space provided.
-
-

PART V - BASIC LANGUAGE SKILLS

SECTION I Rate the extent to which you feel at ease when mak-
ing use of the following skills in Ukrainian.
Circle one number for each item, using the follow-
ing scale:

- 5 - always at ease
4 - usually at ease
3 - undecided
2 - sometimes at ease
1 - never at ease

26. Listening with understanding: 1 2 3 4 5
27. Speaking: 1 2 3 4 5
28. Reading: 1 2 3 4 5
29. Writing: 1 2 3 4 5

SECTION II Rate the level of achievement you have acquired in each of the following skills in Ukrainian. Circle one number for each item, using the following scale:

3 - High
2 - Medium
1 - Low

- | | | | |
|-----------------------------------|---|---|---|
| 30. Listening with understanding: | 1 | 2 | 3 |
| 31. Speaking: | 1 | 2 | 3 |
| 32. Reading: | 1 | 2 | 3 |
| 33. Writing: | 1 | 2 | 3 |

PART VI - LINGUAL CONTACT

SECTION I

34. From the list, choose the answer which best describes the frequency with which you hear Ukrainian spoken.

(a) at home

(b) in school

Choose one only. (Check)

Choose one only. (Check)

1. _____ frequently

1. _____ frequently

2. _____ occasionally

2. _____ occasionally

3. _____ very rarely

3. _____ very rarely

4. _____ never

4. _____ never

(c) in the community

Choose one only. (Check)

1. _____ frequently

2. _____ occasionally

3. _____ very rarely

4. _____ never

SECTION II

35. From the list choose the answer which best describes the frequency with which you speak Ukrainian.

(a) at home

(b) in school

Choose one only. (check)

Choose one only. (check)

1. _____ frequently

1. _____ frequently

2. _____ occasionally

2. _____ occasionally

3. _____ very rarely

3. _____ very rarely

4. _____ never

4. _____ never

(c) in the community

Choose one only.

1. _____ frequently

2. _____ occasionally

3. _____ very rarely

4. _____ never

PART VII - PARENTAL EDUCATION

Answer Questions 36-41 by placing a check to indicate your answer.

	YES	NO
36. Did your father go to elementary school?	_____	_____
37. Did your mother go to elementary school?	_____	_____
38. Did your father go to high school?	_____	_____
39. Did your mother go to high school?	_____	_____
40. Did your father go to university?	_____	_____
41. Did your mother go to university?	_____	_____

PART VIII - SUPPLEMENTARY QUESTIONS

42. (a) Choose one of the following. (Check)
(b) A good Ukrainian program should teach students one of the following:
1. _____ speak and understand spoken language
 2. _____ read and write language
 3. _____ speak, understand and read language
 4. _____ speak, understand, read and write language

43. Did you speak English before taking Grade I? _____
(Yes or No)

44. If you are of Ukrainian origin, did you understand English before you came to school? _____ (Yes or No)

45. Do you plan to drop Ukrainian next year? _____
(Yes or No)

For what reason? _____

APPENDIX B

CORRESPONDENCE

Gimli, Manitoba
ROC 1B0
April 13, 1973

To: Superintendents of Schools

Dear Sir:

I am investigating the relationship between place of residence, lingual contact, and parental education and learning Ukrainian in Grades IX-X in Manitoba schools during the 1972-73 school year. This is a part of my Master of Education program.

Enclosed please find a copy of the questionnaire that I would like to send to teachers of Ukrainian in Grades IX and/or X. I would appreciate your perusal of the questionnaire, and I would also like to solicit your permission to have this questionnaire administered.

This questionnaire consists of eight parts--place of residence, language background, motivation, general objectives, basic language skills, lingual contact, parental education and supplementary questions.

Would you please inform me of your decision as to whether or not you will permit me to ask your teachers of Ukrainian (Grades IX and/or X) to administer this questionnaire to the students of this language on my behalf.

I thank you for your cooperation in making this project possible.

I have enclosed a stamped, self-addressed envelope for your convenience.

Respectfully yours,

"B. P. Kubrakovich"

mc
Enclosures

P.S. If your approval to have this questionnaire administered by your teachers is granted, please give me his/her (their) address(es).

In order to minimize duplicating expenses, I would appreciate if you would state the number of students who have or are taking Ukrainian in IX and/or X during the 1972-73 school year.

Box 1162, Gimli, Manitoba
June, 1973

Dear Parents:

In order to gain more information about the developing students it is necessary from time to time to carry out investigations of the student's behavior in controlled situations. These investigations are of many types. For example, some may involve learning processes in the student, some may involve his social behavior, and others may investigate how he perceives his world. Of course there are many other types of investigations carried out but these few examples should give you some idea of their general nature. With each investigation we gain a little more knowledge concerning the experiences which are the most beneficial for the growth of the student. None of the research projects are harmful in any way, indeed most of them are an enjoyable experience.

The purpose of this letter is both to inform you that the foregoing investigations do take place and to ask your permission to allow your child to participate in a project in the near future.

This project involves an investigation of the relationship between place of residence, lingual contact, and parental education and learning Ukrainian in Grades IX-X in Manitoba schools. This is an essential part of my Master of Education program which I am taking at the University of Manitoba.

The primary purpose of this research is to investigate the relationship between places of residence, lingual contact and parental education and attitudes of students learning Ukrainian in Grades IX-X in Manitoba schools during the 1972-73 school year. More specifically this study addresses itself to the following questions:

What relationship is there between place of residence and lingual contact and

- a) student motivation;
- b) interest in the general objectives;
- c) the degree students feel at ease with general skills;
- d) the perception of achievement in specific objectives?

What relationship is there between lingual contact and

- a) interest in each of the specific objectives;
- b) the degree students feel at ease in each of the specific skills;
- c) the perception of achievement in each of the specific objectives?

2

What relationship is there between place of residence and parental education and student motivation?

The secondary purpose is to provide descriptive data to answer the following questions:

- a) What is the language background of the students taking Ukrainian?
- b) What percentage speak Ukrainian at home? in school? in the community?
- c) What percentage spoke English before taking Grade I?
- d) What percentage of the students think that Ukrainian is important in Manitoba? in Canada?
- e) What are the reasons for wanting to drop out? What percent want to drop out?
- f) Which of the general objectives are viewed as most important?

It should be noted that this investigation has the approval of a responsible inter-university research planning committee at the University of Manitoba, the Winnipeg Teachers Society, the School Principal, and the teacher.

Kindly complete the permission slip at the foot of this letter and return it to the class teacher.

I thank you for your cooperation in making this project possible.

Please note that the questionnaire is anonymous and does not require a signature. Also, note the students may omit parts of the questionnaire if he/she so desires.

Yours sincerely,

"B. P. Kubrakovich"

Teacher of Ukrainian
Gimli Composite High School

I do, do not, give permission for my child _____
(name of student)
_____ to participate in the research study
described above.

(Signature of Parent)

APPENDIX C

PILOT SURVEY (1972-73)

TABLE 1
 FREQUENCY OF UKRAINIAN HEARD AT HOME

Lingual Contact	Rural	Urban
Frequently	53	35
Occasionally	13	14
Rarely	4	2
Never	1	5
Total	71	56

TABLE 2
 FREQUENCY OF UKRAINIAN SPOKEN AT HOME

Lingual Contact	Rural	Urban
Frequently	19	19
Occasionally	27	16
Rarely	20	8
Never	5	13
Total	71	56

APPENDIX D

STATISTICS ON STUDENTS STUDYING UKRAINIAN
IN MANITOBA SCHOOLS

Number of Pupils Taking Ukrainian in Public Schools in Manitoba 1964-73

Year	Kinder- garten	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Night School	Corres- pondence	Total
1964-65										283	76	43				402
1965-66										215	99	41	24			379
1966-67										280	55	36	15			386
1967-68										354	57	36	58			505
1968-69								218	83	373	149	54	60			937
1969-70								472	365	426	164	129	69			1625
1970-71								517	495	327	138	76	71			2082
1971-72	17	48	20	29	117	200	138	517	491	365	186	95	85	113		2421
1972-73		134	194	183	173	285	233	658	520	429	178	109	73	55	40	3265
1973-74	25	216	239	242	330	382	351	776	695	410	173	195	93			5127