THE PSYCHOSOCIAL ADJUSTMENT OF CHINESE ADOLESCENT IMMIGRANTS IN SATELLITE FAMILIES IN CANADA

by

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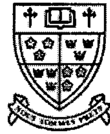

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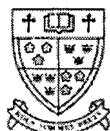

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Abstract

This study examined the psychosocial adjustment of Chinese immigrant children in satellite families in Canada. I used Flanagan's (1954) Critical Incident Technique to interview 32 Chinese children who were between 10 and 19 years old, living in satellite families, and who emigrated from China, Taiwan, or Hong Kong to Canada within the last four years. All interviews were conducted in the respondents' mother tongue. The results showed that these children, whether they emigrated to Canada recently or four years ago, whether they were young or old, and whether they were males or females, were well adjusted. Many respondents reported that they have a better relationship with their parents, particularly with their fathers, than they had in their home countries. The findings also indicated that the present ESL system does not meet their educational needs. This analysis of satellite children should help indicate future research directions.

Dedication

I would like to dedicate this thesis to satellite Chinese children, especially the ones who have been experiencing immense challenges during their adjustment to life in Canada. It is my genuine belief that we have not heard enough of satellite Chinese children's voices since they tend to be kept in the "background". It was my endeavour to undertake this research in order to inform parents, educators, policy makers and social service providers of what needs to be done in order to help satellite Chinese children to adjust to life in Canada.

献给

我希望把这篇论文献给中国卫星家庭的青少年，特别是正在面对适应加拿大新生活挑战的青少年们。我相信我们没有听见中国卫星家庭青少年足够的声音，因为他们的声音往往被埋藏在"背后"。我这项研究希望给于家长、教育者、政策制订者与社会服务提供者一些资料使他们可以更深入地了解中国卫星家庭的青少年在适应加拿大新生活过程中的需要。

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I am grateful to have Dr. Adam Horvath's and Dr. Ian Andrews' guidance for my thesis work. They have been my inspiration source and supported me throughout the research process. They provided thoughtful comments about my work, and their critical eyes have broadened my intellectual horizons in the area of educational and counselling psychology.

I extend my sincere gratitude to Chancellor Milton Wong, the external member, who has provided valuable insights, and whose critical style of questioning forced me to think deeply about my data and helped generate possible research topics for my future research endeavours.

I want to thank my thesis support groups: Bianca Buteri, Hisako Hayashi, Cher Hill, Wayra Romey, and Irina Tzoneva, from whom I learned how to cope with frustrations in undertaking research. Furthermore, by studying and working with a number of professors, Dr. Faith Anton Cuff, Dr. Maureen Hoskyn, Dr. Dennis Kerbs, Dr. Lucy Le Mare, Dr. Jo-Ann Majcher, Dr. John Nesbit, Dr. David Paterson, Dr. Jeff Sugarman, and Dr. Bernice Wong, I learned a great deal about the art of being a good researcher and approaches to thinking about counselling as well as the discourse of education and pedagogies.

By undertaking this study, I also learned the importance of maintaining a good relationship with school districts, principals, teachers, and parents, all of whom contributed to the success of my research.

I sincerely thank my participants for sharing their thoughts and feelings about their adjustment processes with me. Their insightful remarks have penetrated to the heart of the matter, and enabled me to use my knowledge to facilitate the current educational dialogue and extend the literature on Chinese immigrant children. Without my participants' support, I would not have been able to complete my thesis.

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Prologue

My Story

My Life in Hong Kong

I was born in Hong Kong in 1979 and studied there until Form 3 (which is equivalent to Grade 10 in the Canadian educational system). During that time, the way I perceived education was primarily focused on studying for examinations. In order to get into a university (such as the University of Hong Kong, which is much esteemed by many Hong Kong parents), students need to get excellent grades. Although I maintained decent grades, they were not good enough for a prestigious high school admission for Form 4, let alone entrance to the University of Hong Kong. As a result, my parents decided to send me to Canada for further education.

As a teenager I was carefree and always dreamed about living abroad. When I learned the news about going to Canada, I thought to myself that traveling abroad would be a great advantage. At that time I was aware of the massacre in Tianamen Square in 1989, because I saw the whole incident on television, and I also heard a great deal about the anticipation of a political changeover in July 1997. Because of this, most of my friends had left Hong Kong to go to other countries. Back then, I did not think the massacre or political changeover was terribly important.

My Life in Canada

After I came to study in Canada, I had many changes in my life which influenced my understanding of the meaning of life. I came to realize the importance of the massacre and political changeover, and the serious political implications they had for Hong Kong people. I also learned the importance of getting a good education and how my life would have been had I not worked hard.

I graduated with a Bachelor of Arts from Simon Fraser University in 2002 and learned that there is so much uncertainty at every turn that it is sometimes difficult to know exactly what to do. I tried my best and got accepted into the counselling program at SFU in September 2002.

My first semester in a counselling psychology course was with Dr. Faith Auton Cuff, from whom I learned a great deal about individual assessment procedures and became more aware of the difficulties inherent in assessing Chinese clients as well as clients of different ethnic groups. Since many paper-pencil assessment tools are normed on white, middle class North Americans, I realized the need to interpret clients' responses with great caution and for future research to provide culture-specific norms.

Dr. Cuff's course sparked my interest in taking a methodology research course, so I decided to study *Research Designs in Education* with Dr. Jeff

Sugarman. For some classes, Dr. Sugarman invited a graduate student or a professor to present his or her research that matched the weekly learning objectives and, most importantly, helped demonstrate the reading materials. My interest in undertaking the present research was inspired by a graduate student who shared her research experience and explained to the class that if she could change one thing to improve her research methodology, she would have liked to use Flanagan's (1954) Critical Incident Technique, because the method could have allowed a richer interpretation of her data. I was interested in this methodology and was searching for ideas for Dr. Sugarman's research proposal assignment, so I decided to write something about how I could use the Critical Incident Technique to examine satellite Chinese immigrant children's adjustment processes.

During the process of declaring my thesis topic, I spent a great amount of time reading about existing counselling research and tried to understand what is still lacking in the current research concerning Chinese immigrant children. When I reflected upon the research proposal I wrote for Dr. Sugarman's class, I decided to adopt the topic for my Masters thesis, because I came to Canada at the age of 14 and encountered many of the same problems Chinese immigrant children face. I see myself as a Chinese who has spent almost half of my life in Canada. This cultural knowledge allows me a deeper cultural understanding of some of the contextual factors that have influenced Chinese immigrant children's

adjustment, and offer an insight that may not be easily attained by others who are not familiar with the way Chinese students learn.

When I stepped back and reflected upon what I could be studying, the topic that captured my attention was the satellite children phenomenon. When I learned more about it, I became interested in how the media portrays these group of children (such as that satellite children are generally "rich kids", tend to participate in gang activities, etc.). I also wondered about why a whole family would decide to emigrate to Canada, but somehow one or both parents have to go back to their home country. What challenges might these children face? What coping strategies would they use and find helpful?

For all of the above reasons, it was my goal through interviewing satellite children to search for themes and dimensions that characterized and defined their adjustment challenges in Canada. Not only will my research findings provide specific information for teachers, counsellors, psychologists, and parents regarding satellite children's concerns, but local government and schools can also centralize their resources for the needs of these children. As a counsellor, I can learn a great deal about working with Chinese immigrant students to help them cope with learning challenges, adapt to cultural changes, and find ways to fulfill their identity within more promising lives.

CHAPTER 1

Setting the Stage for "Satellite" Children

Social issues regarding immigrants' entry into their new country have provoked much debate in Canada as well as in other countries such as the United States. Some of these issues concern immigration policies, immigrants' adaptability, and social programs (Beach, Green, & Reitz, 2003). The debate on immigrants, however, tends to pay little attention to the needs of immigrant children. It is pertinent for researchers to examine what psychosocial challenges these children face, and how educators, service providers, and governments fare in meeting the needs of immigrant children. This study focuses on Chinese "satellite children".

Definition of Satellite Families

The term "satellite" or "astronaut" was originated in the 1980s. In the Chinese translation, it means "Tai Hong Ren" – people who travel in space (Chan, 1997; Tsang, Irving, Alaggia, Chau, & Benjamin, 2003). The media in Hong Kong has popularized this metaphor to describe people who have emigrated to another country, but keep travelling between the host and home country.

There are different terms to describe "satellite" or "astronaut". For example, Hong Kong people describe "satellite members" as "satellite families" or "split families" (Lam, 1994). Taiwanese people describe them as "semigrants" or "haven seekers" (Boyer, 1996). Semigrants mean breadwinners who have obtained resident status in the host country but keep travelling back to Taiwan. Haven seekers are those who have moved to a host country but have not completely cut economic and social ties with their home country. Researchers have also used terms like "lone-parent" (e.g., Ho & Farmer, 1994; Mak & Chan, 1995; Schlesinger & Schlesinger, 1994) or "parachute kids" (Hom, 2002) to describe the satellite family phenomenon. For the purposes of this study, the term "satellite" and "astronaut" will be used interchangeably, as both have the same connotation in Chinese.

Man (1993), the pioneer of astronaut research, defines astronauts as "[people] who immigrate to a new country while one, or both parents, return to live in their country of origin (usually for economic reasons), leaving their children to pursue an education in the host country" (as cited in Alaggia, Chau, & Tsang, 2001, p. 295). This definition has been adopted by a number of researchers who have investigated the astronaut family phenomenon (e.g., Alaggia et al.; Irving, Tsang, & Benjamin, 1999). This study, however, defines satellite families as families in which there is a temporary separation, where one of the parents goes back to his/her country and leaves his/her family in the host

country. This definition was chosen because it does not make any assumptions about what the parent(s) may pursue in their home country or what their children may do in the host country.

Media and Public Perception of Satellite Children

One of the social issues depicted by the Canadian media concerning Chinese immigrant children is the "satellite kids" phenomenon ("Home Alone," 1993; Van den Hemel, 1996a, 1996b). For example, the media have reported that satellite children tend to be vulnerable to recruitment by gangs, and that some parents are willing to pay gang extortion for their children (Tang, 1999). To further illustrate public (mis)conceptions toward satellite children, Howell (2000) stated in the Vancouver Sun that:

> Ever since a huge influx of Chinese students immigrated to Richmond in the 1990s, and now make up at least 40 percent of the school's student population, the "home alone" problem had been one recognized and criticized by police and school officials. (p. A12)

Unfortunately, there are no official statistics to verify how many Chinese immigrant children are living in satellite family arrangements in Canada. The media tends to sensationalize the satellite 'kids' phenomenon by focusing on the negative effects of children living in satellite families, and base their claims on inconclusive research findings, thus providing inaccurate information on what

factors lead to the emergence of satellite children and what challenges these children face in Canada.

Background to the Emergence of Satellite Families

While Chinese immigrants as a whole may appear to share the same Chinese culture, given the different geographical locations and historical contexts, the way Hong Kong people, Macau people, Taiwanese, and Chinese (from Mainland China), think, feel, and behave is bound to reflect their "deep-seated philosophical and institutional doctrines" (Rothbaum, Morelli, Pott, Liu-Constant, 2000, p. 337). Each of these Chinese subgroups has a different socio-economic status and educational attainment, as well as its own language, customs, and culture (Chiu & Ring, 1998).

Even though westerners may perceive Chinese people as "Chinese" who share the same culture, there are distinct identities embraced by people who come from Hong Kong, Macau, Taiwan, and China. Hong Kong is a particularly lucrative place for conducting east and west business, and plays an important role in the world economy. Due to Hong Kong's limited natural resources, Mainland China supplies food and most of the water supply. With the massacre in Tianamen Square in 1989 and the anticipation of a political changeover in July 1997, many Hong Kong Chinese feared a potential threat of political and economical instability and emigrated elsewhere (Chan & Lee, 1995; Lu, 2001). Similarly, an important concern for many Taiwanese emigrants who emigrated

elsewhere is their perception of political instability caused by Taiwanese politicians advocating a total separation from Mainland China and the embrace of an independent Taiwanese national identity (Wachman, 1994). In contrast, the emigration of Chinese people from Mainland China to elsewhere can be explained by China's relaxed emigration policies (Hsu & Serrie, 1998; Wang, 1992).

One can also use a push-pull factor analysis to examine emigrants' reasons for emigration to other countries (Jovanovic & Hoareau, 1996; Mullan & Schwarzweller, 1998; Nonini, 2002). Push factors explain why people leave their home country (e.g., lack of economic opportunity), whereas pull factors refer to the reasons people are attracted to a chosen host country. Some common pull factors are political and economic stability, a good educational system and a better future for the immigrants' children, job opportunities for the immigrants themselves, and a better living environment and quality of life. Whether the emigrants' move to another country was voluntary or involuntary would also affect their perception of the adjustment process involved in residing a new country (Edgington, Goldberg, & Hutton, 2003; Hoerder, 2000).

Recent immigration statistics. Between 1991 and 2001, 73% of the 1.8 million immigrants to Canada chose to reside in the three major Canadian metropolitan areas: Toronto, Vancouver, or Montréal. Of the top three metropolitan destinations, Toronto and Vancouver were the main choice of

residence for many immigrants. For example, the overall Chinese immigrant population residing in Vancouver was only 175,200 in 1991 compared to 279,000 in 1996 and 342,700 in 2001 (Statistics Canada, 2003a). The figure of 342,700 represents 17% of the total British Columbia population (4,055,195) in January 2001 (BC STATS, 2004; Statistics Canada, 2003a).

General concerns of immigrants. Many immigrants hope to establish new lives in Canada. According to the Longitudinal Survey of Immigrants to Canada (2003b), 91% of 164, 200 respondents reported that they wanted to settle permanently in Canada. Many immigrants, however, found that life in Canada was more difficult than they had anticipated. Immigrants also found it ironic that they were accepted into Canada based on a "point system" (Naidoo, 1992), yet their professional credentials were meaningless in Canada (Basran & Zong, 1998). Findings of the Longitudinal Survey of Immigrants to Canada (2003b) echoed immigrants' concerns in regards to their foreign qualifications. Of the 116,700 immigrants who had looked for jobs, 70% reported that they encountered barriers such as a lack of Canadian job experience. Furthermore, only 26% or 32,300 of immigrants' qualifications had been verified by Canadian employers. Thirteen percent of the employers checked with immigration officers. Of those who had their qualifications checked, only 24% had employers who recognized the transferability of their foreign qualifications or experiences to Canada. Overwhelmingly, 61% did not have their credentials validated. One explanation

is that these immigrants may lack sufficient information about where and how to have their credentials verified (Li, 2003a).

Findings of the Longitudinal Survey (2003b) also showed that immigrants' educational level did not play a crucial role in determining employability in their former occupational fields in Canada. Many were accepted to Canada based on their education and professional qualifications. This is a particular concern, because while the host country recognizing immigrants' qualifications is one thing, having their qualifications acknowledged by their prospective employers and professional bodies is another (Ley, 1999, 2000). Furthermore, other immigrants have difficulty finding work because they lack an understanding of the work culture in Canada (Estiritu, 1999; Jung & Jason, 1998; Mak, 1991; Mak, Westwood, & Ishiyama, 1994). Richard (1982) concluded that "[a] review of 25 empirical studies of the economic adoption of immigrants between 1969 and 1981 concluded, among other things, that 'visible minorities' experienced additional problems due to prejudice and discrimination" (as cited in Richmond, 2000, p. 112).

Similarly, many business class immigrants face challenges in setting up their new businesses (Naidoo, 1992). When they try to do so, they may lack economic support or sufficient knowledge of the business practices or laws in the host culture (Richmond, 2000). A main source of frustration among many

immigrants is the lack of the government's help in assisting them to set up their businesses (Aye & Guerin, 2001; Ho, 2002).

The underemployment or unemployment, coupled with downward socioeconomic mobility, tends to lead to diminished self-esteem (Naidoo, 1992). Some of the psychological risks regarding unemployment may result in increased rates of "domestic violence, marriage breakdown, depression, alcoholism, and suicide" (Naidoo, p. 177). Stress has also been found to be high in the initial period after immigration (Fan, 1996; as cited in Leung, 2001). Research has shown that immigrant adults tend to experience stressors concerning language, employment, and family issues, and sometimes experience severe forms of psychological stress, including depression and anxiety (Short & Johnston, 1997). As Hall (1976) stated, "Anxiety results from newcomers' lack of awareness of the hidden dimensions of a foreign culture—the unwritten rules which are shared by every native but are invisible to foreigners" (as cited in Li & Browne, 2000, p. 153).

The need for economic security which necessitates that breadwinners accept menial jobs or their wives seek employment is in conflict with Chinese sex-role expectations (Basran & Zong, 1998). Since sex-role expectations are generally more rigid in a Chinese family, it may be difficult for many Chinese immigrant husbands to accept their wives working outside the home (Jung 1999; Yi & Chien, 2002). Chinese husbands who adhere to their male-dominated

values may come into conflict with the West's more egalitarian values. This may create marital tensions and emotional conflict as Chinese immigrant couples adjust to life in Canada coupled with the responsibility of raising their children. For example, Shek (2003) pointed out that parents who worry about financial stability tend to affect their children's psychological well-being. Shek explained that "parental stress (or excessive stress) related to future economic worry would make the adolescent children stressful [*sic*]" (p. 263). He further stated that "parent-adolescent differences in perceived economic stress would be translated into parent-adolescent conflict, particularly in the area of family finance and spending pattern of adolescents" (p. 263). This is an important concern regarding satellite children, because if parents cannot find work in Canada and worry about their financial situation, then it may affect their satellite children's psychological well-being.

One way for immigrants to cope with downward socioeconomic mobility is for one or both parents to go back to work in their home country where the economic market is lucrative and work is easier to find than in Canada. This has led to the emergence of the satellite children and family phenomenon. It is not the preferred choice, but is inevitable given the job situation in Canada, and is well-captured by Ho's (2002) words "desperation rather than preference" (p. 154). To many, the satellite family arrangement is a better alternative than the breadwinners not working or "losing face" by accepting low-paying jobs or

welfare assistance. While the satellite arrangement may mitigate the breadwinners' low self-esteem and the loss of their "career identity", such an arrangement may affect the family system (such as marital relations, parent-child relations, etc.).

Rationale for Conducting the Research

In 1997, the Children and Families Minister of British Columbia, Penny Priddy, said, "I'm not sure [a study] would tell us any more [as one had already been conducted in Australia]" and went on to say that she "will make sure [satellite] kids have the support they need" (as cited in Van den Hemel, 1997, p. 1). One of the criticisms that one may level against such claims is that it may be inaccurate to rely on studies conducted outside of Canada, such as an Australian one, in devising programs for satellite children in Canada (Pe-Pua, Mitchell, Iredale, & Castles, 1996). The extent to which those findings can be generalized is limited. Furthermore, in order to argue for or against such a proposition, we need to have in-depth knowledge about what we are arguing for or against. Without further empirical data on satellite children, we may encounter difficulties on identifying what specific adjustment challenges are encountered by these children and how to devise appropriate programs or social services to meet these children's needs.

Little research has been done on the challenges confronting satellite children. Only a limited amount of research concerning these children and

families can be found in "PsychINFO" and "Sociological Abstracts" databases. In the absence of a systematic study to examine the consequences of children living in satellite family arrangements, there is need for more research studies if we want to better understand the challenges faced by satellite children. I acknowledge that some scholars and researchers have tried to examine how well Canada meets the needs of new immigrants and how well they adjust to life in Canada (e.g., "Longitudinal Survey of Immigrants to Canada", Statistics Canada, 2003b). It is important to assess how Canadian immigrant children, adolescents, and adults might differ from their American counterparts, so that better preparation programs for them can be devised in Canada.

It is the goal of this study to give satellite Chinese immigrant children room to tell their stories so that I can search for themes and dimensions that accurately capture the nuances and dynamics of their adjustment process in Canada. Moreover, finding more effective means of addressing satellite children's concerns is important in the long run, because not only will this provide specific information for parents, educators, counsellors, psychologists, and service providers regarding satellite children's concerns, but the local government can also better allocate resources for meeting the needs of these children.

The need for an improved understanding of Chinese children living in satellite families in Canada is greater than ever. Although social scientists have

constructed various etic, western theoretical frameworks to explain immigrant children's adjustment processes, they have neglected the emic (culture-specific insiders') perspective of immigrant children's challenges. Some of the important questions that need to be addressed are:

1. How well do Chinese satellite children adjust to life in Canada?
2. What challenges do Chinese satellite children have in studying in Canada?
3. What challenges do Chinese satellite children have in making friends in Canada?
4. How do Chinese children feel about being a member of a satellite family?
5. How well do Chinese satellite children cope with their living arrangements?
6. What are the strains that the temporary separation may create in parent-child relations and sibling relations?
7. Of what do educators, counsellors, and service providers need to be aware when working with Chinese satellite children?

Chapter 2

Literature Review

This chapter will briefly provide a literature review on Chinese diaspora, examining the charge that immigrant children tend to have psychological and behavioural problems, using relevant research to help conceptualize satellite children's challenges such as acculturation, developmental issues, and school learning. This chapter will conclude with how some scholars use the existing research to make sense of the satellite children phenomenon.

The General Impact of Immigration on Children

Toffler (1971) coined the term "culture shock" to describe the marked differences in immigrants' experiences in their new country compared to their country of origin. Immigrants who are ill-equipped to deal with the cultural shock to themselves and their children may find it difficult to adjust to life in their host country (Hyun, 1995; Nee & Sanders, 2001; Yeh, 2003). As Levine (1988) states, "adjusting to an alien pace of life can pose as many difficulties as learning the foreign language itself" (p. 39).

Many theorists noted that immigration is a taxing process (Berry, Kim, Minde, & Monk, 1987; Sonderegger, Barrett, & Creed, 2004). The timing of immigration plays a crucial role in immigrant children's adjustment (Leung,

2001; Yu & Harburg, 1981). Not only do many Chinese children generally have little time to prepare for immigration because they are seldom consulted by their parents, but they also face biological changes. These children are dealing with puberty, the development of self-identity, relocation, and losing friends from their home country. This, in addition to their adjustment to their new environment, can be taxing both physically and psychologically (Erikson, 1964, 1968; Ying, Lee, Tsai, Lee, & Tsang, 2001).

In the context of western theories, developmentally-speaking, children are at a crucial juncture in which, according to Sam and Berry (1995), integration is a difficult process for children and adolescents, especially if there is a lack of parental support for acculturation. Immigrant children tend to experience stressors regarding assimilation into a new culture, mastering new languages, and dealing with developmental issues (such as identity formation) (Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees, 1988). Their struggles in this adjustment process are shown to be accentuated by their sense of "alienation, withdrawal, lethargy, aggression, anxiety, and low self-esteem", as they try to relate to peers and adapt to new roles (Lynch, 1992; as cited in Yeh, 2003, p. 35).

Psychological and Behavioural Problems

While some of the available research has not found statistically detectable differences in behavioural problems between immigrant and non-immigrant

children (e.g., Davies & McKelvey, 1998; Fuligni, 1998; Monroe-Blum, Boyle, Offord, & Kates, 1989; as cited in Short & Johnston, 1997), others have shown that immigrant children and adolescents show more psychological and behavioural problems (e.g., Janssen, Verhulst, Bengi-Arslan, Erol, Salter, & Crijnen, 2004; Padilla, Wagatsuma, & Lindholm, 1985). For example, Handal, Le-Stiebel, Dicarlo, and Gutzwiller (1999) examined 220 Asian adolescents (44 U.S-born, 46 Chinese, 35 Vietnamese, six Filipino, four Japanese, three Korean, and seven of unknown nationalities) on perceived family environment and adjustment, comparing immigrant Asian adolescents with non-immigrant American-born Asian adolescents. Handal et al. found that there was a statistically detectable difference between the American-born and immigrant Asian adolescents in their sample. The former were better adjusted, more independent, and had higher scholastic achievement and lower scores on maladjustment than the latter.

One criticism of Handal et al.'s research is that it is difficult to validly compare immigrant children's and adolescents' stresses or behavioural problems to that of non-immigrant children, because adjusting to life in a host country is not a single event that can be easily captured by a questionnaire, but a complex adjustment process.

To further illustrate the contradictory nature of findings on immigrant children, one group of researchers found that immigrant youths tend to be violent, participate in street gangs and criminal activities, and have a high

dropout rate from school (Torgersen, 2001), as well as problems with drug abuse (Bhattacharya, 2002; Isralowitz & Slonim-Nevo, 2002; Kim, Zane, & Hong, 2002). Others, however, found that immigrant youths tend to have higher educational aspirations compared to their white counterparts, less violent and delinquent behaviors, less tendency to engage in substance abuse, and a clearer understanding of identity formation (Fuligni, 1998; Shek, 2002).

Literature on Satellite Families

The pioneer of research on satellite families was Man (1993; as cited in Alaggia et al., 2001). He interviewed some "astronaut" wives who helped extend our understanding of living in such a family arrangement. While the wives reported that they enjoyed their newfound freedom, such as pursuing a career and enjoying the financial gains, they also realized that they needed to be more mature and independent, and found ways to develop a good social network. However, they also felt lonely and were afraid of marital breakdown. They mentioned that keeping two households was expensive, and the negative impact that may have on their children's development.

One year later Lam (1994) examined the marital relationship from the men's perspective (as cited in Alaggia et al., 2001). Of 25 satellite families, half of the male household heads lived in Hong Kong the majority of the time. They reported that they did not like their lives in Toronto. Many did not utilize local social services, their chief reason being the fear of losing "face". The male

participants in his research also indicated that the separation tended to increase the likelihood of conflict among the spouses and children. While these responses are inconclusive and cannot be generalized to other astronaut families, this lends some support to Man's (1993) findings that respondents worried about a disruption in the quality of their marital relations (as cited in Alaggia et al., 2001).

In order to devise the most comprehensive approach to examine the astronaut family phenomenon, Pe-Pua et al. (1996) conducted 14 in-depth family-household interviews, 46 individual interviews, 16 with astronaut spouses, 15 with children for focus group discussion, and 35 interviews with key informants such as religious, community, government, educational, ethnic, and youth organizations in Australia. Based on Pe-Pua et al.'s findings, male adults reported feeling lonely, missing their families, worrying about their family's safety, and having trouble taking care of themselves, (often relying on their mothers or mother-in-laws for cooking and cleaning). Others reported having "extra-marital affairs" due to their loneliness. Some, however, reported no significant difference in their astronaut living arrangements. The findings also showed that the participants were uncertain regarding their futures (e.g., when they would reunite with their families), and some children had not been informed about their future (i.e., whether they would stay in the adopted country or not). This may have led them to avoid investing their energy in learning about the new culture.

Female adults reported that it is a challenge for them not only to adjust to the new country, but also to their new roles as mothers. For example, some wives reported feeling the burden of acting both the mother and father roles. Some reported having nobody to confide in (Pe-Pua et al., 1996). Indeed, lack of support from their husbands, feeling that they alone had to maintain the family in Australia, and making decisions on their own was a challenge because they were not used to doing those things in their homeland.

Pe-Pua et al.'s findings also showed that the wives usually stayed in the host country to live with their children. Some wives stated in Pe-Pua et al.'s research that changing roles from professional to housewife, and losing the assistance of their mates, mothers, or mothers-in-law to help with household chores and taking care of the children was stressful. Some Chinese immigrant mothers needed to learn domestic tasks such as cooking, cleaning, gardening, and most importantly, caring for their children (Creese, Dyck, & McLaren, 1999; Lam, 1994; Pe-Pua et al.).

Pe-Pua et al. also reported that as a result of living in a satellite family arrangement, some astronaut women who were housewives in their home countries now had a new freedom to join the labour force, which they were not allowed to do in their homeland. This aided them in becoming more assertive, independent, and in making their own decisions. When their husbands reunited with them, however, there was the danger of other problems. If the wives and

children had adjusted to the host society, becoming independent, mobile, and able to speak English, the husbands might feel inferior. The husbands might ruminate upon the way things used to be and try to control their wives and children. The wives might struggle against letting go of their newfound freedom and independence, and resist letting their husbands run their lives (Pe-Pua et al., 1996).

All in all, research tends to show that astronaut women reported "homesickness, frustration, boredom, isolation, and depression" (Aye & Guerin, 2001, p. 12). They especially tended to feel isolated if they lacked English, could not drive, and had few friends. Their insufficient English skills tended to prevent them from watching television, reading the newspaper, or answering the phone, and caused them to stay home most of the time. Others relied on their children for translation, and for transportation from those children with driver's licenses.

Astronaut Children

Adjusting to a new environment and new roles may have prevented astronaut children from social integration (Aye & Guerin, 2001; Waters, 2001, 2002). The general factors noted by these children are homesickness, sadness, distress, isolation, boredom, and disappointment (Boyer, 1996; Pe-Pua et al., 1996). Furthermore, some reported that they lacked friends and mobility because they did not drive. Others noted that they do more household chores, including

many that were previously carried out by their fathers, grandparents, or housemates. Older siblings sometimes needed to look after their younger siblings, manage family finances, make family decisions, do maintenance around the house, and/or become the family chauffeur if they had their drivers' licences (Alaggia et al., 2001; Waters, 2002).

Irving, Chau, Tsang, Benjamin, and Au (1998) attempted to examine 68 astronaut children aged 16 to 23 concerning their adjustment to life in Toronto. The findings suggest that many were well-adjusted, and that some of the difficulties these children had were related to "language, social isolation, redefinition of their roles in the family, and uncertainty associated with transmigration" (p. 1).

Alaggia, Chau, and Tsang (2001) also examined 68 adolescents aged 16 to 24 regarding their family roles, communication patterns, autonomy and independence. Sixty-eight participants who had immigrated to Canada from China, Hong Kong or Taiwan were living without one or both parents at the time of the interview, with 57% living with their mothers, 24% living with relatives and one parent, 18% living on their own, and only 1% living with their fathers. Alaggia et al.'s findings show that "the youths described role redistribution resulting in role reversals, changes in communication due to parental absence, premature independence, feeling burdened by additional responsibility and longing for the original intact family" (p. 300). The participants also reported

that they did not feel comfortable with role reversals such as taking care of family finances or their parents while they were still young.

Conceptualization of Satellite Children

In order to understand the aforementioned findings regarding satellite children, the following information may help conceptualize our understanding of these children's adjustment challenges through the lens of Confucian values, acculturation, identity formation, communication, and school learning.

Confucian values. As "the bed of a stream shapes the direction and tempo of the flow of water" (Allport, 1948, p. vii), so the traditional teaching of Confucian principles continues to shape Chinese parents' values. Confucian values refer to the underlying principle of a strong patriarchal ideal in China. One of the Confucian dictums is that "parents are always right". Children are not allowed to question, answer back, or assert their "rights" to their parents. Parents model Chinese values, and in the absence of parental supervision, siblings need to assume the responsibility of modeling those values to their younger siblings (e.g., taking care of the family). "Filial piety" refers to children's obligation to their parents (Yeh & Bedford, 2003), and together they build a family solidarity and fulfill their familial responsibilities (Feldman & Rosenthal, 1990).

Acculturation. Acculturation is a psychosocial process in which immigrants try to find a balance between two or more cultures (Berry et al., 1987; Yeh, 2003). While parents deal with the adjustment process, they realize that the existing family's rules and norms may not work in the host country. Moreover, the rate of acculturation and parent-child conflicts tend to become evident when children are acculturated faster and adjust better than their parents. For example, Ying, Lee, Tsai, Lee, and Tsang (2001) examined 353 Chinese American college students' arrival age and social network. Ying et al. concluded that children who immigrated when they were 12 years old or younger tended to make contact with more "racially and ethnically different individuals" compared to older children (p. 97). Although Ying et al. did not directly examine the relationship between acculturation and parent-child conflicts, children are generally susceptible to peer pressure and influence. Research has shown that the values children learn in the new culture can lead to conflict with their parents who may perceive them as being disrespectful and bringing shame to the family (Cooper, Baker, Polichar, & Welsh, 1993).

Tension and cultural values are an inevitable part of the acculturation process. Chinese immigrant children tend to be caught between two cultures. On the one hand, parents want them to learn English well and "adjust" quickly to Canadian life. On the other hand, children who adjust quickly to the host country may find themselves in conflict between their own needs and the needs

of the family (Triandis, 1995). While Chinese children are trained to obey and listen to their parents (Chao, 1995), they now learn that individualism and autonomy are highly valued in Canada. If adolescents adopt the latter values in order to fit in with Canadian culture, they come into conflict with their parents (Lee & Chen, 2000). This makes it harder for these adolescents to express their needs, because they are still dependent upon their parents for the basic necessities.

Identity formation. Eyou, Adair, and Dixon (2000) examined 427 immigrant Chinese students (39% from Taiwan, 34% from Hong Kong, 15% from Malaysia, and 11% from China) concerning the relationship between psychological adjustment and cultural identity in New Zealand. Eyou et al. found that there are statistically detectable differences across these four ethnic groups on "negative self-image, depressive tendencies, and psychosomatic symptoms" (p. 538), and that it requires further research to assess the implications the cultural identities of Chinese adolescent immigrants have on their psychological adjustment in their host countries.

In some cases, immigrant children may develop an "adolescent identity disorder". For example, Luk (1993) conducted a case study with a 15-year-old Chinese boy named Michael, who suffered from an 'adolescent identity disorder'. His struggles were apparent in the dialogue; for example, he asked, "Why did my parents come to New Zealand? Should Chinese people reject the

Western culture?" (p. 110). Michael was struggling to integrate the Chinese and Western worlds. He had trouble mastering the English language, and he tried to resolve this by over-identifying with Chinese culture, which led to further conflict with the Western culture. He wanted to leave New Zealand and return to Hong Kong. This identification struggle is also echoed by participants in Tsang et al.'s (2003) study. For example, a Chinese satellite respondent said:

> I don't want to be Chinese. I am a Canadian. When I was young, the kids said bad things about my race. I don't like it.... I choose not to be [Chinese]. I don't like my parents. My classmates called me names. They were racist comments.... My father always asks me why I can't act like [a] Chinese again....I don't want to be Chinese.... (p. 374)

Identity formation is an important area of research, because while parents who emigrate tend to do so for their children's future prospects, some of these children complain about their new environment and, most importantly, they seem to be unsure how to identify themselves in the host country. Further research is required into this matter so that counsellors and service providers can gain a better understanding about working with immigrant children. Schools can also devise curricula and programs to help facilitate immigrant children's social development in Canada.

Communication. Inadequate communication may hinder the children's adjustment process. Among the immigrants in Canada, Lee (1991) noted that communication problems with their young children are severe among parents

who lack ability in the English language. At the beginning of their adjustment, these immigrant children begin to lose their mother tongue and gain facility in English. As this process accelerates, communication problems between parent and child grow more severe (Hong & Ham, 1992). Children may feel emotionally distant from their parents because their parents are unable to properly communicate with them.

Satellite children may need someone to care for them and to share their thoughts and feelings with, thereby filling the void when their parent(s) are not in the host country. Children may not know how to communicate effectively with their parents. Because Chinese parent-child communication tends to be lecturing, children may keep their thoughts and feelings to themselves (Lee & Chen, 2000). Children tend to share their emotions with their peers or somebody who will validate their feelings as opposed to those assuming an authoritarian role (Cooper et al., 1993; Shih, 1998).

School learning. Not only do immigrant Chinese children have adjustment difficulties at home, but the majority of immigrant children also have a difficult time adjusting to school life because of the language barrier and teaching styles that may differ from their home country. For example, according to the National Longitudinal Survey of Children and Youth, immigrant children tend to have problems in "reading, writing and mathematics" when they first start school (Statistics Canada, 2003a, p. 9). As Kameenui (1993) pointed out:

> [Learners] constantly face the tyranny of time in trying to catch up with their peers, who continue to advance in their literacy development.... The pedagogical clock for students who are behind in reading and literary development continues to tick mercilessly, and the opportunities for these students to advance or catch up diminish over time. (p. 397)

Understanding Satellite Chinese Children via Existing Research Comparisons

It is a challenge to parents, school personnel and service providers as to how to prepare these satellite children to better adjust to school as well as to the Canadian lifestyle. As previously mentioned, dealing with acculturation stress can be detrimental to children physically, mentally, and psychologically (Berry et al., 1987). Satellite children may feel isolated in their new environment, which makes for easy recruitment by gang members. Some research has suggested that satellite children run into a lot of problems, such as being coerced into gangs, participating in criminal activities, extortion, etc. (Tang, 1999). Misconceptions about Asian immigrants being gang members are quite prevalent in the United States (Song, Dombrink, & Geis, 1992). It is important to continue to challenge these misconceptions in Canada.

Other researchers have tried to equate satellite children with those who live in divorced families. Hoffman (1995) looked at how children adjust in divorced families and identified some factors which helped minimize children's adjustment difficulties. These are parental adjustment and the quality of relations between non-custodial parents and the children. It is believed that in

the context of satellite families, Chinese immigrant parents' values not only compound their adjustment processes, but may also inadvertently affect their children's adjustment to life in a host country. Sam (1995) found that when adolescents perceive their parents as having a positive attitude toward living 'like a Norwegian', adolescents are more likely to assimilate or integrate into Norwegian culture. However, if their parents' views towards Norwegians are negative, adolescents are less likely to assimilate or integrate. Sam also suggested that these immigrant children tend to be confused about the conflicting cultural norms and values.

Other researchers examined how children adjust in intact families where the parents have been absent due to long hours at work. There are some suggestions that a long-term separation from their parents can have a negative effect on children. They may distance themselves from their parents (Baptiste, 1993). However, the extent to which prolonged separation has an impact on children remains inconclusive. It would be an important empirical area of inquiry to study what effect growing up in a mother-absent family versus a father-absent family has on satellite children.

Ho (2002) provided a general overview of the development of astronaut families by employing a longitudinal survey method to examine how the astronaut family structure has changed over time in New Zealand. In 2002, Ho resurveyed 223 Hong Kong Chinese adolescents from the 1992 sample. Of 223, he

was able to contact 164 participants: 67 were in New Zealand, 81 in Hong Kong, and 16 had either re-emigrated to Australia or to other countries. Ho's findings concluded that the old rhetoric of astronaut children whose parents spent the majority of their time in their homeland did not hold up. During the eight-year period, some reunited with their families, while others relocated back to their homeland as political instability lessened in Hong Kong.

At the time of the reinterview in 2002, the participants were grown-up. The results demonstrated a unique pattern in which some relocated to go back to work in their homeland, while others re-emigrated to other countries but had at least one parent living in New Zealand. It is also noteworthy that a broader conceptualization of satellite families has been discussed in some recent research concerning the mobility of families' moves across continents, which highlights the concerns of transnationalism in the migration literature (e.g., Ho, Ip, & Bedford, 2001; Lam, Yeoh, & Law, 2002). Ho's (2002) studies did not examine the kinds of challenges astronaut children faced, but he did provide a rich understanding of the changes in astronaut family structure, raised public awareness regarding misconceptions of astronaut children, and called for policies to help remove obstacles newcomers face.

Researchers are grappling with the consequences of children living in a satellite family arrangement; for example, to what extent has the level of stress of living in such an arrangement increased in satellite children? From an

educational perspective, to what extent has the temporary separation that Chinese satellite children endure affected their academic performance? How much do teachers understand the satellite children phenomenon? What service programs can school policy-makers tailor to promote satellite children's educational and integration needs? Further investigation is needed in order to provide accurate information for counsellors, school personnel, and service providers.

In summary, after reviewing the research thus far, it is evident that immigrant children, adolescents, and adults are often faced with general adjustment problems and challenges. However, satellite Chinese children have to face additional challenges, such as separation from one or both parents, or family role changes in their host country, such as helping their mothers to interpret documents or becoming the spokespersons in the absence of their fathers. Children tend to struggle with the separation from their parents, their sense of self, learning challenges compounded by language barriers, racism and discrimination. These may all contribute to their acculturation stress. The aforementioned studies provide some compelling evidence for potential impacts upon satellite children; however, further investigation on satellite children is needed in order to understand the nuances of what helps or hinders their adjustment processes in Canada.

Chapter 3

Method

Participants

Twenty-nine elementary and secondary students (17 males and 12 females) and three college and university students (2 males and 1 female) volunteered to participate in the study. All participants were Chinese immigrant children living in satellite families in the Greater Vancouver region of British Columbia, Canada. Twenty-one (65.63%) resided in Vancouver, six (18.75%) in Burnaby, and five (15.62%) in Richmond.

Criteria for choosing my participants. The term satellite families was operationally defined as families in which there is a temporary separation from parents, where one of the parents goes back to his/her country and leaves his/her family in the host country. The study focused on satellite Chinese adolescents who were between 10 and 19 years old, living in satellite families, and who emigrated from China, Taiwan, or Hong Kong to Canada within the last four years, because based on the review of the literature this period is the most vulnerable stage of adjusting to life in school and in Canada. As previously mentioned, the adjustment period coincided with the satellite adolescents' physical, social, and personal development (Berk, 2000; Berry et al., 1987; Woolfolk, Winne, & Perry, 2004). By collecting information about their most

recent adjustment processes, I hoped my findings could raise the families' as well as the professional communities' awareness of these adolescents' adjustment challenges and identify specific services to meet their needs.

Materials

I used Flanagan's (1954) Critical Incident Technique to interview Chinese immigrant children in order to understand their adjustment processes in Canada. (I will describe the Critical Incident Technique and its use in detail on page 40.) Once I identified my research framework, I devised an interview protocol which was intended to solicit information concerning what helps and hinders Chinese adolescent immigrants living in satellite families (see Appendix B and C).

The interview protocol was divided into eight sections. Section A consisted of demographic questions which included sex, age, birthplace, date of immigration, class of immigration (e.g., family class, business class, or skilled worker class), length of stay in Canada, who was currently living with the participants, parents' occupations, and number of siblings. Section B addressed social functioning (e.g., whether or not participants received help upon their arrival, help they needed but did not receive, etc.). Section C asked about friendships (e.g., whether or not participants found it difficult to make friends, whether or not they felt comfortable confiding in friends, etc.). Section D asked about discrimination (e.g., whether or not participants felt discriminated against or received unfair treatment). Section E concerned language (e.g., where

participants first learned English, what help they received in learning English, etc.). Section F related to education (e.g., what grade level participants were/are in, whether or not their studies were challenging, etc.). Section G asked about family (e.g., how participants felt about living in satellite families, whether or not they felt close to either or both parents, whether or not they felt comfortable confiding in them, etc.). Section H was a concluding section which asked participants to summarize what helped or hindered their adjustment the most.

Design and Procedure

I conducted a pilot test between December 2003 and January 2004. I interviewed four satellite children with an age range between 10 and 22 years old. The purpose was two-fold. At the macro level, I wanted to examine the internal validity, which is how well an assessment measures what it is supposed to measure. In other words, how well my questions elicited the kinds of critical incidents that would allow participants to share their experiences in adjusting to life in Canada. At the micro level, I wanted to assess how clear the wording of my questions, the transition from one question to the next, and the transition from one section to the next were to the participants. Based on their feedback, no changes were made, and all interviews were conducted using the same procedure as illustrated in Appendix B and C. The results of pilot testing were not included in the final analysis.

All research materials were then reviewed by the Research Ethics Board at Simon Fraser University (see Appendix A). Upon receiving approval, I then contacted three school districts (Vancouver, Burnaby, and Richmond) to receive their prospective ethical approval of the present research. Similarly, I contacted the appropriate authorities to get their approval to post research advertisements on various colleges' and universities' notice boards (see Appendix D and E).

Recruitment. Participants were recruited from elementary and secondary schools via the following means: introductory letters were sent to prospective school principals stating the nature and requirements of the study (see Appendix F). Upon the principals' approval, they either agreed to inform their ESL department heads, teachers, and/or counsellors, or I was granted permission to seek help from the ESL department heads, teachers, and/or counsellors. Once a participant was identified, an introductory letter explaining the study was given to him/her (see Appendix G and H) as well as his/her parents (see Appendix I, and J). The participant was requested to return the reply slip to his/her school. I then contacted participants to schedule an interview time. All interviews were conducted between March and December 2004.

Explanation of interview procedures. The interview was explained to participants and their parents/guardians. For participants who were under 19 years old, the parent or guardian signed the "Informed Consent for Minors" form on their behalf (see Appendix K and L). Participants who were 19 years old

signed the "Informed Consent by Participants" form themselves (see Appendix M and N). All informed consent was obtained by me prior to each interview.

Participants and parents/guardians were informed that all participation was voluntary. There were no physical or psychological risks involved in participating in this research study. Participants were also informed that they could refuse to answer any of the questions and were free to terminate the interview process at any time (see Appendix O and P).

Conducting interviews. The interviews were anonymous and confidentiality was assured. Each took approximately 30 to 60 minutes to complete. Participants were given a choice regarding where to conduct the interview, in either a school classroom or the prospective participant's home upon his/her parents' or guardian's request. While 29 interviews (90.63%) were conducted in the participants' houses, three participants (9.37%) chose to be interviewed in a school classroom at their schools.

All interviews were conducted in the participants' mother tongue (i.e., Cantonese or Mandarin), because speaking in the subject's dialect would enable them to freely express thoughts and feelings that may have been hindered by speaking English, especially for those who were still mastering English. It was also my goal to give these adolescents maximum freedom to articulate their thoughts and feelings, which will hopefully further advance my understanding of their adjustment challenges.

Method of interviews. A semi-structured interview was used to allow participants a deeper discussion of their perception of the impact of living in a satellite arrangement, family organization, relations with parents and siblings, learning in a different educational system, and cultural differences that may have hindered their adjustment. I employed a semi-structured interview, because existing research has relied primarily on paper-pencil inventories, and standardized assessment tools do not capture the rich contextual nuances of Chinese satellite immigrant children's experiences.

At the end of each interview, participants and parents/guardians were informed about how to obtain a summary of the result. A summary of the results was sent to all participant school boards and to those participants and parents who requested it.

Translation of interviews. All interviews were tape-recorded to help capture the participants' expressions (e.g., the tone of voice) and subsequently transcribed. All the information participants provided was kept confidential to the full extent permitted by law. Materials were held in a secure location, and all audio-interview tapes were destroyed within one year of completion of the study.

Analyzing data. In order to conceptualize satellite children's immigration processes and experiences, and to provide a bridge to the development of a knowledge base to guide future research in this area, I employed Flanagan's

(1954) Critical Incident Technique (CIT) to help address research questions concerning what helps and hinders satellite Chinese children's adjustment to life in Canada. I chose CIT to collect data because it allows for very specific information to be collected while still allowing for free-flowing dialogue.

The Critical Incident Technique. Flanagan (1954) developed a research method called the Critical Incident Technique. He would collect a series of descriptions of observed instances from participants and place them into constructed categories, so that these instances would contribute to some form of understanding about a specific outcome. Flanagan defined an incident as "any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act" (p. 327). He defined a critical incident as "one which must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects" (p. 327). One criticism may be whether the critical incidents are in fact critical. In this case the honesty of respondents' narratives was relied upon.

There are five steps in a critical incident study. The first step is to determine the aim of the chosen activity to be studied. My research aim here was adjustment, which was defined as adapting to a new cultural environment and new roles. The research aim should be simple and clearly stated, so I asked respondents to describe incidents which significantly helped or hindered their

adjustment process to Canada. Keeping this in mind, I defined "help" as making a positive contribution in their adjustment process (i.e., it helped them adapt to Canada and their new roles). I defined "hinder" as making a negative contribution to their adjustment process (i.e., made adapting to Canada and their new roles more difficult).

The second step was to make concrete and specific plans for how the data should be collected. I had to plan: (1) who would make the observations or reports. In this study, it was satellite Chinese adolescents themselves who arrived in Canada between 1 and 4 years ago who would make observations and report their adjustment process. (2) What was to be observed or reported upon. The satellite Chinese adolescents reported incidents that helped or hindered their adjustment process (such as living arrangements, language barriers, learning challenges, etc.) (3) Which of their behaviours or experiences would be reported. Participants were instructed to report what helped or hindered their adjustment processes.

It is important to note that because the critical incident technique is descriptive and exploratory, sampling requirements are different than for quantitative research (Flanagan, 1978; Woolsey, 1986). The major purpose of a critical incident study is to provide the most complete coverage of the content domain for those in the samples (and others similar to them). As the name Critical Incident Technique suggests, the focus is not so much on having a large

sample size, than on having a sufficient number of critical incidents. There is no rule regarding the minimum number of critical incidents that researchers must have: it depends upon how complex the research aim is. For example, Neely and Iburg (1986) examined six counsellors who generated 20 incidents concerning counsellor intentions and target issues; Ross and Altmaier (1990) examined 46 respondents who generated 270 incidents on effective and ineffective internship performance; McCormick (1997) examined 50 participants who generated 437 incidents on First Nations healing practices; and Andersson and Nilsson (1964) examined 410 respondents who generated 1,847 incidents for a job analysis of store managers.

A general rule of thumb is to collect incidents until redundancy appears. One way of checking redundancy is to keep a running count of approximately every 100 incidents (Flanagan, 1954). As far as "significance" or detectable differences are concerned, Flanagan argued that it depends on the nature of the study. As mentioned earlier, I recruited 32 satellite Chinese adolescent immigrants, and they were asked to provide as many incidents as possible for each "helps" or "hinders" category of their adjustment to life in Canada. Hopefully, this enabled me to examine the underlying adjustment factors of these satellite Chinese immigrant adolescents.

The third step was collecting the data. The actual interviews were tape-recorded and brief notes were taken during the interviews. It is important to

point out that according to Flanagan's procedure, interviewers summarize each participant's responses and ask him/her to rate the criticalness of each critical incident. This was where I departed from Flanagan's approach. Instead of summarizing participants' responses and asking them to rate their own responses, I simply asked respondents to summarize what helped or hindered their adjustments in the conclusion section. During the translation phase, I tallied the incidents which helped or hindered their adjustment, from the most frequently to the least frequently mentioned. This allowed me to look into the core factors concerning what helped or hindered satellite Chinese immigrants' adjustment.

All interviews were conducted in one of two languages (Mandarin or Cantonese), and I transcribed and translated all the data. In order to enhance the nuances and quality of the Chinese transcriptions, the transcripts were first translated into English, then back-translated into Chinese in order to check for accuracy and clarity in translation. This also ensured that the back-translation preserved respondents' ideas and resolved any discrepancies I found during the translation process. An example of a full Chinese interview transcription can be viewed in Appendix Q. In order to preserve anonymity, I have not used the respondents' real names.

The fourth step was to analyze the data. There are a number of ways to conceptualize the data. For example, Flanagan (1978) created categories,

whereas Neely and Iburg (1986) used the components of their chosen theory to pre-establish categories. I decided to generate categories that I observed from the data. One way of generating categories is to analyze the thematic content arrived at by inductive reasoning. I generated categories, and then re-wrote and refined the chosen categories in order to enhance the meaningful presentation of the data.

Although this method of generating categories is subjective, some steps can be taken to ascertain whether similar conclusions would be reached by others. For example, my thesis committee challenged my assumptions regarding the ways I conceptualized the categories and data. This analytical part of the process involved numerous consultations; my supervisory team worked collaboratively and closely with me throughout this analytical process. Furthermore, I have in-depth knowledge of and am thoroughly familiar with both etic (outsider) and emic (insider) perspectives of the chosen sample. This cultural fluency allowed for a valid cultural interpretation and an insight that may not have been easily detectable by others who are not familiar with Chinese immigrant children.

The last step was reporting the findings. The categories and subcategories needed to be given self-explanatory titles. CIT emphasizes simplicity, brevity, and clarity. Sample incidents in the respondents' own words make the writing more evocative. The descriptions must also enhance the distinctiveness of the

categories. For example, Flanagan's (1978) way of reporting the data was to list all the categories and write a brief description of each. I reported the data by analyzing the thematic content arrived at by inductive reasoning.

Chapter 4

Results

The data will be reported in the same sequence that the interviews were conducted. All respondents were encouraged to report as many critical incidents as possible concerning their adjustment to life in Canada.

Demographics of Total Sample

Table 1 shows the demographics of the total sample.

Table 1

Demographics of Total Sample (n = 32)

		Frequency	%
Sex			
Male		19	59.37%
Female		13	40.63%
	Total	**32**	**100.00%**
Country of origin			
China		18	56.25%
Hong Kong		9	28.13%
Taiwan		5	15.62%
	Total	**32**	**100.00%**

The age mean for the total sample was 14.41 years at the time of the interview. The age range for both male and female respondents was from 10 to 19 (M = 13.89 and M = 15.15, respectively). The arrival age for the total sample was M = 12.31. The arrival age for male respondents was M = 11.74, and for female respondents was M = 13.15.

The months respondents resided in Canada for the total sample was M = 25.75. The months male respondents resided was M = 26.63 and for female respondents was M = 24.46.

Concerning respondents with siblings in or outside of Canada, 10 respondents reported that they were an "only child". Four respondents reported that they had siblings living outside of Canada. Of the remaining respondents, five reported living with younger siblings, seven with older siblings, and six with both younger and older siblings.

Table 2 presents respondents' parents' background information. Regarding the immigration class of respondents' families, 17 participants reported that their parents came from business class, nine from family class (in which immigrants are sponsored by their family members in Canada), and five from the skilled worker class immigration category. Only one respondent did not give a response.

Of the 32 respondents, only one had a father whom was presently an employee in British Columbia. In contrast, 31 respondents reported that their fathers were working in their home countries: 23 were entrepreneurs (14 in China and nine in Hong Kong) and three were business executives (two in China and one in Taiwan). The remaining occupations included four professionals and a government official, all in Taiwan.

Of the 32 respondents, 26 respondents reported that their mothers were housewives in Canada. Only one respondent's mother was currently a housewife in Hong Kong. Of the five respondents whose mothers were working in their home countries, three were entrepreneurs: one in Hong Kong and two in China. Two respondents also reported that their mothers worked in China: one was a business executive and the other was a government official.

Table 2

Respondents' Parents' Background Information

		Frequency	%
Immigration Class of Respondents' Families			
Business Class		17	53.12%
Family Class		9	28.13%
Skilled Worker Class		5	15.62%
No response		1	3.13%
	Total	**32**	**100.00%**
Father's present occupation			
Entrepreneur in China		14	43.75%
Entrepreneur in Hong Kong		9	28.13%
Professional in Taiwan		4	12.50%
Business Executive in China		2	6.25%
Business Executive in Taiwan		1	3.13%
Government Official in Taiwan		1	3.13%
Employee in Canada		1	3.13%
	Total	**32**	**100.00%**
Mother's Present Occupation			
Housewife in Canada		26	81.25%
Housewife in Hong Kong		1	3.13%
Entrepreneur in China		2	6.25%
Entrepreneur in Hong Kong		1	3.13%
Business Executive in China		1	3.13%
Government Official in China		1	3.13%
	Total	**32**	**100.00%**

Social Functioning

This section will begin by examining critical incidents pertaining to what help or information respondents received that was significantly helpful in their adjustment to life in Canada upon their arrival.

All respondents indicated that they received help with their adjustment to life when they first arrived in Canada. Through the narratives, 13 kinds of helpers were identified, and these were summarized into four main categories: relatives and friends (58.46%, n = 38), school (16.92%, n = 11), local service providers (12.31%, n = 8), and household members (12.31%, n = 8) (See Table 3).

Table 3

Source of Help Received When Respondents First Arrived in Canada

		Frequency	%
Relatives and Friends			
Relatives		17	26.15%
Friends		11	16.92%
Parents' friends		10	15.39%
	Sub Total	**38**	**58.46%**
School			
Teachers		7	10.77%
Classmates		4	6.15%
	Sub Total	**11**	**16.92%**
Local Service Providers			
Landlords		2	3.08%
Local agencies		2	3.08%
Governments		1	1.54%
Counsellors		1	1.54%
Real-estate agents		1	1.54%
Tutors		1	1.54%
	Sub Total	**8**	**12.31%**
Household members			
Parents		6	9.23%
Siblings		2	3.08%
	Sub Total	**8**	**12.31%**
	Total	**65**	**100.00%**

One hundred and thirteen critical incidents of specific help or information were reported by 32 respondents who said that the incidents were significantly helpful in their adjustment. The 113 critical incidents were summarized into 26 themes, which were then grouped into two categories: help (69.03%, n = 78) and information (30.97%, n = 35) (See Table 4).

Table 4

Significant Help or Information Received When Respondents First Arrived in Canada

		Frequency	%
Help			
Introduction to new places		19	16.81%
Learning English		12	10.62%
Introduction to new friends		8	7.08%
Finding a school		6	5.31%
Finding accommodation		6	5.31%
Opening bank accounts/cards		4	3.54%
Applying for cards in general		4	3.54%
Temporary accommodation with friends		3	2.65%
Explaining homework		3	2.65%
Academic course planning (counsellors)		2	1.77%
Locating local organizations		2	1.77%
Finding a tutor		2	1.77%
Emotional support from family		2	1.77%
General help from classmates		1	0.88%
English translation		1	0.88%
Renting a car		1	0.88%
Help with library		1	0.88%
Help with electronic devices		1	0.88%
	Sub Total	**78**	**69.03%**
Information			
Information about grocery shopping		9	7.96%
Information about Canada		7	6.19%
BC transportation system information		5	4.42%
Living tips (e.g., day-to-day tasks)		4	3.54%
Information about care card		4	3.54%
Direction/road information		4	3.54%
Explanation of immigrants' rights		1	0.88%
Information about school habits/norms		1	0.88%
	Sub Total	**35**	**30.97%**
	Total	**113**	**100.00%**

Since the majority of respondents identified assistance they received as being helpful to their adjustment, I did a further analysis of the help category. There were 18 themes identified under the help category which were broken down into six subcategories: academic help (e.g., general information from classmates, academic course planning, finding a school, etc.; 34.61%, n = 27), places of interest (e.g., introduction to new places; 24.36%, n = 19), access to services (e.g., opening bank account/cards, renting a car; 16.67%, n = 13), accommodation (e.g., finding accommodation, temporary accommodation with friends; 11.54%, n = 9), social networking (e.g., introduction to new friends etc.; 10.26%, n = 8), and emotional support (e.g. emotional support from family; 2.56%, n = 2) (See Table 5).

Table 5

Subcategories of Help Received When Respondents First Arrived in Canada

		Frequency	%
Academic Help			
Learning English		12	15.38%
Finding a school		6	7.69%
Explaining homework		3	3.85%
Academic course planning (counsellors)		2	2.56%
Finding a tutor		2	2.56%
General help from classmates		1	1.28%
English translation		1	1.28%
	Sub Total	**27**	**34.61%**
Places of Interest			
Introduction to new places		19	24.36%
	Sub Total	**19**	**24.36%**
Access to Services			
Opening bank accounts/cards		4	5.13%
Applying for cards in general		4	5.13%
Help locating local organizations		2	2.56%
Help with library		1	1.28%
Help with electronic devices		1	1.28%
Renting a car		1	1.28%
	Sub Total	**13**	**16.67%**
Accommodation			
Finding accommodation		6	7.69%
Temporary accommodation with friends		3	3.85%
	Sub Total	**9**	**11.54%**
Social networking			
Introduction to new friends		8	10.26%
	Sub Total	**8**	**10.26%**
Emotional Support			
Emotional support from family		2	2.56%
	Sub Total	**2**	**2.56%**
	Total	**78**	**100.00%**

I conducted a further analysis of Table 4 and 5 by gender and by respondents' arrival time in Canada (i.e., first, second, third, and fourth year). There were no gender differences on what help or information respondents received that was significantly helpful in their adjustment to life in Canada upon their arrival.

When I examined what help or information respondents received in Canada according to their arrival time, I discovered that the introduction to new places, finding a school, and information about Canada are key factors in helping respondents to adjust to life in Canada for all the arrival time groups.

There is also specific help and information that respondents found helpful in each phase of their adjustment process:

- During the first year of respondents' arrival, they tended to report that finding accommodation and information about the British Columbia transportation systems were helpful for their adjustment to life in Canada.
- During the second year of respondents' arrival, they tended to report that learning English was important.
- During the third year of respondents' arrival, they tended to report that in addition to learning English, applying for cards in general was helpful in their adjustment to life in Canada.

- During the fourth year of respondents' arrival, they tended to report that introduction to new friends was important.

I asked for critical incidents pertaining to factors that hindered the respondents' adjustment. Thirteen (40.63%) respondents reported that there was help or information they needed but did not receive concerning their adjustment to life when they first arrived in Canada. These 13 respondents generated 14 critical incidents which were summarized into seven themes, which were then grouped into three categories: lack of social support (57.14%, n = 8), school assistance (35.71%, n = 5), and information (7.14%, n = 1) (See Table 6). Interestingly, the other half of the respondents (59.38%, n = 19) indicated that they had generally received all the help they needed.

Table 6

Reasons Hindering Respondents' Adjustment When They First Arrived in Canada

		Frequency	%
Lack of social support			
Lack information about organization/social events		7	50.00%
Don't know where or how to make friends		1	7.14%
	Sub total	**8**	**57.14%**
School assistance			
Insufficient information about university requirements from schools		2	14.29%
Slow advancement in ESL class		1	7.14%
Unfair treatment from ESL department head		1	7.14%
Lack of full English environment in school		1	7.14%
	Sub total	**5**	**35.71%**
Information			
No information about obtaining driver's license		1	7.14%
	Sub total	**1**	**7.14%**
	Total	**14**	**100.00%**

When I examined whether Table 6 has gender differences, I found that there were no gender differences regarding what hindered respondents' adjustment when they first arrived in Canada. Five male respondents reported that there was help or information they needed but did not receive, compared to 12 males who said that there was not. Likewise, eight female respondents reported that there was help or information they needed but did not receive, compared to seven females who said that there was not.

When I examined whether Table 6 has time effects, seven respondents reported that they lacked information about organization and social events. This was evident across arrival times. Five respondents reported the lack of school assistance hindered their adjustment during their second and third years in Canada.

Friendships

In this section, I first requested critical incidents that related to making friends, and then elicited what assistance respondents received from their friends that was helpful to the respondents' adjustment when they first arrived in Canada.

Thirty (93.75%) respondents reported that they did not have difficulties in making friends in Canada, except for two (6.25%) respondents who were still struggling with making friends. In contrast, 15 (46.88%) reported that they had difficulties in making friends when they first arrived in Canada. Interestingly, the other 17 (53.12%) respondents said they had no difficulties in making friends.

Of the 15 respondents who had difficulties in making friends when they first arrived in Canada, 27 critical incidents were identified. The 27 critical incidents were summarized into five themes, which were then grouped into four different categories: language barriers (59.26%, n = 16), cultural differences (22.22%, n = 6), personality (11.11%, n = 3), and "fitting in" (7.41%, n = 2) (See

Table 7). I did not detect any gender differences or time effects in Table 7, however both language barriers and cultural differences were mentioned by respondents across their arrival times in Canada.

Table 7

Sources of Challenges Respondents Had in Making Friends Upon First Arriving in Canada

		Frequency	%
Language barriers			
English communication		16	59.26%
	Sub total	**16**	**59.26%**
Cultural differences			
Different cultural habits		1	3.70%
Ethnic background		5	18.52%
	Sub total	**6**	**22.22%**
Personality			
Shy		3	11.11%
	Sub total	**3**	**11.11%**
"Fitting in"			
"Attitude" from local students		2	7.41%
	Sub total	**2**	**7.41%**
	Total	**27**	**100.00%**

All 32 respondents reported making friends in Canada. There were 53 critical incidents concerning how respondents made most of their friends in Canada. The 53 critical incidents were summarized into 15 themes, which were then grouped into four categories: school (56.60%, n = 30), social functioning (16.98%, n = 9), sports (13.21 %, n = 7), and community (13.21%, n = 7) (See Table 8). Again, I did not detect any gender differences or time effects in how respondents made friends in Canada.

When respondents were asked to report how many of their friends belong to the same ethnic group in Canada, 22 (68.75%) respondents reported that "more than half" of their friends belong to the same ethnic group in Canada, six (18.75%) chose "half of them", and four (12.50%) indicated "less than half".

Table 8

Methods of Making Friends in Canada

		Frequency	%
Schools			
In class/school		29	54.71%
School team/club		1	1.89%
	Sub total	**30**	**56.60%**
Social functioning			
Chat online		3	5.66%
Parents' networking		3	5.66%
Friends' networking		2	3.77%
Playing video games at arcade		1	1.89%
	Sub total	**9**	**16.98%**
Sports			
Playing soccer		2	3.77%
Swimming		2	3.77%
Skating		1	1.89%
Playing badminton		1	1.89%
Playing basketball		1	1.89%
	Sub total	**7**	**13.21%**
Community			
Doing volunteer work		3	5.66%
Attending churches		2	3.77%
Participating in community events		1	1.89%
Making friends at work		1	1.89%
	Sub total	**7**	**13.21%**
	Total	**53**	**100.00%**

Regarding what respondents usually do with their friends in Canada, 32 respondents reported 82 critical incidents which were summarized into 20 themes, which were then grouped into five categories: entertainment (36.59%, n = 30), exercise (30.49%, n = 25), social gatherings (15.85%, n = 13%), study groups (9.75%, n = 8), and chatting (7.32%, n = 6) (See Table 9). Although there was no time effect concerning what activities respondents did with friends, there was a gender difference in the "entertainment" and "exercise" categories. For the entertainment category, all eight females reported shopping as the most common activity they did with friends. In the exercise category, 16 males participated in sports with friends, while only three females did so.

Table 9

Most Common Activities Respondents Do with Friends

		Frequency	%
Entertainment			
Shopping		8	9.75%
Playing on school playground		7	8.54%
Playing video games		4	4.88%
Watching movies		3	3.66%
Drinking bubble tea		2	2.44%
Playing card games		2	2.44%
Singing karaoke		2	2.44%
Dancing		1	1.22%
Playing piano with friends		1	1.22%
	Sub total	**30**	**36.59%**
Exercise			
Sports		19	23.17%
Running/walking		4	4.88%
Exercising		2	2.44%
	Sub total	**25**	**30.49%**
Social gatherings			
Dining out		4	4.88%
BBQ parties		3	3.66%
Sleepovers at a friend's house		3	3.66%
"Hanging out" with friends		3	3.66%
	Sub total	**13**	**15.85%**
Study Groups			
Studying together		8	9.75%
	Sub total	**8**	**9.75%**
Chatting			
Chatting on line		4	4.88%
Talking on the phone		1	1.22%
Chatting over lunch		1	1.22%
	Sub total	**6**	**7.32%**
	Total	**82**	**100.00%**

I then asked for critical incidents regarding the help respondents received from their friends that facilitated the respondents' adjustment to life in Canada. Eighty-three critical incidents of specific help or information were reported by 32

respondents who said that the incidents were significantly helpful in their adjustment. The 83 critical incidents were grouped into two categories: help (63.86%, n = 53) and information (36.14%, n = 30) (See Table 10).

Table 10

Significant Help or Information Received From Friends in Canada

		Frequency	%
Help			
Introduction to new places		12	14.46%
Introducing places to shop		9	10.84%
General help from classmates		9	10.84%
Friends teaching English		6	7.23%
Increased sense of belongingness		5	6.02%
Help with homework		4	4.82%
Help finding tutors		3	3.61%
Help with studies		2	2.41%
Making new friends		2	2.41%
Referral to and information from a local organization		1	1.20%
	Sub total	**53**	**63.86%**
Information			
Explaining BC and Canadian life tips		10	12.05%
Explaining general school habits		7	8.43%
Introducing new foods		4	4.82%
Explaining how to take bus		3	3.61%
Explaining how to apply for different cards		2	2.41%
Explaining games and rules on playgrounds		1	1.20%
Explaining how to go to a gym		1	1.20%
Explaining how to get to a library		1	1.20%
Explaining university requirements		1	1.20%
	Sub total	**30**	**36.14%**
	Total	**83**	**100.00%**

Since the majority of respondents identified assistance they received as being helpful to their adjustment, I did a further analysis of the help category. There were 10 themes identified under the help category which could be broken down into five subcategories: places of interest (39.62%, n = 21), general school support (28.30%, n = 15%, language help (16.98%, n = 9), emotional and social support (13.21%, n = 7), and access to services (1.89%, n = 1) (Table 11).

Table 11

Subcategories of Help Received from Friends in Canada

		Frequency	%
Places of Interest			
Introduction to new places		12	22.64%
Introducing places to shop		9	16.98%
	Sub total	**21**	**39.62%**
General school support			
General help from classmates		9	16.98%
Help with homework		4	7.55%
Help with studies		2	3.77%
	Sub total	**15**	**28.30%**
Language help			
Friends teaching English		6	11.32%
Help finding tutors		3	5.66%
	Sub total	**9**	**16.98%**
Emotional and social support			
Increased sense of belongingness		5	9.43%
Making new friends		2	3.77%
	Sub total	**7**	**13.21%**
Access to Services			
Referral to and information from a local organization		1	1.89%
	Sub total	1	1.89%
	Total	**53**	**100.00%**

I conducted a further analysis of Table 10 and 11 by gender and by respondents' arrival time in Canada. There were no gender differences in what help or information respondents received from friends that was significantly helpful in their adjustment to life in Canada.

When I examined what help or information respondents received in Canada according to their arrival time, I discovered that introduction to new places, introducing places to shop, general help from classmates, explaining general school habits, and getting BC and Canadian life tips were key factors in helping respondents adjust to life across the arrival times in Canada.

Respondents were also asked for critical incidents pertaining to what factors helped or hindered them in expressing their thoughts and feelings to their friends. While 23 (71.87%) respondents said that they were comfortable expressing thoughts and feelings to their friends, nine (28.13%) reported that they did not feel comfortable. Those who felt comfortable identified 28 critical incidents which were grouped into nine categories: because they are friends (28.57%), experience similar struggles (17.86%), easy to talk to (17.86%), know them well (10.71%), trust them (10.71%), attentive (7.14%), helpful (3.57%), and provide emotional outlet (3.57%) (See Table 12). I did not detect any gender differences or time effects in respondents' responses in Table 12.

Table 12

Reasons for Being Able to Talk Comfortably with Friends

	Frequency	%
Because they are friends	8	28.57%
Experience similar struggles	5	17.86%
Easy to talk to	5	17.86%
Know them well	3	10.71%
Trust them	3	10.71%
Attentive	2	7.14%
Helpful	1	3.57%
Emotional outlet	1	3.57%
Total	**28**	**100.00%**

The nine (28.13%) respondents reported nine critical incidents which were summarized into six categories concerning factors which hindered them in expressing their thoughts and feelings to their friends. The six categories were: subject specific (22.22%, n = 2), fear of gossip (22.22%, n = 2), not necessary (22.22%, n = 2), language barrier (11.11%, n = 1), friends busy (11.11%, n = 1), and social ineptitude (11.11%, n = 1). Again, I did not detect any gender differences or time effects in respondents' responses concerning factors which hindered them in expressing their thoughts and feelings to their friends.

Discrimination

Respondents were asked to report critical incidents related to experiencing discrimination or unfair treatment. I defined discrimination as being treated differently due to one's ethnicity, religion, skin colour, sex, age, marital status, disability, or sexual orientation. Twelve (37.50%) respondents

experienced discrimination or unfair treatment in Canada while 20 (62.50%) did not.

The 12 respondents reported 18 critical incidents which were grouped into 11 categories concerning discrimination or unfair treatment in Canada: ridiculing English pronunciation (21.05%), teachers' judgment (21.05%), name calling (10.53%), bullying (10.53%), skin colour (5.26%), butt of joke (5.26%), perception as a gangster (5.26%), "laugh at my clothes" (5.26%), "ridiculing me when I didn't know something" (5.26%), "chasing me because of my hair style" (5.26%), and looked down upon by salesman (5.26%) (See Table 13).

Table 13

Incidents of Discrimination Experienced by Respondents in Canada

	Frequency	%
Ridiculing English pronunciation	4	21.05%
Teachers' judgment	4	21.05%
Name calling	2	10.53%
Bullying	2	10.53%
Skin colour	1	5.26%
Butt of joke	1	5.26%
Perception as a gangster	1	5.26%
"Laugh at my clothes"	1	5.26%
"Ridiculing me when I didn't know something"	1	5.26%
"Chasing me because of my hair style"	1	5.26%
Looked down upon by salesman	1	5.26%
Total	**19**	**100.00%**

The 12 respondents reported 15 reasons which were grouped into four categories: ethnicity (56.25%, n = 9), teachers' bias (18.75%, n = 3), physical appearance (12.50%, n = 2), and accent (12.50%, n = 2).

In summary, discrimination happened across respondents' arrival times. I did not detect any gender differences or arrival time factors in respondents' responses concerning discrimination or unfair treatment in Canada.

Language

When respondents were asked what language they spoke most often at home, 11 respondents reported speaking Mandarin, seven spoke Cantonese, nine spoke both English and Cantonese, and five spoke both English and Mandarin (See Table 14).

Table 14

Respondents' Use of Language at Home

		Frequency	%
Mandarin		11	34.38%
Cantonese		7	21.88%
English and Cantonese		9	28.13%
English and Mandarin		5	15.63%
	Total	**32**	**100.00%**

In contrast, eight reported using only English with friends, three spoke only Mandarin with friends, and one spoke only Cantonese with friends. Of those who spoke more than one language, nine reported speaking both English and Cantonese, six used both English and Mandarin, four reported speaking three languages (English, Mandarin, and Cantonese), and one spoke English, Mandarin, and French (See Table 15). I did not detect any gender differences or time effects in respondents' use of language at home.

Table 15

Respondents' Use of Language with Friends

		Frequency	%
English		8	25.00%
Mandarin		3	9.38%
Cantonese		1	3.13%
English and Cantonese		9	28.13%
English and Mandarin		6	18.75%
English, Mandarin, and Cantonese		4	12.50%
English, Mandarin, and French		1	3.13%
	Total	**32**	**100.00%**

Of the 32 respondents, 15 (46.88%) learned English in China, nine (28.13%) in Hong Kong, five (15.63%) in Taiwan, and three (9.38%) in Canada. I did not detect any gender differences or time effects in respondents' use of language with friends.

Regarding how respondents learned English, 32 respondents reported 69 critical incidents of helpful methods of learning English, which were summarized into 14 themes, which were then grouped into four categories: teachers' help (40.58%), self-learning (30.43%), media (23.19%), and family's help (5.8%) (See Table 16).

Table 16

Respondents' Methods of Learning English

		Frequency	%
Teachers' help			
Learning in school		19	27.54%
Through tutoring class		9	13.04%
	Sub Total	**28**	**40.58%**
Self-learning			
Read English books		8	11.59%
Speaking English more		7	10.14%
Listening to English more		4	5.80%
Learning/reciting vocabularies		2	2.90%
	Sub Total	**21**	**30.43%**
Media			
Watching television		10	14.49%
Listening to radio		2	2.90%
Playing with electronic dictionary		1	1.45%
Learning English via chatting on MSN		1	1.45%
Listening to music		1	1.45%
Reading English words when playing video games		1	1.45%
	Sub Total	**16**	**23.19%**
Family's help			
Siblings' help		1	1.45%
Parents' influence/help		3	4.35%
	Sub Total	**4**	**5.80%**
	Total	**69**	**100.00%**

Respondents were asked how they felt about their English speaking ability: while 10 respondents said they still had problems speaking English, 22 said they did not. Comparatively, 26 said they had problems speaking English when they first arrived, while six said they did not. Of their present perception

of their speaking skills, 15 said "much better", 14 said "somewhat better", and three said "the same" compared to when they first arrived in Canada (See Table 17).

Table 17

Number of Respondents with Difficulties Speaking English

		Frequency	%
Now			
Yes		10	31.25%
No		22	68.75%
	Total	**32**	**100.00%**
When first arrived			
Yes		26	81.25%
No		6	18.75%
	Total	**32**	**100.00%**
Do you think your English speaking skills have improved?			
Much better		15	46.88%
Somewhat better		14	43.75%
The same		3	9.38%
	Total	**32**	**100.00%**

Regarding whether or not respondents still had difficulties speaking English, I did not detect any gender differences. The time effect ranged from 6 to 48 months, especially in those who emigrated from China.

In contrast to respondents' first arrival, no gender differences or time effects were found in respondents' responses regarding difficulties speaking English.

Respondents were asked how they felt about their English listening skills: while eight respondents said they still had problems with listening, 24 said they did not. Comparatively, 26 said they had problems with listening upon first arriving, while six said they did not. Of their present perception of their listening skills, 19 said "much better", eight said "somewhat better", and five said "the same" compared to when they first arrived in Canada (See Table 18).

Table 18

Number of Respondents with Difficulties Listening to English

		Frequency	%
Now			
Yes		8	25.00%
No		24	75.00%
	Total	**32**	**100.00%**
When first arrived			
Yes		26	81.25%
No		6	18.75%
	Total	**32**	**100.00%**
Do you think your English listening skills have improved?			
Much better		19	59.38%
Somewhat better		8	25.00%
The same		5	15.63%
	Total	**32**	**100.00%**

Regarding whether or not respondents still had difficulties listening to English, there was a slight gender difference in this category: six males reported having difficulties writing English compared to only two females. The time effect again ranged from 6 to 48 months.

In contrast to respondents' first arrival, no gender differences or time effects were found in respondents' responses to difficulties listening to English.

Respondents were asked how they felt about their English writing: while 15 respondents said they still had problems with writing, 17 said they did not. Comparatively, 27 said they had problems with writing when they first arrived, while five said they did not. Of their present perception of their writing skills, 14 said "much better", 13 said "somewhat better", and four said "the same" compared to when they first arrived in Canada. One respondent said that she did not know how to evaluate her perception of her writing skills (See Table 19).

Table 19

Number of Respondents with Difficulties Writing English

		Frequency	%
Now			
Yes		15	46.88%
No		17	53.12%
	Total	**32**	**100.00%**
When first arrived			
Yes		27	84.38%
No		5	15.63%
	Total	**32**	**100.00%**
Do you think your English writing skills have improved?			
Much better		14	43.75%
Somewhat better		13	40.63%
The same		4	12.50%
Don't know		1	3.13%
	Total	**32**	**100.00%**

Regarding whether or not respondents still had difficulties writing English, I did not detect any gender differences. The time effect ranged from 6 to 48 months, especially among those who emigrated from China.

In contrast to respondents' first arrival, no gender differences or time effects were found in respondents' responses to difficulties writing English.

Respondents were asked how they felt about their English comprehension: while 15 respondents said they still had problems with comprehension, 17 said they did not. Comparatively, 25 said they had problems with comprehension upon first arriving, while seven said they did not. Of their present perception of their comprehension skills: nine said "much better", 20 said "somewhat better", and three said "the same" compared to when they first arrived in Canada (See Table 20).

Table 20

Number of Respondents with Difficulties in English Comprehension

		Frequency	%
Now			
Yes		15	46.88%
No		17	53.12%
	Total	**32**	**100.00%**
When first arrived			
Yes		25	78.13%
No		7	21.87%
	Total	**32**	**100.00%**
Do you think your English comprehension skills have improved?			
A much better		9	28.13%
B somewhat better		20	62.50%
C the same		3	9.38%
	Total	**32**	**100.00%**

Regarding whether respondents still had difficulties in English comprehension, I did not detect any gender differences. The time effect ranged from 6 to 48 months, especially among those who emigrated from China.

In contrast to respondents' first arrival, no gender differences or time effects were found in respondents' responses to difficulties in English comprehension.

All respondents were asked to provide critical incidents of English challenges in their daily lives. The 76 critical incidents provided were summarized into nine themes, which were then grouped into five categories:

speaking (32.89%), writing (23.69%), listening (22.37%), comprehension (15.79%), and teaching styles (5.26%) (See Table 21). I did not detect any gender differences or time effects in respondents' responses in Table 21

Table 21

Incidents of English Difficulties Experienced in Respondents' Daily lives

		Frequency	%
Speaking			
Communication		25	32.89%
	Sub Total	**25**	**32.89%**
Writing			
Spelling		4	5.26%
Don't understand product labels		3	3.95%
Street Names		3	3.95%
Difficulty in writing expressions		8	10.53%
	Sub Total	**18**	**23.69%**
Listening			
Didn't understand what others say in school		17	22.37%
	Sub Total	**17**	**22.37%**
Comprehension			
Unfamiliar words when reading		11	14.47%
Idioms		1	1.32%
	Sub Total	**12**	**15.79%**
Teaching styles			
Unfamiliar teaching styles		4	5.26%
	Sub Total	**4**	**5.26%**
	Total	**76**	**100.00%**

Regarding help respondents received in learning English in Canada, 32 respondents reported 66 critical incidents which were summarized into 15 themes, which were then grouped into seven categories: teacher (39.39%), reading (13.64%), family (12.12%), media (12.12%), friends (9.09%), classmates (9.09%), and clubs (4.55%) (See Table 22). Overall, I did not detect any gender differences or time effects in respondents' responses in Table 22. However, six males reported having hired tutors to help them learn English in Canada compared to only two females.

Table 22

Help Respondents Received in Learning English in Canada

		Frequency	%
Teacher			
Teachers' explanations		15	22.73%
Tutors' explanations		9	13.64%
Interactive teaching styles		2	3.03%
	Sub Total	**26**	**39.39%**
Reading			
Read more books		7	10.61%
Memorized vocabulary		2	3.03%
	Sub Total	**9**	**13.64%**
Family			
Relatives' explanations		3	4.55%
Parents' explanations		3	4.55%
Siblings' explanations		2	3.03%
	Sub Total	**8**	**12.12%**
Media			
Watching TV		6	9.09%
Listening to music		2	3.03%
	Sub Total	**8**	**12.12%**
Friends			
Friends' corrections		6	9.09%
	Sub Total	**6**	**9.09%**
Classmates			
Classmates' corrections		6	9.09%
	Sub Total	**6**	**9.09%**
Clubs			
Summer schools		1	1.52%
TOEFL class		1	1.52%
Reading clubs		1	1.52%
	Sub Total	**3**	**4.55%**
	Total	**66**	**100.00%**

Regarding what factors hindered respondents in learning English in Canada, 28 respondents reported 14 critical incidents, which were grouped into four categories: teacher (42.86%), learning environment (35.71%), translation

(14.29%), and spacing issues (7.14%) (See Table 23). I did not detect any gender differences or time effects in respondents' responses in Table 23.

Table 23

Reasons Respondents Hindered in Learning English in Canada

		Frequency	%
Teacher			
Teaching styles		6	42.86%
	Sub Total	**6**	**42.86%**
Learning environment			
English learning environment		4	28.57%
Study environment		1	7.14%
	Sub Total	**5**	**35.71%**
Translation			
Lost interest during translation		2	14.29%
	Sub Total	**2**	**14.29%**
Spacing issues			
Limited space for educational outings		1	7.14%
	Total	**14**	**100.00%**

Education

This section addresses satellite Chinese immigrant children's education experiences and challenges in their studies in Canada. When respondents were asked at what grade level they currently were studying, two respondents were in Grade 4, four in Grade 5, five in Grade 6, one in Grade 7, two in Grade 8, two in Grade 9, five in Grade 10, seven in Grade 11, and one in Grade 12. Out of 29 students, ten respondents indicated studying in an ESL class (2 in Level 1; 7 in

Level 2; and 1 in Level 3). Of the remaining three respondents, two reported being in college, and one was a first year student in a university (See Table 24).

Table 24

Respondents' Current Grade and ESL Level in Canada

	Frequency	%
Current Grade		
4	2	6.25%
5	4	12.50%
6	5	15.63%
7	1	3.13%
8	2	6.25%
9	2	6.25%
10	5	15.63%
11	7	21.88%
12	1	3.13%
First Year College	2	6.25%
First Year University	1	3.13%
Total	**32**	**100.00%**
ESL Level		
1	2	20.00%
2	7	70.00%
3	1	10.00%
Total	**10**	**100.00%**

In contrast, when respondents first arrived in Canada, one (3.13%) was in preschool, one (3.13%) in Grade 2, three (9.38%) in Grade 3, two (6.25%) in Grade 4, four (12.50%) in Grade 5, two (6.25%) in Grade 6, two (6.25%) in Grade 7, six (18.75%) in Grade 9, four (12.50%) in grade 10, six (18.75%) in Grade 11, and one (3.13%) in Grade 12. Of the 32 respondents, 12 reported studying in an ESL class: nine (75.00%) in Level 1, two (16.67%) in Level 2; and one (8.33%) in Level 3.

I asked for critical incidents pertaining to what factors hindered respondents' learning in Canada. Seventeen (53.13%) respondents reported having problems in their studies in Canada while 15 (46.87%) said they did not have any difficulties. The 50 critical incidents of their difficulties in studies were summarized into nine categories: English vocabulary (30.00%, n = 15), English in general (18.00%, n = 9), English comprehension (14.00%, n = 7), Canadian teaching styles (14.00%, n = 7), listening skills (10.00%, n = 5), communication (6.00%, n = 3), English spelling (4.00%, n = 2), English writing (2.00%, n = 1), and adjustment to school and learning environment (2.00%, n = 1). I did not detect any gender differences or time effects in respondents' responses regarding having problems in their studies in Canada.

Regarding what help they received, 31 respondents reported having received help in their studies from teachers, classmates or parent(s) in Canada, while only one did not. Through their narratives, seven kinds of helpers were identified and were summarized into eight main categories: teachers (40.85%), classmates (30.99%), parents (9.86%), tutors (8.45%), relative or siblings (4.23%), friends (4.23%), and summer school (1.41%) (See Table 25).

Table 25

Source of Help Received in Respondents' Studies in Canada

	Frequency	%
Teachers	29	40.85%
Classmates	22	30.99%
Parents	7	9.86%
Tutors	6	8.45%
Relative/siblings	3	4.23%
Friends	3	4.23%
Summer school	1	1.41%
Total	**71**	**100.00%**

When respondents were asked to provide critical incidents relating to what help they received in their studies, the 81 critical incidents were summarized into 10 categories: teachers' explanations (29.79%, n = 28), classmates' explanations (24.47%, n = 23), teacher's teaching style (22.34%, n = 21), parents' explanations (7.45%, n = 7), tutors' explanations (5.32%, n = 5), relatives' or siblings' explanations (3.19%, n = 3), friends' explanations (3.19%, n = 3), classmates' translations (2.13%, n = 2), watching videos (1.06%, n = 1), and school outings (1.06%, n = 1).

Respondents were also asked what factors hindered their studies in Canada. Twelve critical incidents were summarized into seven categories: different teaching style from home country (25.00%, n = 3), current ESL system (25.00%, n = 3), no English-speaking environment in school (16.67%, n = 2), insufficient homework (8.33%, n = 1), lack of discipline (8.33%, n = 1), insufficient information about transferring to university (8.33%, n = 1), and no 'bilingual'

(i.e., English and their mother tongues) class for beginning ESL students (8.33%, n = 1). I did not detect any gender differences or time effects in respondents' responses regarding what factors hindered their studies in Canada.

In order to facilitate counsellors' and professionals' understanding of Chinese children's perspectives towards seeking help from counsellors, 32 respondents were asked to provide critical incidents concerning whether or not they were comfortable expressing thoughts and feelings to their teachers or school counsellors. While 18 (56.25%) said they felt comfortable expressing thoughts and feelings to teachers or school counsellors, 14 (43.75%) said they were not.

The 18 participants reported 22 critical incidents which were grouped into eight categories: counsellors are easy to talk to (31.82%, n = 7), "counsellors understand you" (18.18%, n = 4), "counsellors can solve your problems" (18.18%, n = 4), counsellors are trustworthy (9.09%, n = 2), counsellors will ensure confidentiality (9.09%, n = 2), counsellors' physical appearance (4.55%, n = 1), counsellors are sympathetic (4.55%, n = 1), and counsellors are warm and welcoming (4.55%, n = 1).

Of the 14 (43.75%) respondents who were not comfortable, 29 critical incidents were grouped in to 11 categories: too personal (20.69%, n = 6), don't feel close to them (17.24%, n = 5), prefer talking to friends (17.24%, n = 5), "counsellors don't understand you" (13.79%, n = 4), language barriers—"can't

express myself" (10.34%, n = 3), don't trust them (3.45%, n = 1), saving face (3.45%, n = 1), can handle problem on my own (3.45%, n = 1), counselors are too serious and unapproachable (3.45%, n = 1), afraid of counsellors (3.45%, n = 1), and age difference (3.45%, n = 1). I did not detect any gender differences or time effects in respondents' responses regarding confiding in counsellors.

Family

In this section, I took an in-depth look at respondents' narratives to provide a deeper understanding of what helped or hindered respondents living in satellite families.

To begin, respondents were first asked the reasons their parents wanted to immigrate to Canada. They provided 49 critical incidents which were summarized into 12 themes, which were then grouped into six categories: education (57.14%), better future (24.49%), living environment (8.16%), broadening horizons (4.08%), and parents' career (2.04%). Only two (4.08%) respondents said "unsure" regarding their parents' reasons for coming to Canada (See Table 26).

Table 26

Family Reasons for Respondents' Immigration to Canada

		Frequency	%
Education			
Better education system		16	32.65%
Learn English		5	10.20%
Better education for sibling		4	8.16%
University better here		2	4.08%
Too competitive in China		1	2.04%
	Sub Total	**28**	**57.14%**
Future			
Better personal future		8	16.33%
Personal interest		3	6.12%
Better future for family		1	2.04%
	Sub Total	**12**	**24.49%**
Living environment			
Safer environment		4	8.16%
	Sub Total	**4**	**8.16%**
Broadening horizons			
Outside China		2	4.08%
	Sub Total	**2**	**4.08%**
Parents' career			
Developing business		1	2.04%
	Sub Total	**1**	**2.04%**
Unsure			
Don't know		2	4.08%
	Sub Total	**2**	**4.08%**
	Total	**49**	**100.00%**

In order to get a complete understanding of their own reasons for immigrating to Canada, respondents provided 69 critical incidents which were summarized into 18 themes, which were then grouped into seven categories:

education (37.68%), broadening horizons (18.84%), parents' decision (14.49%), better future (10.14%), living environment (7.25%), saving face (5.80%), and unsure (5.80%) (See Table 27).

Table 27

Respondents' Reasons for Immigrating to Canada

		Frequency	%
Education			
Better educational system		18	26.09%
Learn English		5	7.25%
Didn't do well in HK		1	1.45%
Study at university		1	1.45%
Better prospects after graduation		1	1.45%
	Sub Total	**26**	**37.68%**
Broadening horizons			
Learn more		8	11.59%
Meet more friends		2	2.90%
Know more about Canada		2	2.90%
Curious about education system		1	1.45%
	Sub Total	**13**	**18.84%**
Parents' decision			
Follow parents		10	14.49%
	Sub Total	**10**	**14.49%**
Better future			
Better employment opportunities		3	4.35%
Better future prospects		3	4.35%
Increase future confidence		1	1.45%
	Sub Total	**7**	**10.14%**
Living environment			
Better living environment		5	7.25%
	Sub Total	**5**	**7.25%**
Saving face			
Didn't study well in HK		3	4.35%
Told classmates		1	1.45%
	Sub Total	**4**	**5.80%**
Unsure			
No reasons		4	5.80%
	Sub Total	**4**	**5.80%**
	Total	**69**	**100.00%**

When respondents were asked if their parents sought their opinion regarding the impending immigration before coming to Canada, 23 (71.88%) respondents reported that their parents had consulted them, and nine (28.12%) said their parents had not.

Visitation

I wanted to find out how respondents coped with their living arrangements. One way to gather information was to assess their parents' frequency of visitation. The breakdown of fathers coming back for visits was as follows: one father had not visited in the past twelve months, eight fathers visited once a year, six fathers visited twice a year, two fathers visited three times a year, ten fathers visited four times a year, and four fathers visited five times a year. Only one respondent reported her father living here all the time (See Table 28).

Table 28

Frequency of Visits by Father in the Past 12 Months

	Frequency	%
0 times	1	3.13%
1 time	8	25.00%
2 times	6	18.75%
3 times	2	6.25%
4 times	10	31.25%
5 times	4	12.50%
Here all the time	1	3.13%
Total	**32**	**100.00%**

In contrast, one (3.13%) mother had not visited in the past twelve months, three (9.37%) mothers visited once a year, and two (6.25%) mothers visited twice a year. Twenty-six (81.25%) respondents reported mothers living here all the time.

To assess respondents' perception of their fathers' time spent living in Canada in the last 12 months, 26 (81.25%) said "some of the time", five (15.63%) said "most of the time", and one (3.13%) indicated "all the time". In contrast, of their perception of mothers spending time living in Canada in the past 12 months, one (3.13%) said "none of the time", five (15.62%) said "some of the time", four (12.50%) said "most of the time", and 22 (68.75%) said their mothers lived here "all the time".

Family Relationships

I wanted to understand what were the strains that temporary separation might create in respondents, parent-child relations and sibling relations. Sixteen (50.00%) respondents said that they felt living in a satellite family was different from other families, while 16 (50.00%) said it was not. Fourteen (43.75%) respondents indicated that they felt lonely living in a satellite family, while 16 (50.00%) said they did not. Two (6.25%) reported that they felt lonely when they first arrived in Canada, but they do not now.

To further examine how the satellite family arrangement impacted their family relations, I first asked about their relationships with their fathers, mothers, and siblings.

Relationship with father. Thirteen (40.63%) respondents reported feeling closer to their fathers and four (12.50%) said they felt more distant after immigrating to Canada. Fifteen (46.87%) respondents reported no difference.

I then examined what effect gender differences and time effects had on respondents' responses regarding their relationship with their fathers. I did not detect any gender differences, but there was an interesting pattern concerning the respondents' view of their relationship with their fathers.

- During the first and second year, respondents generally reported feeling closer to their fathers.
- During the third year of their arrival, respondents reported that the relationship with their fathers remained the same.
- During the fourth year of the their arrival, three reported being closer to their fathers, three reported no change, and two reported their relationship to their fathers was more distant.

Regarding what helped respondents to feel closer to their fathers, 13 respondents reported 25 critical incidents which were grouped into four

categories: communications improved and are more frequent (56.00%), more supportive and care more evident (20.00%), spend more time together (16.00%), and father more sensitive than before (8.00%) (See Table 29).

Table 29

Reasons Relationship with Father Improved

		Frequency	%
Communications improved and are more frequent		14	56.00%
More supportive and care more evident		5	20.00%
Spend more time together		4	16.00%
Father more sensitive than before		2	8.00%
	Total	**25**	**100.00%**

Regarding factors that hindered respondents feeling closer to their fathers, four respondents provided four themes: lack of support from father (25.00%, n = 1), do not see him often (25.00%, n = 1), too authoritarian—tells me what to do (25.00%, n = 1), and little communication (25.00%, n = 1).

Respondents were also asked what factors helped or hindered them in expressing their thoughts and feelings to their fathers. While 22 (68.75%) respondents said that they were comfortable expressing their thoughts and feelings to their fathers, 10 (31.25%) reported they did not feel comfortable. Those who felt comfortable identified 23 critical incidents, which were grouped into seven themes: because he is a family member (26.09%), he listens to me (21.74%), he will help me (17.39%), "can just tell him" (13.04%), he cares about

what I think (8.70%), I respect him more (8.70%), and good relationship (4.35%) (See Table 30).

Table 30

Reasons for Being Able to Talk Comfortably with Fathers

	Frequency	%
Because he is a family member	6	26.09%
He listens to me	5	21.74%
He will help me	4	17.39%
"Can just tell him"	3	13.04%
He cares about what I think	2	8.70%
I respect him more	2	8.70%
Good relationship	1	4.35%
Total	**23**	**100.00%**

The ten respondents reported ten critical incidents which were grouped into five categories concerning factors that hindered them in expressing their thoughts and feelings to their fathers. The five themes were: difficulty talking about feelings (50.00%, n = 5), he does not understand me (20.00%, n = 2), depends on subject (10.00%, n = 1), "girl stuff" (10.00%, n = 1), and difference in opinion (10.00%, n = 1).

Relationship with mother. Regarding respondents' relationships with their mothers, 12 (37.50%) respondents reported feeling closer to their mothers and three (9.38%) said they felt more distant after immigration to Canada. Seventeen (53.12%) respondents reported no difference.

I then examined the effect gender differences and time effects had on respondents' responses regarding their relationship with their mothers. I did not detect any gender differences, but there was an interesting pattern concerning the respondents' views of their relationship with their mothers.

- During the first year, respondents reported that their relationship with their mothers generally remained the same.

- During the second and third year, some respondents reported their relationship with their mothers became closer.

- During the fourth year of their arrival, respondents reported that their relationship with their mothers remained the same.

Regarding what helped respondents feel closer to their mothers, 12 respondents reported 16 critical incidents which were grouped into five categories: see her more now (37.50%, n = 6), care for each other more (31.52%, n = 5), talk more than before (12.50%, n = 2), understand each other more (12.50%, n = 2), and respect her more (6.25%, n = 1).

Regarding what factors hindered respondents feeling closer to their mothers, the three respondents provided two categories: talk less than before (66.67%, n = 2), and she has lots of pressure, easy to irritate when talking (33.33%, n = 1).

Respondents were also asked what factors helped or hindered them in expressing their thoughts and feelings to their mothers. While 27 (84.37%) respondents said that they were comfortable expressing thoughts and feelings to their mothers, five (15.63%) reported they did not feel comfortable. Those who felt comfortable identified 27 critical incidents, which were grouped into six categories: ease when speaking with mother (29.63%, n = 8), she understands me (25.93%, n = 7), because she is a family member (22.22%, n = 6), she listens to me (14.81%, n = 4), miss her—want to talk with her (3.70%, n = 1), and she will help me (3.70%, n = 1).

The five respondents reported seven critical incidents which were grouped into five categories concerning factors that hindered them in expressing their thoughts and feelings to their mothers. The five categories were: difference in opinion (28.57%, n = 2), do not have anything to talk about (28.57%, n = 2), prefer my friends (14.29%, n = 1), does not "practice what she preaches" (14.29%, n = 1), and unsure (14.29%, n =1).

Relationship with siblings. Of the 32 respondents, ten (31.25%) reported they did not have any siblings. Eight (25.00%) respondents reported feeling closer to their siblings and three (9.38%) said they felt more distant after immigrating to Canada. Eleven (34.38%) respondents reported no difference.

I then examined what effect gender differences and time effects had on respondents' responses regarding their relationship with their siblings. I did not

detect any gender differences, and they generally reported that their relationships with siblings remained the same.

Regarding what helped respondents feel closer to their siblings, eight respondents reported 13 critical incidents which were grouped into five categories: easy to talk to (30.77%), bond more (23.08%), takes care of me more (15.38%), experience the same things (15.38%), and share secrets (15.38%) (See Table 31).

Table 31

Reasons Relationship with Siblings Improved

	Frequency	%
Easy to talk to	4	30.77%
Bond more	3	23.08%
Takes care of me more	2	15.38%
Experience the same things	2	15.38%
Share secrets	2	15.38%
Total	**13**	**100.00%**

The three respondents who felt more distant with their siblings reported four critical incidents which were grouped into three categories: age gap (50.00%, n = 2), do not talk much (25.00%, n = 1), and do not trust him (25.00%, n = 1).

Respondents were also asked what factors helped or hindered them in expressing their thoughts and feelings to their siblings. While eight (25.00%) respondents said that they were comfortable expressing thoughts and feelings to

their siblings, 13 (40.63%) reported that they did not feel comfortable. Only one respondent did not give a response.

Those who felt comfortable identified nine critical incidents, which were grouped into four categories: experience similar struggles (44.44%, n = 4), trust siblings (22.22%, n = 2), share secrets (22.22%, n = 2) and siblings can help (11.11%, n = 1).

The 13 respondents reported 14 critical incidents which were grouped into six categories concerning factors that hindered them in expressing their thoughts and feelings to their siblings. The six categories were: age gap (50.00%, n = 7), do not trust siblings (21.43%, n = 3), less communication (7.14%, n = 1), do not care about me (7.14%, n = 1), gender difference (7.14%, n = 1) and unsure (7.14%, n = 1).

Family Responsibilities

Not only did respondents' relationships with their parents and siblings change, but they also had to accept new responsibilities. While 26 (81.25%) respondents reported they had more responsibility within their families because of living in a satellite family, six (18.75%) said they did not.

Twenty-six respondents reported 40 critical incidents pertaining to family responsibilities which were grouped into four categories: household chores

(45.00%), study more (35.00%), help with translation (10.00%), and taking care of family members (10.00%) (See Table 32).

Table 32

Incidents in Which Respondents' Family Responsibilities Increased

	Frequency	%
Household chores	18	45.00%
Study more	14	35.00%
Help with translation	4	10.00%
Taking care of family members	4	10.00%
Total	**40**	**100.00%**

There are three consequences of living in satellite families: a gain in maturity, their parents sought more opinions from the respondents, and the situation created family problems.

Gained maturity. Overall, 24 (75.00%) respondents indicated that living in a satellite family had helped them to become more mature, while eight (25.00%) felt it had not.

Opinions. While 24 (75.00%) respondents said that their parents sought their opinion more, one (3.13%) said less. Seven (21.87%) reported that their parents did not consult with them.

Family problems. While nine (28.13%) respondents said that living in a satellite family created family problems, 23 (71.87%) said it did not. The nine respondents reported 14 critical incidents, which were summarized into four

categories: less communication (71.43%), do not feel good (14.29%), feel mother is lonely (7.14%), and afraid of infidelity by father (7.14%) (See Table 33).

Table 33

Reasons Living in a Satellite Family a Negative Experience

		Frequency	%
Less communication		10	71.43%
Don't feel good		2	14.29%
Feel mom is lonely		1	7.14%
Afraid of infidelity by father		1	7.14%
	Total	**14**	**100.00%**

I did not detect any gender differences or time effects in respondents' responses regarding maturity gained, opinions, or family problems.

To examine what resources they used in dealing with their adjustment and family issues, respondents were asked if they had received any help concerning the challenges of living in a satellite family. While four (12.50%) said that they had received help, 28 (87.50%) said that they had not.

Of the four respondents, three kinds of helpers were reported: immigration agencies (50.00%, n = 2), classmates (25.00%, n = 1), and counsellors (25.00%, n = 1).

Conclusion

To conclude, respondents were asked to summarize the interview by stating whether assistance they had received had been helpful to their adjustment. Sixty-one critical incidents were noted which were summarized into nine categories: introduction to Canada (22.95%), study tips (19.67%), parents' help (16.39%), making friends (14.75%), help learning English (13.11%), independence (6.56%), friends taught me things (3.28%), lawyer explained immigration laws (1.64%), and advice where to shop (1.64%) (See Table 34).

Table 34

Most Significant Help Respondents Received in Canada

	Frequency	%
Introduction to Canada	14	22.95%
Study tips	12	19.67%
Parents' help	10	16.39%
Making friends	9	14.75%
Help learning English	8	13.11%
Independence	4	6.56%
Friends taught me things	2	3.28%
Lawyer explained immigration laws	1	1.64%
Advice where to shop	1	1.64%
Total	**61**	**100.00%**

Respondents were also asked to summarize what factors hindered their adjustment the most. Forty-eight critical incidents were noted, which were summarized into eight categories: language barrier (56.25%), different cultural background (12.50%), new education system (8.33%), lack of parental care (6.25%), few friends (6.25%), difficulty communicating with parents (6.25%), difficulty translating school notices (2.08%), and discrimination (2.08%) (See Table 35).

Table 35

Factors Most Hindering Respondents' Adjustment in Canada

	Frequency	%
Language barriers	27	56.25%
Different cultural background	6	12.50%
New education system	4	8.33%
Lack of parental care	3	6.25%
Few friends	3	6.25%
Difficulty communicating with parents	3	6.25%
Difficulty translating school notices	1	2.08%
Discrimination	1	2.08%
Total	**48**	**100.00%**

In closing, two (6.25%) respondents said they were unsure whether they adapted well or not, and three (9.38%) said they adapted poorly. Twenty-seven (84.38%) respondents reported that they adapted well to Canadian society and ways of living.

Chapter 5

Discussion

Due to the paucity of studies on the satellite children phenomenon, it is my goal to use the findings from this study to further extend our knowledge about what helps or hinders Chinese immigrant children living in satellite families. The findings can have some important implications for devising theories and research on satellite children. Through the interviews we, as researchers, professionals, and policy-makers, can hear their "voices", which will enable us to gain an emic (culture-specific insiders') perspective of their challenges living in satellite family arrangements as well as adjusting to life in Canada. The discussion section will be divided into seven sections: respondents' families' profiles, social functioning, friendship, discrimination, language, education, and family. I will end this chapter with a conclusion, limitations of this research, future research directions and my reflections upon this research.

Respondents' Families' Profiles

I would like to provide a brief overview of respondents' families' profiles. As Table 2 shows, the majority of respondents came from affluent families. While nine respondents' parents came from the family class category of immigration, 17 were in the business class and five were in the skilled worker class. As described in the results section, immigrants who are in the family class

category are sponsored by their relatives or family members. Business class is comprised of investors, entrepreneurs, and self-employed persons. All 17 respondents indicated that their parents either came to Canada as investors or entrepreneurs. According to Citizenship and Immigration Canada (2004), immigrants who come as investors must show relevant business experience, have a minimum net worth of $800,000 Canadian dollars, and invest at least $400,000 in the Canadian economy. Similarly, entrepreneurs must have business experience, a minimum net worth of $300,000 Canadian dollars, and the intent to invest and create jobs, thereby contributing to the Canadian economy.

It is important to point out that there is variability in how much capital and resources immigrants bring to Canada. The chosen sample indicated that their parents seem to have plenty of resources to provide for the children throughout their adjustment process. The chosen sample therefore does not represent those who live in a low socioeconomic class or whose parents may have just enough money to fulfill the investment criteria posed by Canada, but are struggling to make ends meet while adjusting to life in Canada. The chosen sample also does not represent those who may have dropped out of high school. (I will further discuss this in light of future research questions.)

Parents' Occupations

The data show that the majority of respondents' fathers are the breadwinners, both before and after immigration. While some mothers worked

prior to immigration, the majority of them are full-time housewives who take care of their children in Canada. The Chinese family structure is a hierarchical one, in which the role of fathers is to provide for their families and to maintain a good family name. Furthermore, given some of the husbands' high socioeconomic status in their home country, they would deem it inappropriate for their wives to work, because it would reflect badly on the husbands' status and imply an inability to provide for their families, which in turn may have unintended social consequences (e.g., job promotion). Wives are responsible for taking care of the family (e.g., accompanying their husbands to social functions, socializing with other wives who belong to a similar 'class', etc.). In general, both the notion that men are the breadwinners, and Confucian principles (which refer to an underlying concept of a strong patriarchal ideal) are still deeply entrenched in many Chinese families.

Family Living Arrangements

Based on the respondents' responses, I have identified four unique family living arrangements:

1. Only one respondent's father runs the household in Canada while her mother works in China,
2. 26 mothers primarily run the households in Canada while the fathers work in their home countries,

3. Four parents work some time in their home countries, but take turns to run the households in Canada, and
4. Only one respondent, who was 19 years old, reported living on his own at the time of the interview.

There is a parallel between Chinese immigrants who came to Canada 100 years ago and those who have come recently. When the news of the discovery of gold sped around the world in the late 1800s, many Chinese males came to work as sojourners, their wives and children remaining in China. With recent Chinese immigrants, the wives and children generally reside in Canada, while the husbands go back to work in their home countries. This appears to be a reversal of "sojourners", with these families now being described as "satellite families."

One explanation to account for the emergence of the satellite family phenomenon is the actual difficulties immigrants face in finding employment, as well as their willingness to leave their adopted countries temporarily. One substantiated piece of evidence that has been well-documented by Statistics Canada ("Longitudinal Survey of Immigrants to Canada", 2003b) and researchers is the demand for "Canadian work experience" when applying for jobs (Basran & Zong, 1998). Given this and other employment barriers (Naidoo, 1992), most Chinese immigrants reassess their employment situations and generally come to the conclusion that it would be in the best interests of their

families for one or both parents to go back to work in their home countries, with the rest of the family members remaining in Canada.

My Perspective on the Emergence of Satellite Families

I would like to take an in-depth look at the connection between the lack of appropriate Canadian work opportunities and the emergence of satellite families. One may argue that immigrants who go back to work in their home country due to difficulties in finding employment (e.g., employers' demand for Canadian work experience) is not a particularly valid argument, because immigrants could have been more proactive in their job search in Canada. Since they also learned that employers demand Canadian work experience, immigrants could have gone back to school to upgrade their skills so that they could be more marketable to Canadian employers. In addition, since the job market is lucrative in the immigrants' home countries, regardless of the difficulties in finding employment in Canada, immigrants may choose to go back to work in their home countries anyway. One may also use the (somewhat inconclusive) 'empirical' evidence to suggest that upon immigrating to Canada, some immigrants have already decided to work in their home countries while the rest of the family members will stay in the host country (e.g., Waters, 2001, 2002). I have thought about these two plausible explanations to account for the emergence of satellite families, and I could have interviewed the respondents' parents to clarify how much of a challenge job searching was for them in Canada, and more importantly, how

much the demand for "Canadian work experience" factored into their decisions to opt for the temporarily separation from their family members. I fully understand that this is a complex issue and beyond the scope of this thesis. Nonetheless, it may be helpful for future researchers to address the following questions:

1. Do immigrants who live in satellite families feel helpless when they seek employment in Canada?

2. If so, what factors contribute to immigrants' feelings of helplessness in job searching in Canada?

3. Does the feeling of helplessness in job searching play a crucial role in immigrants' decisions about satellite family living arrangements?

4. To what extent does the feeling of helplessness factor into the immigrants' decisions about satellite family living arrangements?

If we have evidence to suggest that the difficulty of finding work is a motivating factor in immigrants' decisions about living in satellite families (e.g., "Longitudinal Survey of Immigrants to Canada", 2003b; Waters, 2001, 2002), we may need to take a closer look at the current employment situation in Canada. For example, what is the gap between immigrants' prior professional experiences and the challenges they faced when seeking employments in Canada? What are

some of the career training programs immigrants need but do not get? As Minister of Finance Ralph Goodale stated in his 2005 budget speech:

> Similarly, for both productivity and social reasons, Canada needs to attract and retain skilled immigrants—and ensure they can reach their full potential within our society. To that end, our last two budgets made significant investments—to support language training and to make progress on the recognition of foreign credentials (p. 13).

Providing language training and recognizing immigrants' foreign credentials are only the beginning. The Canadian government needs to go further by setting up a regulatory body to vigorously examine the accessibility of various career-related training programs for immigrants. It is to this end that I would suggest researchers work closely with the Canadian government, because the government can use research data to identify what specific problems immigrants currently encounter in their job searches and modify existing career training programs or develop new ones to better meet immigrants' needs.

Researchers could also work collaboratively with the government on examining existing business training programs (e.g., how to set up a business in Canada), which can assist the government to modify existing or develop new training programs in order to better inform business class immigrants how to invest more wisely. While business class immigrants are "supposed" to meet the investment criteria and also have sufficient resources to provide for their families in Canada, those who are making their way while adjusting to business as well

as family life in Canada may indeed need support from the government. Helping business class immigrants to get their business off the ground may persuade business class immigrants to stay for further investment, which can help stimulate immigrant business and jobs in their prospective sectors. It makes good economic sense to help immigrants to adapt to changing times and change the investment culture, which in turn will help stimulate economic growth and create jobs for Canadian workers.

If immigrants decide to seek employment in their home country, one may wonder about the uncertainties involved in going back, and potential challenges they may face in their home country. Generally speaking, when the majority of the respondents' parents moved to Canada, they did not completely cut economic and social ties with their home country. Many of the respondents' parents still owned real-estate in their home countries, so living arrangements were not be a problem for them. As far as re-establishing the parents' career is concerned, they could rely on relatives, friends, or former bosses to assist in their search for work. There are many ways in which immigrants can overcome potential challenges in their home countries.

In summary, the purpose of this section is to provide a brief overview of respondents' profiles and discuss some of the potential factors which may account for the emergence of the satellite family. By highlighting the possible connection between the challenges immigrants face in job searches and the

emergence of satellite families, I hope Canadian governments will be more proactive in addressing current employment concerns faced by immigrants and mobilize resources to help them, so that immigrants can more easily obtain employment and help build a stronger Canadian economy instead of dividing their time between two countries. It is to this end that I will discuss the potential impact it may have on immigrant families, and especially focus on the psychosocial adjustment of Chinese satellite children.

Social Functioning

I would to like to examine some of the contextual factors that may have affected satellite children's adjustment processes. I hope through my respondents' stories we can gain an emic, insider's perspective on what helps or hinders satellite children's adjustment to life in Canada. In order to preserve anonymity, I have not used the respondents' real names.

I also would like to mention that I have examined the data based on gender differences and respondents' arrival time. As noted in the results section, I only found a few detectable gender differences and time effects in some of the responses, and I will highlight those findings when appropriate.

Furthermore, while the focus of this research was on Chinese satellite children, as I pointed out in my literature review, immigrant children, adolescents and adults are often faced with general adjustment problems and

challenges (e.g., Chiu & Ring, 1998; Davies & McKelvey, 1998; Lee & Chen, 2000; Leung 2001). Hence, I will delineate the implications when specifically referring to satellite children or to immigrant children in general.

What Help Respondents Needed and Received

As Table 4 shows, the respondents reported two major categories of help— "information" and "help"—which enabled them to adapt to the new cultural environment and new roles when they first arrived in Canada. Let me clarify the difference between "information" and "help". In the latter case, someone actually did something physically with the respondents (e.g., showed them different places).

Information. The majority of respondents reported that when they first arrived, they were not familiar with Canadian cultural rules and norms. For example, Mei Qi, a 16-year-old Chinese female, described receiving information about grocery shopping and learning appropriate Canadian cultural norms:

> When we first arrived, we went to Metrotown to go grocery shopping. Classmates helped us to learn about Canadian cultural norms. For example, in fast-food restaurants, after you finish your meal, you put the refuse away. In China, we had servants to clean up for us. (012)

Xin Yu, an 18-year-old Chinese female, expressed her gratitude about receiving information from both school and organizations:

> I received lots of help from the school. Take the example of taking the bus and understanding how the BC transit system works. A member of the school staff taught me how to buy the concession monthly pass. Through the staff member I now know that buying a bus pass is cheaper than paying coins for every ride. I shared this information with my parents. I also got help from organizations. Some organizations sent us information about Vancouver or changes in immigration regulations. (019)

Like Mei Qi and Xin Yu, many respondents indicated that the information they received was not only informative and useful in assisting them in learning about the basic operations of conducting daily life tasks, but the information they received also allowed them to feel more comfortable as they engaged in the process of finding out more about life in Canada.

Help. Regarding the "help" category, as Table 5 shows, places of interest, access to services, academic help, accommodation, social networking, and emotional support are all important mediators in helping the respondents adjust when first arriving in Canada. For example, Hai Feng, a 17-year-old Chinese male, expressed his gratitude to those people who helped him when he first arrived in Canada. He said:

> Relatives had already helped us find a place to stay when we first arrived. In school I made some friends who helped me adjust to the neighborhood and the school environment. Teachers helped, too, because the class format is different than in China. Teachers will explain things very slowly and allow you to adjust to their classes. (007)

Many respondents also reported that they did not know where or how to access services. The unfamiliarity of doing things in a new country can be a challenge for some children. For example, Yan Wei, a 19-year-old Hong Kong male, explained:

> Sometimes you don't know how to fill out application forms, and they [respondents' relatives] will help you before you ask. They help you to find information and where to get that information. Generally, when you need them, they are there for you. They are willing to help. (026)

My Interpretation of What Help Respondents Needed and Received According to Their Arrival Time

As mentioned in the results section, while I did not find any detectable gender differences in respondents' responses, I found some useful patterns about what help or information respondents received in Canada according to their arrival time. While respondents reported that the introduction to new places, finding a school, and information about Canada were key factors in helping them adjust to life across the arrival times in Canada, there was specific help or information that respondents found helpful in each phase of their adjustment process:

- During the first year of respondents' arrival, they tended to report that finding accommodation and information about the British Columbia transportation system were helpful for their adjustment to life in Canada.

- During the second year of respondents' arrival, they tended to report that learning English was important.

- During the third year of respondents' arrival, they tended to report that in addition to learning English, applying for cards in general was helpful in their adjustment to life in Canada.

- During the fourth year of respondents' arrival, they tended to report that introduction to new friends was important.

The psychological impact of uprooting and resettling is a great stressor and a challenge for many, especially those who lack knowledge of their host country. Parents who are ill-equipped to deal with the cultural shock to themselves may find it difficult to help their children and their children may in turn find it difficult to adjust (Yeh, 2003). Cwerner (2001) stated that:

> From the start, immigrants are faced by a multitude of times that seem strange, unfamiliar, 'other'. They almost literally arrive with temporal baggage comprising codes, symbols and dispositions that cover a whole range of elements from the pace and sequencing of various modalities of social interaction to the broad temporal organization of social life. (p. 19)

Hence, the above adjustment phase can be a useful framework in which service providers can tailor their services for each phase of satellite children's as well as general immigrant children's adjustment processes.

My respondents' stories help elucidate not only how the information and help respondents received enabled them to navigate a strange environment, but also reinforce the notion of the family's or kin's help. There is a Chinese saying that translates as "rely on friends when travelling abroad". Nee and Sanders (2001) pointed out that social capital is readily available to immigrants who belong to the same ethnic group. This is an important factor in allowing newly arrived immigrant children to feel at home and that they can rely on someone, as opposed to feeling that they are all alone with no one to rely on, especially satellite children who have to deal with the temporary separation from one or both parents.

Social networking played a key role in many respondents' adjustment to life when they first arrived in Canada. For example, Jian Ping, a 15-year-old Taiwanese male, explained the importance of social networking: "Because we go to the same school, we are often together, and since we speak the same language, they help me better adjust to new places" (014). The respondents acknowledged that social networking tended to help increase their sense of belonging in the new country.

In many Chinese families, emotional support is generally expressed through doing things for family members or giving privileges to the children (Chang & Ng, 2002). One respondent explained that what made the adjustment process smoother was her parents providing constant care at the affective level

despite not being here most of the time. Xin Yu, an 18-year-old Chinese female, remarked: "Support from the family is important. Usually my mother is not here, but she works hard in China and shows care when she phones us. That (encouragement) helps support the family" (019).

The findings from this study support the existing research regarding social networking and emotional support that are pertinent to immigrant children's positive adjustment process (Chiu, Feldman, & Rosenthal, 1992; Lam, 1997; Tsui, 1997). As Berry et al. (1987) suggested, integration can be difficult for some immigrant children, especially those who may lack the support of their parents. In the context of satellite families, I believe both emotional and social support can serve as significant moderators in facilitating satellite children's adjustment in coping with satellite family living arrangements. The findings show that some parents do show their children that their challenges are understood, and that they can rely on their parents to obtain the resources they need to cope with challenges, which could account for why the satellite children in this study are generally well-adjusted. Overall, research has shown that social support can help mitigate stress (Vondra & Garbarino, 1988) and enhance adjustment (Barrett, Sonderegger, & Sonderegger, 2001).

What Help Respondents Needed but Did Not Get

In this section, I want to address a key question: Was there any help or information respondents needed but did not receive concerning their adjustment to life when they first arrived in Canada?

Nineteen respondents reported that they had generally received all the help they needed. For example, Yao Wei, a 10-year-old Chinese male, said: "When I got here, I didn't think I needed more help. We got everything. The teachers were quite nice and helpful in school. I got all the help I needed" (008). Yin Yin, a 19-year-old Chinese female, stated: "On the whole, if things are not related to school, I do not need to worry about them, because my mother and uncle would take care of them for me" (022).

A further analysis of the data revealed that although respondents seemed to adjust quite well and receive all or most of the help they needed, 13 satellite children did provide important information concerning what hindered their adjustment when they first arrived in Canada. As reported in Table 6, the three main areas which hindered respondents' adjustment the most were a lack of social support, school assistance, and information. While I did not detect any gender differences in respondents' responses, they reported a lack of social support, which was seen across arrival times in Canada. Lacking school assistance and information were factors generally hindering respondents during the second and third year of their adjustment to life in Canada. For now, I want

to focus on the role of social support. I will discuss the remaining two factors in the "education" section.

Lack of social support. I want to address the issue of the lack of social support at two levels: the lack of social support within respondents' social network, and the lack of support in the public domain. Even though some respondents received the kinds of help they needed, some reported lacking social support. For example, Hao Min, a 14-year-old Chinese male, expressed this concern: "I've got everything I want, a big house, a good family car, and good food, but I lacked social support at the beginning, because I had so many *good* friends in China (respondent's emphasis). Here I have acquaintances...only acquaintances" (003). Zu Lin, an 11-year-old Chinese female, revealed a profound loneliness: "At night you feel bored and lonely, and want someone to come over. That's impossible here, because we do not know each other well, but I could call my best friend and stay over and talk things out in China" (020).

In addressing the public domain, some respondents' lack of social support was due to being poorly informed about what local services, communities, or organizations are available to them, and most importantly, where and how to obtain relevant information such as social events to help them get to know their communities. It is alarming that some respondents reported that they did not know where or how to make friends when they first arrived in Canada. Many did not have any information about organizations or social events upon first

arriving in Canada. For example, Dong Min, a 19-year-old Hong Kong male, voiced this concern:

> I don't know what to do after school. I just go to school and come home. I wasn't involved in any other activities at the beginning. Nobody told me what things I could do. For example, if I wanted to learn something, I didn't know where to get the information. If I had problems with school, even though I wanted to ask someone for help, I didn't know how to get it. (025)

I was surprised by my respondents' comments regarding a lack of information about organization and social activities. This point has also been identified in a Vancouver School Board survey in which the majority of respondents voiced this concern (Li, 2003b). This is a case in point where there is an overlap between specific help satellite children need and general help immigrant children need but do not get. The above respondents' observations are insightful and reinforce that in order to help immigrant children to adjust in general, local organizations may need to effectively mobilize their resources (e.g., to conduct public presentations about available services in schools). Another way to address this concern is that schools could take the initiative to invite speakers to introduce what services are available to satellite children and suggest how they can get involved. Xin Yu, an 18-year-old Chinese female, explicitly addressed this issue: "Certain Chinese social clubs or organizations can help you get to know Canadian society. Lots of people who come here don't know where to go, where is interesting, or ways of learning to understand Canadian culture"

(019). Yan Wei, a 19-year-old Hong Kong male, also stated that it would have been helpful had he gotten that information during his initial adjustment process:

> I think community centres are for older people or very young children. We are in the middle: seldom do we have activities that allow us to meet new friends or show us around or things like that. For example, they should have barbeques or similar functions so that a group of adolescents can "hang out" together, talk to each other, confide in each other, and get to know one another. I think that if we had services like this, it would be better. (026)

In summary, while most Chinese satellite immigrant children seem to receive all the help and information they need to adjust to life in Canada, respondents reported that they have difficulty in obtaining social support at the beginning. By highlighting this concern, we can better understand what specific factors respondents encountered that hindered their adjustment process, so that governments, school policy-makers, and service providers can modify existing services to better meet the needs of satellite immigrant children.

Friendship

Some of the excerpts presented in the "social functioning" section serve to highlight the extent to which their social network is a crucial component in most respondents' adjustment process. In addition to dealing with the challenges of living in a satellite family arrangement, the process of making friends can be a struggle for some satellite children, because English is not their first language

and the culture is so different from their own, making it challenging to understand certain habits and behaviours of their Canadian peers. Based on the findings, the majority of respondents had difficulties making friends upon first arriving in Canada. As Table 7 shows, the four main factors which hindered respondents in making friends the most were language barriers, cultural differences, personality, and "fitting in".

Language Barriers

Since immigrant children leave their familiar environments and friends behind, it is a challenge to make new friends in Canada. For example, Zi Hua, a 12-year-old Chinese male, talked about how English difficulties held him back in initiating conversation with other classmates at the beginning. He described: "It challenged me a lot because I didn't really understand the language. I first made Chinese friends, then when I learned English I made more English friends" (009). Similarly, Cui Ji, a 12-year-old Taiwanese male, stated: "At first I couldn't speak the language, and couldn't talk, and didn't understand what they were talking about. Sometimes some people would bully me" (016).

Cultural Differences

The cultural differences also restricted respondents from making friends with other ethnic groups, especially when the respondents first arrived in Canada. Many discovered difficulties in making friends because they could not

use their previous styles of making friends. For example, Xin Yu, an 18-year-old Chinese female, said in a frustrated tone: "...you don't have the basic knowledge. What do you feel for the other people, Canadian people? That's why you don't know how to start. That's the main point" (019). Yan Wei, a 19-year-old Hong Kong male, echoed a similar line of thinking:

> You need to know how people here think. Unlike friends in Hong Kong, friends from white or other ethnic groups require a different communication style. Hong Kong friends will "gel" together after chatting briefly. Here you need to spend more time talking or telling jokes. You need to know what they think, then you can make friends. (026)

Personality

In addition to language barriers and a lack of understanding in making friends in the Canadian culture, some respondents reported that they felt shy and did not know how to approach people initially. Some said that they did not have an outgoing personality, which made things difficult for them. So Wan, a 17-year-old Chinese male, said:

> When I first arrived I was a bit introverted, very shy, so didn't want to talk with others. So I felt lonely and shy, and didn't have many friends. My English was also poor, so I had difficulty in communicating with others. (021)

"Fitting In"

The following respondent illustrated one difficulty in making friends, that of "fitting in", especially in a school setting. Yun Na, a 15-year-old Hong Kong female, recounted experiencing "attitudes" from local students toward her. She said:

> When I first went to a high school, everyone ignored me because I was new. It was shocking, because everyone just ignores you and you have no idea where the classes are, so it was really, really bad. But then I started to make friends. I talked to this girl and we became friends. You have to approach people yourself, but I don't think a lot of students have the nerve to do that, because it is difficult and scary—they can tell you to go away and stuff like that. I was quite nervous. (030)

My Interpretations of Respondents' Difficulties in Making Friends

While I did not detect any gender differences or time effects in my respondents' responses regarding difficulties in making friends, both language barriers and cultural differences were the foremost challenges faced by respondents across their arrival times in Canada. As articulated by the above respondents, English is the main barrier to making friends at the beginning of their adjustment process. Some persevere at making friends by speaking 'broken' English even though they know that they may be laughed at by others. Some who have difficulty speaking English may also be handicapped by their personality (such as being shy), which may make them feel that they do not have the confidence to make friends. Based on my respondents' input, I would

recommend to schools and social service providers that it might be of use to devise a peer support group for satellite children immigrants, as this would give them opportunities to talk with someone about their specific challenges in adjusting to life in Canada. For example, it may be useful to set up peer mentors or adjustments related to prevention and positive-coping programs, such as 'FRIENDS' (Barrett et al., 2001). Host programs, which allow new immigrants to do volunteer work, can be another means to facilitate integration by providing opportunities to acquire Canadian cultural knowledge and to interact with Canadians, which can help broaden their social network and support in their adjustment process (Ng, 1993). The goals of these programs should be to work with respondents to overcome their challenges and provide them with a place where they can feel comfortable communicating with others and have them understand what they are currently undergoing in the host country.

Respondents' Methods of Making Friends

Various methods have been utilized by respondents to overcome the challenges of making friends. These involve schools, social interaction, sports, and community events. Respondents reported that these were an important part of their adjustment process.

Schools. Many respondents tried to make friends with classmates seated next to them, especially those who spoke their mother tongue. For example, Xin Jie, a 10-year-old Hong Kong female, said: "In class, those who sat nearby would

often ask you where you are from, from which school, and when you came to Canada. I talked to them, then got to know them" (015).

Social interaction. Besides schools, another important avenue respondents found helpful in making friends was social interaction. One respondent described using the Internet to make local friends. Other respondents stressed the importance of making friends with parents' friends' children. For example, Ting Feng, a 15-year-old Chinese male, said: "The two of us had no friends. We played together. We both took the same courses. Then we went to meet other people. We began to make new friends and became friends with their friends" (004).

Sports. Yet another method of making friends is through sports. Yao Wei, a 10-year-old Chinese male, said: "I meet some when I go swimming—there are some Mandarin friends there. They also go to the same school I go to" (008). Zi Hua, a 12-year-old Chinese male, also said: "I simply play. When I see somebody is playing with the subjects I like, like soccer and stuff, I would join them and we would eventually become friends" (009).

Community events. Some respondents made friends through their communities, doing volunteer work, attending churches, participating in community events, and making friends at work. For example, Yin Yin, a 19-year-old Chinese female, reported:

> I came here early and wanted to adjust better. By September I had adapted more to school, so I went to the community centre to make friends, and did some volunteer work to slowly adjust. During the summer I made a lot of friends. (022)

The above categories (i.e., social, social functions, sports, and community events) can serve a template for school and service providers in making their resources available to both immigrant children and their parents, so that they have a place to begin to learn how to broaden their social network. This is a particularly important issue for immigrant children who are living in a lower socioeconomic class and have limited services available to them and to their families. This lack of resources may further compound their difficulties in adjustment to life in Canada.

In summary, the ability to make friends and establish a good social and emotional support network is paramount. According to the literature on immigrant children's adjustment, friends seem to be an important variable in buffering immigrant children's adjustment difficulties (Lam, 1997; Tsui, 1997). Many respondents reported that classmates helped them adjust to school. Peers can provide respondents with a sense of belongingness which can assist them during the adjustment process. Overall, many respondents tended to make friends at school. As those friendships evolved, some reported that they felt more comfortable talking about their struggles and expressing their inner thoughts and feelings.

Friends' Help

I will now discuss what help respondents received that they found helpful in their adjustment process, especially in the satellite family arrangement context. I would like to focus this discussion on friends' help at two levels: the macro and micro level. At the macro level, the findings show that many respondents received practical help from their friends, which enabled them to adapt to the new cultural environment and new roles in school when they first arrived in Canada. The help they reported could be categorized as: receiving information, general school support, and assistance with English.

Receiving information. The information respondents received from friends generally pertained to their interests. For example, friends introduced them to shopping, explained general school habits, or gave them tips pertaining to life in B.C. and Canada. Younger respondents received information explaining games and playground rules from friends, which respondents said were helpful, because their friends helped them to learn more about the Canadian culture and the shared knowledge and languages about games that many Canadian children play. This may empower immigrant children and enable them to better navigate not only the school playground but also their neighborhood. This knowledge allows them to join the "in-group" as opposed to being seen by Canadian children as "outsiders" who have no knowledge about their shared common interests. Both schools and service providers have unique

roles to play in disseminating this kind of information, which may otherwise not be available to these immigrant children. Older respondents said that they received information that their parents were unable to give them. For example, Yan Wei, a 19-year-old Hong Kong male, said:

> Often you have some places, the best places to go, about which mature people won't tell you. They won't "hang out" with you in Richmond and drink bubble tea or sing Karaoke. Those sorts of activities are initiated by people of my age. (026)

General school support. Many respondents received help concerning their studies and homework. For example, when they first arrived and did not quite understand what teachers said, some classmates helped translate for them. Wen Fang, an 18-year-old Hong Kong female, recalled:

> Chinese classmates have very good grades, especially those who come from China. Because teachers teach subjects faster in Hong Kong than here, when I was here for the first two years (Grades 11 and 12), I had already studied the things I was taking. My Chinese classmates study even more – they take physics, chemistry and biology. They have even studied first-year university material. Often when I do not understand something I just ask them. (005)

Assistance with English. Closely related to receiving general school support is language help, which is another significant moderator in facilitating the process of adjustment: "Language reflects the soul and culture of a people. Each language has its own images, proverbs, sense of humour and different thought structures expressing various facets of civilization" (The Hong Kong

Institute of Education, 1982, p. 7). It is important to learn the language in which one intends to express oneself. Zi Hua, a 12-year-old Chinese male, said:

> My classmates helped me to learn English better because I spoke with them in English, and my English skills improved. They helped me when I didn't know stuff. For example, when a teacher asked me a question when I first came here, they told me what to answer. (009)

Most respondents acknowledged that their friends and classmates were important in their adjustment to school life in Canada. They gave them support and school-related help (e.g., taught respondents how to speak English, explained what happens inside or outside of the classroom, and provided respondents help with their homework). Furthermore, knowing and understanding the language of the dominant culture can help immigrant children to better adjust to the host country. I will more fully address the challenges respondents faced in learning English later on in the "language" section.

Confiding in Friends

At the micro level, respondents reported that confiding in friends, especially those who have first-hand experience of their struggles, what challenges they face and how to deal with those situations, was particularly helpful in their adjustment to life in Canada. As stated in the literature review section, Chinese children tend to confide in friends more than in their parents,

because their parents tend to be lecturing as opposed to listening to them (Lee & Chen, 2000). It is at this micro level that my interviews elicited a number of reasons respondents confided in friends in Canada. These reasons are: they provided an emotional outlet, respondents trusted them, "because they are friends", and "they experienced similar struggles".

Emotional outlet. Many satellite children are not only dealing with relocation but also separation from their parent(s) and friends in their home countries. Making friends is a scary process, and some respondents reported that they just cannot reveal their feelings to their parents. Go Hong, a 19-year-old Chinese female, said:

> I feel sometimes I need to let my emotions loose. I don't want to keep them inside; I want to share my helplessness with my friends. Because my mom and dad are often busy, I don't want them to listen or to share with them. I would rather talk to my friends as opposed to my family. (023)

Trust. The notion of trust is what allowed satellite children to express deep emotions to friends. Hai Feng, a 17-year-old Chinese male, said: "I express my thoughts to my friends. I trust them; we have played together for quite some time now. I feel I can express specific things (family matters) to them. They tell me, and I tell them. We are friendly and have no reservations" (007).

Experience similar struggles. In addition to trust, satellite children expressed their feelings to their friends because they felt they could rely upon

them. For example, Mei Qi, a 16-year-old Chinese female, said: "Because we are friends. If we have difficulties, we share them and face them together. We also share the good times. Of course we are best friends" (012). Relating to this point, the majority of the respondents' friends also experienced similar struggles. This is illustrated by the following respondent, Yan Wei, a 19-year-old Hong Kong male:

> Caucasians can be difficult when sharing "heart matters" because we are born in different places. If we are both from Hong Kong, we can talk about "heart matters". We all went through similar experiences. We went through a period of not knowing anything when we first arrived, and found this place strange. We knew how each other felt; we had similar problems, like distant families (missing our parents) and problems with our studies. We are "in the same boat", so we can talk. Caucasian friends care about you, but they don't understand you because they were born here. They don't know what your problems are. They think it is no big deal, but you think it is a problem. For example, thinking about parents, thinking about how they are doing because they are living on their own, if they are getting used to it. They [Caucasian friends] may wonder why you need to think about your parents. All in all, we Chinese are loyal to our families, and are very close. Caucasian teenagers often live on their own, but we Chinese still live with our parents at 20 or 30 years old. (026)

While I have detailed some of the positive factors that enabled respondents to confide in their friends, some respondents also reported factors that hindered them in confiding in their friends. Although I did not detect any gender differences or time effects in respondents' responses, they did report four main factors which hindered them in confiding in friends: subject-specific, friends are busy, fear of gossip, and language barriers. For the purpose of this discussion, I will focus only on three factors: subject-specific, fear of gossip, and

language barriers, so that we can get a clearer understanding of what the respondents meant, and how counsellors and service providers can improve on those factors when devising and promoting services that meet the needs of satellite children.

Subject-specific reasons. While some respondents may feel safe in talking with their friends, some may have reservations about talking openly about their satellite family situations and things that have been bothering them. They are selective in what to share with their friends; the respondents referred to this as subject-specific. For example, Hui Yang, a 16-year-old Taiwanese male, said: "It depends on the situation…for example, if it is science or something harder, I will ask friends to help me because of the English problem. Living problems I generally won't share – mainly just school questions" (013). There is a Chinese saying that "Family dirt should be kept inside the family." This belief is ubiquitous among many Chinese families, and it is generally believed that discussing things openly with others will disrupt one's family harmony, and they will be perceived by others as incompetent in handling their family matters. In order to "save face", some satellite children are explicitly told by their parents not to tell anyone and not to ask people for help for fear of unintended social consequences and immigration repercussions (e.g., being required to pay back the "hidden" taxes to the Canadian government when the government finds out about their satellite family situation; Waters, 2001, 2002).

One may wonder if the notion of "saving face" is a barrier to devising services for Chinese immigrant children. Based on the findings, the notion of "saving face" does not seem to be a concern for the chosen sample. If respondents were concerned about "saving face", I would not have been able to get this rich data and the depth of analysis that I have in this research. This can be explained by the fact that I am Chinese and speak the respondents' mother tongue, and know when and how to utilize my counselling skills to listen to respondents, and most importantly, provide respondents with a safe environment to share their adjustment processes. One way to work with Chinese immigrant children, especially those who may want to "save face", is that teachers, counsellors, and service providers need to have cultural empathy, which is defined as 'helpers' trying to experience the culture of a 'helpee' from his/her perspective. However, the two major difficulties helpers face are that their world view is determined by their own culture as well as shaped by their chosen theoretical model, which may limit their understanding of helpees' cultures (Yan & Lam, 2000). Moreover, unless helpers grew up in the helpees' culture, it is difficult to know what is right and wrong, what is normal and abnormal behaviour in that culture, etc. Despite these limitations, I believe that when helpers are genuine in trying to understand the helpees' cultural context and content, they can reach a deeper understanding of the helpee's adjustment challenges. Hence, I would suggest that cultural empathy is an important moderator in working with Chinese as well as Asian immigrant children.

Fear of gossip. Besides subject-specific reasons, some respondents do not want to talk about their feelings or situation to their friends due to a fear of gossip. For example, Dong Dong, a 14-year-old Hong Kong male, stated: "I am afraid they will tell others, afraid they can't help me" (018). Respondents who do not feel comfortable confiding in friends generally voice this concern that others will talk behind their back.

Language barriers. Another factor that hindered respondents in talking with their friends is the language barrier. Yang Yang, an 11-year-old Chinese male, said: "I can't, except those in China. Here I can't. The first reason I don't tell them is that my English would need to be precise. English can't express the deep nuances of "heart matters", but if I use Chinese, it is simple" (024).

My Perspectives on Respondents Confiding in Friends

I believe both Yan Wei (026) and several respondents' narratives have captured the essence of their profound personal struggles regarding who to share their challenges and adjustment struggles with, and in indicating what encourages respondents to reveal their vulnerability to friends. Through their narratives, I hope we can begin to understand that in getting to know a new culture, it is crucial for one to feel understood, safe, and to share one's emotional burdens with someone who has a similar cultural background. Based on the findings, respondents reported that they generally found it easier to share their challenges with those who had a good knowledge of their adjustment difficulties

(e.g., satellite children), and that they can express the nuances of their problems and frustrations with others in their own language. This sentiment is well captured by Yan Wei's understanding of who he feels most comfortable confiding in.

We, as teachers and professionals, need to pay attention to how we can provide satellite children with a safe environment to discuss adjustment issues. We need to take the language issue into consideration when devising programs, because it is important to provide satellite children with space where they can express themselves in their own language. We may also need to include teachers or service providers who know their language in various support groups, so that the teachers or service providers can serve as mentors, clear up any misconceptions satellite children may have, and provide them with scaffolding so that they develop tools to deal with similar problems in the future.

I believe that the empirical data gathered from this research also teaches us an important lesson, i.e., knowing what factors may hinder satellite children in confiding in friends could help teachers and schools to provide support groups that address those factors so that satellite children could feel comfortable in expressing their thoughts and feelings, and most importantly in receiving appropriate help and support when needed. I believe that seeing things in a new light helps free satellite children from the constraints of their cultures, and that this new freedom may then allow them to understand their own position as well

as others' (such as family members') positions in a new light as well. During this process, they have to trust that teachers, counsellors, or even their peers will not make judgments or leave them feeling unsafe after sharing their stories. It can be frightening for some satellite children to talk about their deep personal issues.

In summary, many satellite children struggled to make friends upon their arrival. It became easier, however, as they learned the language and felt more comfortable talking to others to whom they felt they could express their struggles and personal vulnerability. Many respondents reported making friends within their own ethnic background. Many of their friends/classmates were crucial to their adjustment process and provided them with mostly school-related help, such as telling them the play rules, the school rules, and also teaching them how to speak and do homework if they had difficulty understanding.

Discrimination

Discrimination still exists, and respondents experienced it across their arrival times in Canada. It is particularly striking that 14 respondents reported that there was at least one incident in which they felt they were being discriminated against or receiving unfair treatment. There are five important categories respondents provided in classifying discrimination: bullying by classmates, English pronunciation ridiculed, teachers' behaviours and attitudes, perception of the respondent as a gangster, and unfamiliarity with behavioural

customs. I want to address bullying by classmates and teachers' behaviours and attitudes, and the potential implications it may have on satellite children.

Bullying by classmates. Respondents mentioned discrimination as hindering their adjustment to life in Canada. Yao Wei, a 10-year-old Chinese male, expressed a disturbing sentiment: "I don't know English usage for many things. For example, if I had something other people have, and they thought I stole it, I would not know what they are saying. I would feel hurt" (008). Ting Feng, a 15-year-old Chinese male, also revealed a story of being verbally assaulted by his classmates: "When I first came here, I was short. A classmate teased me, called me chicken-boy. Canadian-born Chinese also said that my English was not good. They laughed at my pronunciation" (004).

Teachers' behaviours and attitudes. Not only do respondents face discrimination by classmates, but teachers may also hold stereotypes and discriminate against some immigrant children. For example, Yun Na, a 15-year-old Hong Kong female, said:

> Sometimes the teacher will assume that you don't know certain things because you are Chinese and have just come from Hong Kong, but I went to an international school in Hong Kong, so I can speak English. Yet they assume that you can't speak English. They assume a lot of things because you are new and you are an immigrant. (030)

Yin Yin, a 19-year-old Hong Kong female, said in a very angry and frustrated tone:

> The ESL head gave me the impression he was judging my ability. He implied that if you didn't do well on the first test, he wouldn't give you any further opportunity to show your ability. I was very angry at the time. I constantly told teachers I wanted to take other exams. I wanted to take the Grade 11 math exam. I applied for it for a long time, but the counsellors and teachers didn't pay any attention to me. My point is that if ESL department heads and teachers would give immigrants a chance to show their ability, I think there would be more potential for them. (022)

Yin Yin's story reminded me that Steele and Aronson (1995) conducted a study as a way to highlight the implication of stereotype threat towards black students in the United States. In one study, Steele and Aronson recruited Black and White Stanford undergraduates and gave them a test. When the Blacks believed it was a test of ability, thereby invoking stereotype threat, they did much more poorly than equivalent white students, confirming the stereotype. When the stereotype threat was removed, the black students did just as well as the white students. My point is that teachers should be careful to try and minimize stereotype threat whenever possible with students who may be subject to it (minorities, women in math class, boys in english class, etc). The long-term consequences of stereotype threat is an underperformance of academically negatively-stereotyped groups in schools and universities, which also has further implications in their ability to find good employment, which can in turn affect many other aspects of their lives.

My Interpretations of Respondents' Discrimination Experiences

Discrimination is an obstacle to peace which is faced by many countries, especially those which have deep historical cleavages. It is important for people

to understand how this happens, why it happens, and how it can be mitigated. People should recognize that discrimination is destroying harmony among all races. Prejudice or discrimination occurs when people receive inaccurate or insufficient information when first forming an opinion about a particular group, and then generalize this to all members of the group, thereby affecting their own behavior and attitudes towards the group (Kunda, 2000). This inaccurate information is usually reinforced by society, or the person's in-group.

With the respondents' minority status, and unwelcoming gestures experienced by them, it is pertinent for schools and teachers to address this important educational and social issue. Both parents and schools have a responsibility to identify the source of discrimination and attempt to eradicate it. My findings have provided an insight into the respondents' sense of their own vulnerability in school. The findings on discrimination led me to wonder, given the effort schools have made concerning racism and discrimination, why some students are still ignorant about others' cultures and why the issue of unfair treatment from ESL department heads and teachers is still not being addressed.

While the experience of discrimination and racial and cultural stereotypes is not restricted to satellite children, and is certainly experienced by other immigrant children, it seems to me that discrimination may occur at least in part because immigrant children may be unclear on behavioural customs. For example, Wen Tang, an 18-year-old Hong Kong male, said: "Sometimes

Canadians will say bad words a lot to me. Sometimes this makes me want to fight, because I am different from them" (005). Based on the findings, I would recommend that tolerance of diversity and critical thinking should be instilled in students so that they can question the validity of the dominant perception of Chinese students. For example, Chinese as well as other Asian immigrants are generally portrayed as quiet, high achieving, and financially affluent (Song et al., 1992). In order to facilitate a healthy discussion and critical thinking regarding discrimination, we need to teach students how to recognize and debunk biases that often surface in general life, as well as those portrayed by the media.

I would argue that schools cannot just rely on "inspirational speakers" such as previous victims to reduce bullying or discrimination incidents, or expect to deter students' bullying behaviours by punishing them. A support group should be in place in schools where satellite children can voice their concerns. As Chun Wa, a 19-year-old Hong Kong male, reported:

> When I got here, I was bullied by a classmate. I did not know who to tell. I didn't want my mother to worry about me. When teachers asked me questions, I did not know how to express myself. I needed people to explain or repeat the questions several times. The beginning was the most difficult time. I did not get any help from school, didn't know what people were saying, and couldn't tell anyone. (017)

I believe the most effective discrimination strategy would be for schools to devise various simulation workshops in which participants could actually experience what it feels like to be discriminated against. The advantage of

having a simulation workshop is that it would allow students to question their existing stereotypes of other ethnic groups and to realize how they might feel if they were the victims.

I am aware of some of the current initiatives to prepare teachers for working with students of diverse backgrounds (e.g., "ESL Learners: A Guide for Classroom Teachers", Ministry of Education, 1999), but not many teachers have the time or resources to implement these training techniques in their classrooms. From school policy-makers' perspectives, we need to mobilize existing resources and tackle the issue of racism and discrimination in schools and in public areas more vigorously. The following respondent demonstrates how much effort schools are putting into preventing discrimination. Wen Fang, an 18-year-old Hong Kong female, reported that "I filled out a discrimination questionnaire in grade 11, but never saw or heard the results of that questionnaire" (005). Hence, we as educators and policy-makers need to have a clear vision and reflect upon what barriers to progress exist, and how we can build more productive working environments for both teachers and students (Egan, 2003). Through my findings, I hope teachers will reflect upon their current pedagogies, and school policy-makers devise curriculum interventions so that they can impart the required knowledge to teachers when working with diverse students.

In summary, teachers observe students learning every day. This provides teachers with ample access to many "teachable moments" that they can utilize in

modeling how to respect diverse students, which in turn may contribute to students' internalization of moral rules (e.g., caring for people) (Berk, 2000; Hoffman, 1988; Lipscomb, MacAllister, & Bregman, 1985). Teachers should make use of these opportunities to disseminate correct information about discrimination and other unfair treatment such as bullying. It is also important to raise teachers' and students' awareness about how their stereotypes may influence their beliefs and possibly prejudice them against certain ethnic groups of students (Sadker & Sadker, 1986, 1994; Steele & Aronson, 1995).

Language

In this section, I will briefly describe what challenges respondents faced when learning English and discuss what methods of learning English they found helpful. As Tables 17-20 show, there are four areas in which respondents identified having difficulties with English: speaking, listening, writing, and comprehension. As noted in the results section, many respondents have experienced difficulties with English upon their arrival in Canada, and it is also something that has been experienced by many immigrant children (Statistics Canada, 2003a). While I did not detect any gender differences in speaking, writing, and reading, six males reported that they still have difficulties with listening to English compared to only two females. Although the number is small, it may be of use for future researchers to examine what factors are making it difficult for Chinese male children to acquire English listening skills.

Respondents were asked to provide critical incidents about English challenges in their daily life. Many respondents reported that they had difficulty speaking and listening in daily life, especially when they first arrived in Canada. As far as learning is concerned, writing and comprehension difficulties were more likely to occur in school.

While most respondents felt they had improved their listening and speaking skills significantly over time, many of them reported having only somewhat improved their writing and comprehension skills. An explanation is that they had ample opportunity to practice their listening and speaking skills with friends and classmates outside of school, whereas reading and writing required more effort on their part. Teachers should therefore pay attention to all aspects of improving students' learning and English development.

Respondents' Methods of Learning English

In order to devise effective instructional methods for teaching English, it may be of use to find out what methods respondents used to learn English. Of the 32 respondents, 28 mentioned teachers' help. It is important for teachers to keep in mind how they can structure lesson plans appropriate to the way immigrant children learn English.

Respondents also reported self-learning. It is important to examine what methods immigrant children used in their self-regulated learning. For example,

Jian Ping, a 15-year-old Taiwanese female, said: "I force myself to speak more English. I pay attention to how people pronounce words" (014). Xin Yu, an 18-year-old Chinese female, mentioned that one method of learning English she found helpful was listening to radio:

> Radio is important for me. When you watch TV, you probably concentrate on the visuals, not the sound, and that's why I don't choose TV. Of course I watch TV, but not for learning English. Radio is better, because radio broadcasters probably speak English more correctly, and their talking speed is suitable for me to learn English. (019)

Dong Don, a 14-year-old Hong Kong male, also reported using creative means to learn English: "I find playing with the dictionary or video games helpful. When I don't understand English words, I will use the dictionary" (018). These are ideas which have helped respondents to better understand English, and teachers can incorporate some of these ideas into their lesson plans.

Relating to Dong Dong's method of learning, I believe the work of Dr. Phil Winne, Dr. John Nesbit, and his colleagues helps introduce educators to new methods of utilizing computer software (e.g., gStudy) as a way to enable students to pay attention to their learning processes as well as their metacognition (Winne, Hadwin, Beaudoin, & Murphy, 2003). The gStudy Learning Kit, "...which contains such features as a collaborative note-taking system known as CoNoteS, works by allowing students to 'build' such things as notebooks and glossaries, and produce indexing options and ways to cross-

reference information, using hyperlinks and other technological tools" (Winne, 1998). The gStudy is an innovative cognitive learning tool that can help teachers improve existing teaching methodologies, which I believe in turn can help Chinese immigrant students effectively absorb information. This is an important area of inquiry, and it is important to utilize effective cognitive learning tools, so that educators can help students identify their study behaviours and think critically about their learning styles, which will allow them to discover their full learning potential (Nesbit & Winne, 2003). From the perspective of educators, the ultimate goal is to provide students with knowledge so that they can transfer their learned skills and strategies to their future endeavours.

Education

Given that English is a second language for most satellite immigrant children, respondents reported having difficulties in learning especially during the period shortly after their arrival. Since respondents' challenges seemed to occur mostly at school, regarding speaking, listening, reading, and comprehension, and these difficulties are not just faced by satellite immigrant children, it is important to further investigate what challenges immigrant children face and how teachers and schools can provide the necessary resources to facilitate their learning. Based on my findings, many received help from teachers and classmates, and also hired tutors for specific subjects as well as for learning English. As mentioned in the results section, the respondents reported

three major categories of help: teachers' explanations, classmates' explanations, and teachers' teaching style.

Teachers' Explanations

Ming Ling, a 16-year-old Chinese female, stated: "Teachers explain things in detail. Even though I don't fully understand her, I can still "get it" because she sometimes uses body language" (001). Yin Yin, a 19-year-old Chinese female, also said:

> Here in school, every day I face problems. When I ask the teachers, they won't give me a direct answer. They will ask back, "What do you think?" With their style of teaching, I feel I have the power to think and answer back. I am not afraid my answer is no good, because the teachers give me the chance to talk. (019)

It is this welcoming, supportive attitude that teachers need to convey to students which in turn can allow them to think critically about their questions and to draw on their previous knowledge to fill in their missing gaps.

Teachers' Teaching Style

Closely related to teachers' explanations is teachers' teaching style. Ting Feng, a 15-year-old Chinese male, stated: "The teachers are nice in this school and I learn a lot. For example, the science teacher is very good to me. If I don't understand the material, he will encourage me to ask questions. It doesn't seem to bother him" (004). Yan Wei, a 19-year-old Hong Kong male, also said:

"Sometimes teachers will go over questions. When you are going to take provincial exams, they will ask you to write a lot of essays. They will correct them for you, and tell you where you need to improve" (026).

Some respondents provided very important information concerning what hindered their learning processes in school when they first arrived in Canada. Respondents mentioned six factors: different teaching style from home country, current ESL system, no English-speaking environment in school, insufficient homework, lack of discipline, and insufficient information about transferring to university. For the purpose of this discussion, I will focus on the different teaching styles from the home country, the current ESL system and no English-speaking environment in schools.

Different Teaching Style from Home Country

Ting Ting, a 15-year-old Chinese female, stated: "In China, ESL teachers will explain things in detail. In Canada regular teachers won't do that. I don't want to ask them questions and feel like I am stupid" (002). Yun Na, a 15-year-old Hong Kong female, said: "...I would like teachers to come around to me and explain a bit more, or have an after-school session to repeat stuff like the one I had in Hong Kong" (030). We need to work with satellite immigrant children to recognize that teachers' responsibilities are teaching and helping students learn the material. If students have questions, they need to feel they can ask their teachers.

Current ESL System

Respondents also raised an important concern regarding the feeling that teachers cannot help them. For example, Yin Yin, a 19-year-old Chinese female, mentioned that:

> When I first arrived, I studied in an ESL class. The class was somewhat chaotic, because at the time I studied, the ESL system had Grades 8, 9, 10, 11, and 12 students studying together. I didn't get any help, and I think I wasted a year there. I constantly asked to take exams for the regular class. During the time I studied there, the teachers and the ESL head gave me the feeling that they wouldn't really help me. (022)

The above respondents supported the findings of the Vancouver School Board survey in which the majority of respondents also voiced this concern (Li, 2003b). For example, one respondent explained why he felt disappointed with the ESL system in the survey: "[I was] not motivated because ESL has no credits and it is not important. After you stay in ESL for 3 or 4 years they will let you go anyway" (Li, p. 14). In their recommendation, the school boards acknowledged this concern and wrote:

> [Immigrant students] are further discouraged by the ESL and Transition Programs. While these students knew that they would have to improve their English after coming to Canada, it is clear that few anticipated that they would be placed in ESL and Transition Programs and might stay within them for years. It seems that programs designed to incorporate non-English speaking immigrant students into the Canadian education system have had an unintended negative impact on some of these students.... (p. 24)

I agree with the school boards' recommendation, and I hope my findings have given further support to the Vancouver School Board survey findings (Li 2003b). It shows that both general immigrant children and satellite children voice concerns about the way the B. C. educational system works. It is my goal to give satellite children "voices", so that educators will listen to their concerns and seriously think about what goes wrong in the current system and how to prevent the problem so that it will not burden future ESL immigrant children. For example, a couple of respondents in the present research reported that the public school they attended did not give them much opportunity to demonstrate their academic capabilities. This sentiment was also echoed by a group of respondents who participated in the Vancouver School Board survey, in which they stated that schools tend to isolate immigrant students in ESL classes (Li, 2003b). Based on the findings, some respondents pointed out that there are teachers who try their best with the limited resources available to provide a safe and inclusive classroom for them. I believe that it is an important educational issue which requires further investigation into how to improve the B. C. educational system and to raise teachers' awareness of inclusion and diversity in classrooms, as well as how to incorporate multicultural teaching pedagogies.

Lack of a full English-speaking environment

While I acknowledge that the BC Ministry of Education tries its best to promote ESL classes and other ways of improving improve immigrant children's

acquisition of English, there are some unintended consequences. One of the consequences that respondents raised in this study is the lack of a full English-speaking environment in public schools. This is a concern, because the current grouping practice tends to place ESL students together, and within an ESL class respondents reported having easy access to classmates who could speak their mother tongue. Ming Ling, a 16-year-old Chinese female, stated:

> Unlike other regular class students who have different classmates in different subjects, ESL students pretty much have to stay in the same classroom. That's why I don't have a chance to speak English, because my classmates are mostly from Mainland China, Korea, and the Philippines. Teachers say, "English, English", but many students don't pay attention to them. (001)

Many lamented about wanting to have an English-speaking environment where they could practice and learn English with Caucasian students. Hence, schools need to provide age-appropriate placement, otherwise we will do a disservice to students' learning development (Rao & Yuen, 2001).

My Reflections Upon the Current B.C. Education System

To appreciate respondents' challenges in schools, it is crucial to understand how they interpret these challenges. When I reflected upon my findings, I found that the 32 respondents not only shared challenges in their studies but also provided insight into the current B.C. education system. I will suggest some of the ways in which we as educators and school policy-makers

can work collaboratively in improving the ESL system. My recommendations can be divided into two levels: one is primarily for teachers and principals, and the other one is for school policy-makers.

Challenges in their studies. At the teacher level, teachers can utilize their lesson plans to challenge students. ESL teachers have discretion as to how much they should follow the 'pre-made' curriculum. We as educators need to understand where students' zones of proximal development is and how we can provide them with scaffolded or assisted learning, so that they can achieve their full learning potential (Wertsch, 1991; Wertsch & Tulviste, 1992). Based on my findings, respondents reported that the challenges in their studies in Canada were paramount. Respondents said that the learning environment in Canada is more relaxed to the point that it does not challenge them. In other words, respondents do not find the curriculum challenging, especially with the ESL system, unlike in their home country where many respondents had a long schooling schedule, studied more subjects, and had to complete more homework every day.

Free tutorials. Both teachers and principals may want to think about providing free tutorials to immigrant students. It is interesting to point out that what came out of these interviews is that some respondents recommend that public schools incorporate free tutorials for immigrant students. The purpose would be to enable them to work and study in smaller groups, which research

tends to show benefits learning (e.g., Gupta, 2004; VanLehn, Siler, & Murray, 2003). Students can help each other with studying and learning the English language, and some students can share tips regarding their learning. I believe that free tutorials may also help students to think about and modify their learning strategies as they study, which can be an important learning process.

Age-appropriate placement. At the policy-maker level, we need to ensure equity in students' enrollment. As some respondents in this study stated, they were not allowed to study regular courses, which may have hindered their academic self-concept (Chang, McBride-Chang, Stewart, & Au, 2003) because many of them were used to studying in a very competitive academic environment. For example, Go Hong, a 19-year-old Chinese female, said:

> When I first arrived, I was 17 years old. I studied in a public school. Many people were taking ESL, and I thought I was rather old to be an ESL student. The school prepared me to study with Grades 8, 9, and 10 students, whereas I should have studied with Grade 11 students. I wanted to study in a regular class, so I joined a lot of tutoring classes. I think my grades at the end were fairly good, but the school didn't let me study in a regular class. I really needed to, because in a regular class I can get credits toward university, but the school didn't give me the chance. (023)

No 'bilingual' class (i.e., English and their mother tongue) for beginning ESL students. Policy-makers may need to think about implementing 'bilingual' classes for beginning ESL students. For example, Yan Wei, a 19-year-old Hong Kong male, stated: "When I first arrived, my English comprehension was weak.

It was very difficult for me to learn English. I think the school should have assigned me to some teachers who spoke my mother tongue, so that they could have helped me" (026).

I understand that some policy-makers would find the recommendation to have a 'bilingual' class for beginning ESL students difficult to implement, because of the lack of finances, teachers who can speak in the students' mother tongue, and resources. In Hong Kong I went to a Chinese high school, but the majority of subjects were taught in English. So all teachers, except for those courses that were required to be taught in Cantonese, used English textbooks and primarily lectured in English. When students had difficulty understanding concepts, teachers would explain those in Chinese. It benefited me because I learned when and how to apply concepts within the appropriate context. I believe the implementation of 'bilingual' classes for beginning ESL students is feasible and can benefit immigrant children tremendously in the long run (Crawford, 1997; Cummins, 2004; Hovens, 2002).

The B.C. Ministry of Education (2004) states: "The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy" (p. 1). Moreover, "Improving student achievement is the top priority for the Ministry of Education. The intent of the School District Accountability

Contract is to focus district attention and resources on improving student achievement" (Greater Victoria School District, 2004-5, p. 3). If educators care about students' learning environment and endorse the British Columbia Ministry of Education, Skills, and Training Mission Statement, then schools must take a closer look at the problem and find ways to create a stimulating learning environment in which immigrant children can learn.

As I stated in the "social functioning" section, respondents reported three factors that hindered their adjustment to life in Canada. Of the three factors, the lack of school assistance and information are the factors that made adapting to Vancouver and their new roles most difficult. I will now address these.

The Lack of School Assistance

I want to point out that as far as schools informing immigrant children about Canada is concerned (e.g., where to go, where art galleries are, etc.), only nine respondents received general information about Canada. One could argue that the way schools and the government deliver information to new immigrants seems to be ineffective. All levels of government (municipal, provincial, and federal) and schools must pay closer attention to research findings on immigrant children, so that they can work collaboratively with researchers to improve the current B. C. education system and, most importantly, decide what needs to be done in order to contribute to learners' overall integration needs.

Insufficient Information about Transferring to University

This is of particular concern to older satellite children, who lack the knowledge of how the British Columbia post-secondary school system works. Some reported being unsure of what to do. They complained that schools gave insufficient information about university requirements. So Wan, a 17 year-old Chinese female, felt frustrated and said: "For example, I want to graduate and go to university, but I don't know what the requirements are – I'm not sure what I need to take" (021). Others also felt hindered by not being well-informed about the B.C. educational system. Particularly, those who were in grades 11 and 12 wanted to receive more specific information about different college and university requirements, so that they would know exactly what needed to be done in preparation for applying to colleges and universities, and what they could expect after enrolling.

More Emphasis Needs to be on the Orientation Day

I would recommend that we need to be more forthcoming during orientation day for placement of newly arrived immigrant students. The purpose is not only to assess students' ability but also to inform parents and students what they can expect from the Canadian educational system and what they need to know in order to achieve their goals.

Counselling

While it is important to examine what helped and hindered Chinese satellite children in adjusting to life in school, it is equally important, from a counselling perspective, to ask these children what helped or hindered them to confide in counsellors. A recent survey conducted by the Vancouver School Board provides a brief overview of new student enrollment in Vancouver schools (Li, 2003b). Of the 4,364 new students registered for schools through the District Reception and Placement Centre in 2001, 1,354 (31%) students came from China. It also states that "Indications from Citizenship and Immigration Canada (CIC) show that China will continue to be a key source country of immigration to BC and Vancouver in the foreseeable future" (p. 3). With the increasing number of Chinese immigrant students studying in British Columbia, further investigation is needed in order to provide accurate information for teachers, counsellors, and service providers in meeting these students' educational and integration needs.

I would argue that good teachers not only must know the curriculum material, but also need to find ways to effectively communicate with their students. I understand the difficulties Chinese immigrant students face when mastering the English language. Not only do they not speak English well enough to express themselves deeply when seeking help, but cultural differences may affect the way English-speaking teachers and counsellors interpret these students' learning difficulties. As Toohey (1998) pointed out, teachers tend to

misunderstand students and question their ability to learn. Furthermore, Toohey (1998) observed the ESL learning experiences of six language-minority children from kindergarten through the fourth grade, concluding that "Kindergarten teachers are explicitly charged with the identification of outlier children, those whose development in any particular area is seen as "delayed""(pp. 12-13). It is my goal in this section to discuss what factors help or hinder students in confiding in counsellors.

Confiding in counsellors. I will first examine what helped respondents to feel comfortable confiding in counsellors. As reported in the results section, the important positive factors were: counsellors are warm and welcoming, trustworthy, easy to talk to, understand them, can solve their problems, will ensure confidentiality, sympathetic, and the counsellors' physical appearance. For example, Hao Min, a 14-year-old Chinese male, said: "I think they are trustworthy, because they are not family members and they won't tell other people. I also trust teachers because they won't tell my secrets to others" (003).

I will now examine what hindered respondents from confiding in counsellors. For example, respondents reported that what they are dealing with are personal and family issues, and counsellors do not necessarily understand these. Some respondents preferred talking to friends over counsellors. (The kinds of factors that helped them disclose to friends were already mentioned in the friendship section.) Xiao Min, a 14-year-old Taiwanese male, said: "I don't

like talking to counsellors. I don't know what to say. Family matters should be kept within one's family. They are outsiders; I don't want them to know too much about my situation" (010). Wen Fang, an 18-year-old Hong Kong female, said quite insightfully:

> Counsellors are different than teachers, but when I first arrived, I thought counsellors, just like Hong Kong teachers, were 'serious looking'. In addition, English is not my first language, so I couldn't express a lot of things... I would have preferred a Chinese counsellor, since it is easy to express thoughts in my mother tongue. My expression in hindered with westerners. For example, Chinese counsellors know you want to get high grades. Originally I wanted to take two AP (Advance Preparation) courses. Since one AP was full, the counsellor said to change to another one. I said OK, then the counsellor looked at my schedule and said that I was already taking physics, chemistry, biology, and math. If I add AP calculus and English, it is a heavy work load. She suggested I choose easy subjects. I do not feel my Grade 12 workload is heavy, it is ok. Chinese students want to study hard and get good grades in Grade 12 for university. Here, counsellors think you should enjoy high school life and take easy courses. (005)

This is a good example to illustrate that counsellors should respect clients' different backgrounds, because in North America, counselling training is primarily based on the western ideas of individualism, egalitarianism, independence, and self-actualization. Thus many counsellors conduct their counselling to emphasize self-determination and individuality. This is in contrast to Chinese culture, which emphasizes interdependence and collectivitiy, as the respondent indicated (Lee, 1997; Yan & Lam, 2000). In order to understand clients' perspectives on things, counsellors need to be aware to what extent clients have an individualistic or a collectivistic self (Kagitçibasi, 1997).

As mentioned in the introduction section, it is important to situate research and counselling within a cultural context, because it is inappropriate to impose an etic (western individualistic) view on clients of diverse racial and ethnic backgrounds (Leong & Hardin, 2002; Liu & Clay, 2002). This highlights the issue of the power differential between counsellors and clients, because counsellors who are not aware of their biases may subtly dictate or influence clients' thoughts, feelings, and behaviours (Sue & Sue, 2002).

Some of the respondents also pointed out that they would rather solve their own problems instead of relying on anyone, because they do not trust counsellors or teachers. This is a concern, because if they think they are alone and cannot find someone to talk to or if they do not have the necessary means to solve their problems, they may "bottle up" their problems to a point where they become overwhelmed. Thus we need to educate them about seeking help from appropriate persons, and convey that the action of seeking help is not a bad thing and will not bring shame to their family. Research also consistently found that Chinese immigrants tend to under-utilize health care services (Sue, Ivey, & Pedersen, 1996; Sue & Sue, 2002; Zhang & Dixon, 2003). I suggest that one way to rectify this is that we need to discuss how to advertise available services, and to discover what factors may help overcome these barriers to those seeking help. This can be an important issues especially for those who live in a low

socioeconomic class and lack the knowledge about how to find resources to address their own adjustment challenges.

In summary, while there were teachers who did provide a good learning environment for ESL students to learn English, some respondents stated that their current classroom environments were not conducive to learning English. A numbers of respondents suggested that schools should modify their current ESL system (e.g., allow ESL students to take advanced courses). I believe that one way to hold immigrant students' interest is to devise appropriate learning objectives and assessment criteria. To this end, some respondents suggested that teachers should give more assignments and more exams throughout the term, so that they have specific learning goals to work towards. Respondents can use assignments and exams as an indicator of where their academic performance stands and how much effort they need to put into their studies in order to study in a regular grade-level class. Teachers should better match their teaching strategies with immigrant children's needs. Older children wanted schools to give them more information about the requirements of college and university applications. The main challenge in their studies was English; once they acquired sufficient knowledge of English, they reported that they were able to follow course materials and do fairly well in their studies.

Family

Limited research has taken an in-depth, systematic approach to examine the potential effects of living in satellite family arrangements on Chinese children. In this section, I hope to bring together the empirical findings to explore the respondents' understanding about their parents' reasons for emigrating to Canada, the respondents' own reasons, and most importantly, the respondents' insights into what helped or hindered their adjustment to life in Canada in this unique satellite family arrangement.

Emigration to Canada

As discussed in the literature review, Chinese immigrant parents' values not only compound their own adjustment processes, but may also inadvertently affect their children's adjustment to life in a host country (e.g., Sam, 1995). One way to examine how much respondents' parents' values may affect respondents' own adjustment processes is to ask how many respondents were consulted in the immigration process, and to what degree the respondents understood their parents' reasons for emigrating to Canada.

The majority of the respondents' parents have sought their children's opinions regarding the proposed emigration to Canada. Although most respondents were asked by their parents, there was a range of responses regarding how much involvement respondents had during the emigration

process. While some respondents reported that their parents did not consult them at all, others' parents explained what the move would mean to the family and to the respondents' future.

The following excerpts exemplify the Confucian principles that Chinese parents are supreme, should make all decisions on family matters, and that children must respect their parents. For example, Yun Na, a 15-year-old Hong Kong female, recalled the day she received the news: "My parents just told me one day, 'You are not going to school tomorrow. We are going to Canada.' And I was like what? When I told my friends about the news, we all cried" (030). Dong Min, a 19-year-old Hong Kong male, gave a notably similar response: "I learned about the immigration only a month before leaving. I did not feel good. Suddenly I had to go.... There was no hint or talk that I would have to go" (025). Other respondents, however, expressed satisfaction with the news about emigrating to Canada even though they were not consulted in the decision-making process. For example, Zi Hua, a 12-year-old Chinese male, said, "My parents just said we were going to Canada. I was pretty happy about the news" (009).

Despite the deeply entrenched Confucian principles dictating how Chinese parents should act, one respondent's parents respected her feelings about emigration by waiting until she was ready. Wen Fang, an 18-year-old Hong Kong female, said:

> When I was young, my parents said they were sending me to study overseas. I said, "No." When I got a bit older, they wanted to send me to study at an international school. I said, "No." Mid-way through my Form 4 studies, I thought I was ready to study overseas. My original plan was to study elsewhere after Form 5 or 6. I learned more about the education system in Canada, and that I would have to study Grade 12 and retake some lower grade-level subjects. So after I completed Form 4, my family and I moved to Canada. (005)

As the above quotations illustrate, the respondents' involvement in the emigration process can be placed on a continuum, ranging from having no input whatsoever, to the parents respecting the respondents' opinions about immigrating to Canada. Although there was a range in how parents approached their children in discussing emigration, the old rhetoric of children not being consulted in family matters, and children have to obey their parents was experienced by many respondents.

Respondents' Understanding of Parents' Reasons for Emigration

As Table 26 shows, the majority of respondents said that they understood that the emigration was to better their education and to provide them a better personal future. For example, Ting Ting, a 15-year-old Chinese female, provided an elaborated response regarding her parents' reasons for emigrating to Canada:

> My parents wanted me to learn English well, especially my mother, because she thinks English is very important. She did not want to come here, because of her unfamiliarity with the culture and surroundings. But because of my future, my parents said we were moving to Canada. (002)

Go Hong, a 19-year-old Chinese female, reflected upon why her parents wanted to emigrate to Canada:

> My parents told me and my sister that the emigration was for the family's future prospects. It was also for our own good, because studying is very competitive in China. By coming to Canada, my parents thought that they could give us more opportunities to achieve our learning potential and find a good career. (023)

The above excerpts demonstrate an important theme of acquiring a good knowledge in English. There is a general belief among Chinese immigrant parents that proficiency in English, coupled with the knowledge of their own mother tongue, is a 'business currency', which will allow their children to flexibly navigate in western societies as well as in their home country. Some respondents' parents are high profile people and run family businesses in their home country. When the respondents are grown, they can help their parents look after their family businesses. The excerpts in this section also demonstrate the competitive nature of the education system in the respondents' home country. Hence, the respondents' parents may have believed that it would be better for their children to live and study abroad, which would hopefully lessen the respondents' pressure in competing with others and increase the respondents' chances of achieving their full learning potential.

Respondents' Own Reasons for Emigration to Canada

Even though I understand that the respondents generally were not able to negotiate with their parents about the emigration to Canada, I am interested in the respondents' own reasons, because they can give us an insider's perspective of how they came to understand the immigration. When I compared the respondents' understanding of their parents' reasons to the respondents' own reasons, I captured a different pattern of responses. As Table 27 shows, the respondents' responses can be placed on a continuum, ranging from no specific reasons for coming to Canada, through following their parents' decisions, to being curious about living in a different country.

Some respondents reported that they did not have any reasons for emigrating to Canada. For example, Yun Na, a 15-year-old Hong Kong female, expressed frustration:

> My reason...I didn't have one. I didn't want to come, and I still don't want to come. I hated it, because my friends are in Hong Kong. My friends and I had bonded especially in the previous four years. When I knew the whole family had to move, I thought it was not fair. (030)

This reflected her resentment towards her parents' decision to emigrate to Canada. She further elaborated upon how her resentment about coming to Canada led to conflicts with her parents. This account will be fully addressed when discussing her relationship with her parents.

Some respondents reported that they were curious about Canada. For example, Yin Yin, a 19-year-old Chinese female, provided an insightful response:

> I didn't like the Chinese education system. The teaching style is very traditional, and boring in the sense that students have to learn and memorize a lot of Chinese classic texts, poems, etc. I wanted to come here even though I didn't know much about Canada. (022)

In general, some respondents wanted to live outside of their home country, because living abroad could give them a new beginning. Respondents' desires to broaden their personal horizons and accumulate knowledge and experience that they may not have been able to achieve in their home country is evident in the findings.

Respondents' Perception of the Satellite Family

I have described the respondents' family profiles, outlined some of the plausible explanations to account for the emergent satellite family, and assessed respondents' understanding of their parents' as well as their own reasons for emigrating to Canada. Now, I will examine two important questions:

1. How do respondents feel about being a member of a satellite family?

2. What are the strains that temporary separation may create in parent-child relations and sibling relations?

Regarding the first question, there is a range of responses in how respondents feel about being a member of a satellite family.

No Difference. Some respondents did not find any difference in their current family system. For example, Wen Fang, an 18-year-old Hong Kong female, said:

> I don't think there is much difference between my and my friends' families. Many of my friends are living in satellite families. I knew a large number of them when I first got here. Even some of my friends who are not living in a satellite family do not see their parents much because they have to work until midnight. (005)

Hao Min, a 14-year-old Chinese male, said:

> I do not think there is a big difference. Actually, I am happier here than in China and feel good about my family living arrangements, because when I was in China, both my elder sister and brother lived in Beijing, and my second elder brother and I studied in Guangzhou. Now, the whole family can be together except my father. But it is okay, because he comes to visit us every two or three months. (003)

While Wen Fang seems to normalize her family situation by comparing it to those of her friends who are in satellite families, or those who are not in satellite families but do not see their parents much due to work, Hao Min found the emigration actually helped bring his family together.

'Rely on myself'. Some respondents also reported that they have to do things on their own, unlike other children whose parents are present and from

who the children can seek assistance. For example, Mei Qi, a 16-year-old Chinese female, said: "Of course, there is a difference… Everything I do, I need to rely on myself. Others' families have both parents. Children can easily ask for help. Parents cook meals for them. In a satellite family, I need to rely on myself (012).

The next four excerpts highlight the issue of the significance of living in a satellite family. Wei Wei, a 10-year-old Chinese male, said: "I felt weird about my family situation. I just tried to adjust and did not think about it (the satellite living arrangement) too much" (011). Some respondents also reported feeling uncomfortable with the whole satellite family arrangement. For example, Min Min, an 11-year-old Hong Kong male, provided an insightful comment: "A satellite family is like a puzzle missing a piece, putting it somewhere else, so I need to try to replace that piece. Everyday I have responsibility, and then it increases. We need to behave, because we miss our dad" (029).

Zi Hua, a 12-year-old Chinese male, expressed a profound loneliness and said: "I feel lonely without my dad here. It's just that the family is not complete without a father. He comes here three to four months every year, but I am still disappointed without him around" (009). Similarly, one respondent provided a forceful account of the way in which the absence of his father affected his own understanding of being a satellite family member. Hai Feng, a 17-year-old Chinese male, explained:

> Living in a satellite family, I often feel like I am living in a single-parent family, because my father often needs to work in China. Sometimes I can't see him for a long period of time. After a while, I get used to living like this. When he comes to visit me, I think of when he will go back to China. When he leaves, I wonder when he will visit me again. I know my mom feels lonely, too. (007)

In summary, respondents' responses range from not much difference between pre- and post-emigration family living arrangements to having a closer relationship with parents. Through respondents' narratives, we learn that some respondents feel odd about their family situation, have to rely on themselves, and miss their parent(s). We can see how both the younger and older respondents articulate their understanding of what it means to be satellite family members, which in turns help elucidate their experience of living in satellite family arrangements.

Parents' Visitations

Now I would like to examine the strains that the temporary separation may create in parent-child relations. One way to assess this is to ask respondents to report the frequency of their parents' visitations.

As Table 28 shows, those fathers who worked in their home countries came to visit their children at least once a year. Seven fathers visited their children four times a year, and four fathers visited at least five times a year. The findings help clarify the frequency of father visitations, and these results are

important, because they are contrary to Irving et al.'s (1999) and Waters' (2001) findings. Respondents in those studies reported that fathers did not have time to pay frequent visits.

In contrast to their father's visitations, 26 mothers were full-time mothers taking care of their children in Canada. Those mothers who worked in their home countries tended to visit less compared to the fathers. For example, Xin Yu, an 18-year-old Chinese female, said: "my mother usually comes here twice a year, but it's a short visit, just one or two weeks. But my father stays here for a few months, compared to my mother" (019). Yan Wei, a 19-year-old Hong Kong male, said: "She comes here once a year. Sometimes she will stay for a month. Other times she will visit me for one or two weeks" (026).

Besides parents' visitations, respondents also reported using other methods to keep in touch with their parents. For example, Lei Lun, a 12-year-old Taiwanese male, said: "My mother and I talk to my dad on the phone every day. Even though we can't see him, we can talk to him. We know how he's doing. And my dad is trying to very hard to make us feel good" (031). In addition to talking on the phone, other respondents chose to use a web camera when chatting with their parent(s). For example, Chun Wa, a 19-year- old Hong Kong male, said:

> Because he usually worked overtime in Hong Kong, when he got home after work, we didn't talk much. I tried not to bother him and let him rest. Now I can see him on webcam, and we chat. He even teaches me how to use different features of a computer. We talk more on the phone and exchange emails. (017)

As the above excerpts show, the majority of respondents felt closer to their parents despite the vast geographical distance and separation. In the following section, I will use the empirical material gathered through interviews to address two key questions:

1. What incidents caused the respondents' relationship with their father, mother, and/or sibling(s) to significantly improve or get worse, and

2. What helped or hindered respondents in confiding in their father, mother, and/or siblings(s)?

Relationship with Fathers

Having presented the overview of the frequency of parents' visitations, I want to first discuss the implications of the strains that living in a satellite family may create in father-child relations. As Table 29 shows, with respect to their fathers, some respondents reported communicating more, and that their fathers' support and care became more evident than in their home countries. For example, Yan Wei, a 19-year-old Hong Kong male, reflecting upon his satellite family experience and his relationship with his father, revealed that:

> When I saw him all the time, like when I was living in Hong Kong, he just "talked" to me, but I didn't feel that he cared about me. He is a traditional father, I guess. I was raised in a traditional family. The father makes money, and the son studies and listens to him. In Hong Kong, he mainly just talked to me about school matters. But I am alone here and we don't often see each other. He worries about me, and I can feel that, and he uses his "heart" to listen to me more. Here if I am sick, he will ask, "Have you seen a doctor? In Hong Kong, I did not feel what I am feeling right now with my father". (025)

The following excerpt illustrates a respondent's ambivalence about her relationship with her father. Go Hong, a 19-year-old Chinese female, said:

> Talking on the phone, I feel closer, because when I call him I can choose the time to talk to him. After work he can relax, he will feel someone cares about him, and we can see each other's facial expressions. So that even if I am unhappy or angry, I can hide my feelings and say what I want to on the phone. Face-to-face we are more distant, because when he comes here he only stays in Canada a short time, and he would only talk about serious topics to ensure that I have time to pay attention to what I need. I understand, but feel disappointed. In China, generally when he talked about serious topics, he would begin with a very relaxed opening, leading me in gently. (023)

Respondents also provided stories of feeling distant from their fathers. Yun Na was the girl whom I briefly mentioned in "Respondents' own reasoning" section. She said:

> I do not find it comfortable talking to my father, because whenever I talk to him, he just shouts and screams, so I don't like that. Why would I want to talk to someone who screams and shouts at me? It only started happening here, because of my freedom—he thinks that I go out all the time. He does not like that, so he screams, because I go out too much. In Hong Kong, he didn't shout at home. I stayed home all the time. (030)

As mentioned in the results section, I examined the effect gender differences and time effects had on respondents' relationship with their fathers. Although I did not detect any gender differences, an interesting pattern emerged concerning respondents' views regarding their relationship with their fathers.

- During the first and second year after their arrival, respondents generally reported feeling closer to their fathers.
- During the third year, respondents reported that their relationship with their fathers remained the same.
- During the fourth year, three reported being closer to their fathers, three reported no change, and two reported that their relationship with their father became more distant.

My interpretation of this pattern can be explained by using the "honeymoon" metaphor. Just like newly wedded couples who experience everything on a more intense and closer level due to the new situation (marriage), satellite children may find living in a new country a stimulating experience and want to share this with their parent(s) during the first and second years of their arrival. During these periods of their interaction, satellite children may recognize the (obvious) differences between pre-and post-father interactions. While in their home country, their interaction with their father may have been mechanical (i.e., "how was your day at school?" "At tutorial club?" "Have you done your

homework?" "How many A's did you get this week?") However, given the satellite family arrangement, the father who is now living on the other side of the ocean not only may want to know how his son/daughter is doing in school, but also gives an implicit sense of caring for his child's well-being in the host country. For example, a father may think: "Does my son/daughter adjust well? Does my son/daughter experience discrimination in school?" When respondents moved into the third year of their arrival, they began to adjust to the way of living, so by and large their interaction and relationship with their fathers generally remained the same. However, by the fourth year of the respondents' arrival, other discrete factors (e.g., student's grades, father's problems at work, etc.) begin to influence the relationship more. This in part may help account for the "all over the place" picture: three respondents reported feeling closer to their father, three reported no change, and two reported that their relationship with their father was more distant. Based on the data, I believe that it is the respondents' fathers' affection and softening of the stringent, parenting role that helps convey to respondents a sense of closeness to their fathers.

Confiding in father. Related to the above discussion, Table 30 shows that the majority of the respondents could confide in their fathers and reported the following factors:

Fathers listen to them more. Xin Yan, a 16-year-old Chinese female, stated that:

> Before, I was afraid of him because we did not talk very often. I didn't know if he liked me or not. Now when he phones, he will ask me, "How's your day?" I am not afraid of him anymore; he's nice. (006)

Father will help me. Xin Yu, an 18-year-old Chinese female, said:

> In my family my father and I are very close.... He really tries to understand my feelings. He's not going to say, "You're wrong." Instead, he tries to analyze why I am thinking this way, and what I need to pay attention to." (019)

I respect him more. Zi Hua, a 12-year-old Chinese male, said: "Because he is my father I should respect him. I should tell him all my secrets and stuff" (009). This statement reinforces the idea that Confucian values and beliefs are still held strongly. Zi Hua and several respondents also demonstrated a very important Confucian principle of family closeness: the notion of loyalty. As Rothbaum et al. (2000) pointed out, "Even though independence is valued, it is not thought of as becoming distant individuals" (p. 344).

When I reflect upon my data and search for themes and dimensions to explain father-child relations in this section, I think Yin Yin presented an unexpected insight into father-daughter relations. She explained how reading a book brought her closer to her father and enabled her to feel more comfortable confiding in her father:

> He bought me a book. This book talks about international students studying in Australia. It contains many letters regarding international students' feelings, happy memories, challenges, study and learning problems, etc. In the past, I talked to him, and we kept to topics, like, "Hi, how are you?" After I read the book, I realized that my dad needs emotional support. (022)

I think this is an important message, in that parents do need support from their children. Just like their children, they may not be familiar with their new surroundings or how to doing things. This point was similarly illustrated by Xin Yu, an 18-year-old Chinese female:

> When I was in China, my parents knew everything. I could ask them for help. But after we came here, they knew as little as I knew about Canada. Sometimes they will ask me how to do things here, ask for directions, etc. I am definitely feeling closer to them, particularly with my father, than when we were in China. (019)

While I have detailed some of the positive changes in father-child relations, nine respondents also reported factors that hindered them in confiding in their fathers. For example, 'Father does not understand me'. Dong Min, a 19-year-old Hong Kong male, lamented that: "There is not much to talk about. From childhood until now my relationship with my mother has been closer than that with my father, and I won't tell him much" (025).

Other respondents did not feel comfortable confiding in their fathers because of gender-related topics. Ming Ling, a 16-year-old Chinese female, said: "I am still a girl, and some topics are not suitable for talking to a father. So we

don't talk about that often. I seldom told him how I thought or felt even when we were living in China" (001).

In summary, drawing on the above personal stories of examining the effects of the satellite family and the respondents' relationship with their fathers, the findings suggest that the respondents' relationship with their fathers tended to improve. With respect to the ability to talk to their fathers, only nine respondents did not feel comfortable confiding in their fathers. For those who felt comfortable confiding in their fathers, they would tell their father about "heart matters". When sharing, some younger respondents seemed to do so because they felt they should respect their father and share secrets. However, some older respondents said they preferred talking to their friends.

Relationship with Mothers

Now I want to examine the strains that living in a satellite family may have on mother-child relations. Overall, only 12 respondents reported that their relationship with their mothers tended to improve. For example, Chun Wa, a 19-year-old Hong Kong male, said living in a satellite family increases the emotional support he gets from his mother: "She cares more about me here compared to in Hong Kong. She will ask, "Do you have enough money? Did you drink your soup? When you are sick, is anyone taking care of you? Are you eating at your aunt's place?"" (026).

As mentioned in the respondents' family profile section, some mothers were previously professionals but now had to be full-time mothers. Some respondents reported that they and their mothers care for each other more. For example, Go Hong, a 19-year-old Chinese female, said:

> In China, she was busy at work, and I was busy with my studies. Our relationship felt like she just provided an environment for me to study in, just provided things for me, and I couldn't do anything for her. But now, I think I have the ability to help her. I feel very close to her and ask her if she needs anything. (023)

Similarly, Xiao Min, a 14-year-old Taiwanese female, said: "Because my mother was very busy working in Taiwan, we had less time to be together. Here she has time; we do things together more, so I feel closer to her" (010).

There are some further examples of the effect living in satellite families have on mother-child relations. Ting Ting, a 15-year-old Chinese female, said:

> Before coming to Canada, my mom and I argued very often. We argued about grades, and I did not want my mom to care about me. I just did what I wanted, like buying things, and she thought I was wasting money. I felt like I was older then. I didn't want her to know anything about me. After coming to Canada, I felt younger and I really missed my mom. We are closer after coming to Canada. (002)

When one youngster described his relationship with his mother, he provided an unexpected, sophisticated response. Wei Wei, a 10-year-old Chinese male, explained: "Because my father does not come to visit us often, my mother

and I depend on each other to survive, so we feel closer" (011). The following statement also illustrates one respondent's deep understanding of his relationship with his mother: Min Min, an 11-year-old Hong Kong male, said: "I respect her more, because she is here alone without my father. We are here in Canada, and my father is in Hong Kong. All of us need to maintain our relationship with each other. I am a good son because I behave" (029).

While the above examples serve to highlight the extent to which the respondents' relationship with their mothers improved, other respondents reported factors which hindered their relationship with their mothers. Dong Dong, a 14-year-old Hong Kong male, said: "My mother becomes irritated quite easily, sometimes because of the things I do. We are somewhat distant. She also becomes angry easily, especially when she is putting pressure on herself" (018).

Another respondent said his mother was acting like a CEO. Hai Feng, a 17-year-old Chinese male, said: "Nothing has changed. I saw her the same amount of time then, maybe I see her more here. She asks more questions and seems more concerned about me than in my home country. Sometimes I feel irritated" (007). In contrast to Hai Feng's story, there is little communication between Xin Yu and her mother. Xin Yu, an 18-year-old Chinese female, expressed her disappointment: "When I was in China, my mother always had to go abroad for business. But now, she always goes back to China for business and we just don't have time to communicate with each other" (019).

When I examined the effect of gender differences and time effects on respondents' responses about their relationship with their mother, I did not detect any gender differences, but an interesting pattern emerged concerning respondents' views about their relationship with their mothers.

- During the first year after their arrival, respondents reported that their relationship with their mothers generally remained the same.
- During the second and third year, some respondents reported that their relationship with their mothers became closer.
- During the fourth year, respondents reported that their relationship with their mothers generally remained the same.

Here, I would like to use the "stable marriage" metaphor to interpret the above pattern. Just like married couples who are generally satisfied with each other, many respondents seem to experience a similar relationship to their mothers. Respondents saw their mothers for many hours daily in their home country. They are now seeing each other more or at least as much as before. However, during their adjustment process, they recognize that there is something missing (i.e., their father or husband), and that they need to rely on each other for support and survival in the new country. This may help account for the closer relationship reported by respondents during their second and third year. After that, their relationship with their mothers generally stabilizes because they may

have gained a better understanding of how to adjust to life within their satellite family arrangements as well as their general adjustment process.

Confiding in mother. There were some factors that helped the respondents confide in their mothers. Some respondents reported that their mothers understood them. For example, Yao Wei, a 10-year-old Chinese male, said: "I don't know. I just like telling her because she is my mom. Because I love my mom. Sometimes I want my mom to help me" (008). Ming Ling, a 16-year-old Chinese female, gave a notably similar response when asked about what helped her to confine in her mother. Ming Ling said: "She understands me better than my father. In China, I did not often talk to my dad about personal matters. We usually talked about funny things, or told jokes. But when I am with my mother, I can tell her everything" (001).

Other respondents said that they can speak with their mothers and their mothers listen to them. For example, Xiao Min, a 14-year-old Taiwanese female, said: "Because she's my mom. She listens to me and gives me advice. If I didn't tell her, I don't know who I would tell" (010). Similarly, Dong Min, a 19-year-old Hong Kong male, observed that:

> I don't know if it is due to my age or coming here. It seems like we talk more about "heart matters" now. Our relationship is getting closer, and we value seeing each other. We just have more chances to talk to each other. In Hong Kong, we did talk but argued more...now we argue less. (025)

While I have detailed some of the positive changes in mother-child relations, some respondents reported factors that hindered them in confiding in their mothers. For example, two respondents reported that they had nothing to talk about. Xin Yu, an 18-year-old Chinese female, remarked:

> She's kind of a strange person. Sometimes her thinking is strange, so I can't easily understand her, and she can't understand me either. It is very difficult for us to communicate. Maybe this is a result of the generation gap, but Dad and I have no difficulty communicating. (019)

Other respondents cited a difference of opinion. For example, Xin Yan, a 16-year-old Hong Kong female, said: "Sometimes my mother wants me to do things her way, even thought she herself is inconsistent. I can't stand it; I don't really want to talk to her" (005).

My Interpretation of Challenges in Confiding in Parents

I want to use this moment to share what I have observed of respondents who reported factors that hindered them in confiding in their parents. For example, both Xin Yu and Hui Yang's observations are of importance, because their responses may shed some light on how to work with parents to effectively communicate with their children or vice versa. When respondents talked about possible generation or communication gaps, I wondered what Chinese parents and children need to learn in order to bridge the generation or communication gaps. I can relate to the respondents' stories, because sometimes it can be

difficult both for parents and children to understand each other. Some immigrant children who adjust faster (i.e., tend to become more westernized) than their parents may find it more difficult to understand them. As the tensions or conflicts increase, the power struggles between parent and child may become more apparent. From the parents' perspective, they must realize that existing family norms and values may not be working in the host country, and that they need to reevaluate them in order to prevent conflicts escalating further.

Even though respondents reported that they generally have a closer relationship with their parents, especially their father, than they had in their home country, the present findings support the idea that since the Confucian ideal prescribed certain characteristics and roles to fathers (e.g., family head), their children may remain distant and withhold information or concerns when talking with their fathers (Cooper et al., 1993).

Furthermore, as some respondents mentioned, they would either talk to friends about "heart matters" or keep them to themselves. This supports Lee and Chen's (2000) findings that because Chinese parent-child communication tends to be lecturing in nature, children tend to keep their thoughts and feelings to themselves. Adolescents tend to share their emotions with their peers or somebody who will validate their feelings as opposed to those assuming an authoritarian role (Shih, 1998).

Based on the findings, while some respondents prefer to confide in friends, other respondents would prefer to talk to their mothers about "heart matters" rather than their fathers. They would tell their mothers because they felt their mothers know them better. The sense of feeling understood by their parents is an important component in assisting immigrant children to talk openly and deeply with their parent(s), as the majority of respondents seemed to imply that emotional support received from their parents is important during their adjustment to satellite family arrangement as well as to life in the host country.

My recommendations to improve parent-child communication. We could devise communication workshops to work with both parents and children to help them understand each other and develop effective communication tools, so that they can better communicate with each other. I would suggest that basic communication tools alone (i.e., what is the main idea of a sender's message, or what information is necessary in order to communicate back to the sender) are not enough. I would add that in addition to proficiency in the basic communication tools, parents and children need to learn how to communicate feelings and emotions to each other. As Greenberg (2002) pointed out, to achieve this, "people need to learn to integrate their reason with their emotion, being neither compelled by emotion nor cut off from it. To live both passionately and reflectively, people need to integrate their heads and hearts" (p. 14). I believe that by providing parents and children a scaffold to learn how to talk to each

other, parents' pressure to follow their 'prescribed traditional parent-child roles' may decrease, which in turn may encourage their children to be more open about what they want from the relationship with their parents, and vice versa.

In summary, as mentioned in the literature, parents' perception of the immigration process may affect how they perceive their situation, which in turn may affect how their children perceive the host country. On that note, while teaching parents and children to use effective, affective communication tools, parent and children may also need to discuss how their own perceptions of adjustment to life in Canada can affect each other's overall satisfaction in living in a new country.

Relationship with Siblings

Having discussed the potential strains satellite living arrangements may have on parent-child relations, I would now like to examine how this may affect respondents' relationship with their siblings. When I examined whether gender differences or time effects had any effect on respondents' responses regarding their relationships with their siblings, I did not detect any gender differences, and respondents generally reported that their relationship with siblings remained the same over time.

Some respondents reported that their relationship with their siblings tended to improve. For example, some respondents were the youngest in their

families, and reported that their siblings took care of them more here than in their home countries. For example, Wen Wen, a 10-year-old Hong Kong male, said: "My elder sister likes me. Sometimes she shares her things with me."(028).

Some respondents reported that they found their siblings easy to talk to and tended to share with each other more than in the host country. For example, Xin Yan, a 16-year-old Chinese female, said: "In China, my sister and I did not study in the same school. When we came here, we lived together and played together. Sometimes she has secrets which she will tell me. I will tell her mine, too" (006). In contrast, some respondents reported that their relationship with their siblings remains as distant as in their home country. For example, Yan Wei, a 19-year-old Hong Kong male, said:

> ... because we are busy. When I was in Hong Kong, my sister was in school and also worked. My brother was also at school. So we didn't have much time to talk. Even now, when we have conversations on the phone, we talk very briefly. They have their own lives. (026)

Confiding in siblings. There were some factors that helped the respondents confide in their siblings. Those who felt comfortable confiding in their siblings did so because they had similar struggles. For example, Go Hong, a 19-year-old Chinese female, stated: "My sister and I are closer, because we study in the same school, so our learning challenges are similar, so we can talk to and help each other" (023). Other respondents felt comfortable confiding in their siblings because they trust their siblings and can share secrets. Yet other

respondents mentioned that siblings can help them. For example, Mei Li, an 11-year-old Chinese female, said: "When I don't understand something here, I can ask them for help. In China, I knew as much as them, so I didn't really need to ask them" (027).

While I have detailed some of the positive changes in sibling relations, some respondents reported factors that hindered them in confiding in their siblings. Respondents were asked what factors hindered their relationships with their siblings, and the three major factors were: age gap, lack of communication, and trust. For example, Go Hong, a 19-year-old Chinese female, explained:

> I won't tell my younger brother about my learning difficulties or my inner feelings, because he's still young, and we can't share anything. Besides, I'm an elder sister. If I rely on him, I don't know how he will treat me when he grows up. As an elder sister, I need to solve problems myself. I can't rely on others. (023)

A brief observation of respondents' relationship with siblings. Through the interviews, only eight respondents felt comfortable confiding in siblings, despite being together now. In their home country, some were living apart from their siblings. In the satellite family, they can do things together and talk to each other about their learning challenges and adjustment processes. However, 13 respondents did not feel comfortable confiding in their siblings. Some suggested that they would not easily talk to anyone about their "heart matters". They just want to keep those things to themselves.

Several respondents indicated that if they want to confine in someone, they would prefer to tell friends. For example, Xin Yu, an 18-year-old Chinese female, said: "I will probably talk to my friends, because at least we are equal and they understand what I may be thinking and feeling (019). Similarly, Jian Ping, a 15-year-old Taiwanese male, stated:

> Parents, classmates, or even close friends may be able to solve my problems. With friends and classmates...because they are in school and going through the same thing as I do. Some of them also immigrated here, so I can talk to them. (014)

Others like Xin Yan, a 16-year-old Chinese female, felt comfortable talking to both her mother and friends, and said:

> In the past, I told mom about my school, my personal matters, because my dad didn't have the time, and my sister was busy with her studies in China. Even now, I think my mom and I talk much better. With friends here, I can talk a lot, and we experience the same kind of challenges. I think I am comfortable talking to my mom and friends. (006)

Family Responsibilities

Now that I have addressed the respondents' relationship with their parents and siblings, and discussed what helps or hinders respondents to confide in parents and siblings, I want to shift our attention to a detailed examination of respondents' thoughts on family responsibilities and potential challenges specifically pertaining to living in a satellite family.

This unique family arrangement not only highlights the dynamics of family relationships but also the role reversals some respondents must undergo. Some respondents reported that their family responsibilities significantly increased, especially in the area of helping with household chores and studying. For example, Zi Hua, a 12-year-old Chinese male, said: "When my dad is not here, I'll do all the heavy household chores like carpentry. I built this furniture (used hand motion to indicate the height of the table he built), and wired the TV up as well." (009). Yao Wei is a 10-year-old Chinese male. His narrative is noteworthy:

> Well, we have various responsibilities. When my dad is not here, we have more responsibility. I have to help my mom. When she doesn't feel well, I have to take care of her and behave even more. Before, I always needed my mom's help to do things, such as putting things on a shelf that I couldn't reach. Now I just climb up and get them down or put them up. (008)

As Jian Ping, a 15-year-old Taiwanese male, here powerfully demonstrated:

> I need to take care of myself and my family, and studies here cause even more pressure, because you are supposed to get good grades, especially when you study in another country. I feel more responsibility. In Taiwan, there were some matters I didn't need to take care of, like washing clothes, doing homework on my own, going to school by myself, etc. (014)

My interpretation of respondents' increase in family responsibilities. I want to examine closely the notion of the respondents' sense of family responsibility. Many respondents became aware of their ability to cope with

satellite family arrangements and everyday household tasks. Respondents accepted family responsibilities in order to lessen their parents' pressures in running the household or to lessen their parents' emotional burden in missing their spouse (e.g., by behaving well). The above quotations help elucidate how respondents deal with family responsibilities, and most importantly, their stories reveal their sense of loyalty, obeying parents, and doing the best they can in adjusting to their new roles.

Based on my findings, I have identified an important aspect of respondents' experience, "filial piety". These respondents alluded to "filial piety" when they talked about their increased responsibilities. They realized that their parents have sacrificed for their future prospects (e.g., good education, job opportunities), and tend to have high expectations of them. Those parents who have sacrificed for their children tend to demonstrate that their self-worth is dependent on their children's academic success (Yao, 1985). Dong Min, a 19-year-old Hong Kong male, said: "I feel more pressure; I need to do everything well. I don't want to disappoint my dad and mom" (025).

Dong Min and several respondents have made an explicit reference to their parents' expectations that they get a good education. Having a good-quality education and better future prospects is not only a dream of many Chinese parents, but the degree their children obtain in a foreign country will be the road to success in an ever more competitive world. Ong (1999) succinctly

captured this mentality regarding studying abroad: "...for many middle-class Chinese...the ultimate symbolic capital necessary for global mobility is [a North American] college degree, which guarantees that the holder has acquired the cultural knowledge, skills, and credentials that enable the transpositions of social status from one country to another (p. 90).

It is also apparent from this study that the majority of respondents reported that living in a satellite family arrangement has helped them to become more mature. For example, Qiang Koo, an 11-year-old Chinese male, said: "I learned more about life and building stuff. I learned how to do more things on a computer, and things I didn't know how to do in China" (032). Similarly, Wei Wei, a 10-year-old Chinese male, said: "Now I am the man of the house. I need to take care of my mom" (011).

Some respondents also said that they have gained independence as a result of living in satellite family. For example, Yin Yin, a 19-year-old Chinese female, said:

> After I lived here for a while, I became more mature in my thinking and realized that my parents really cared about us. I know that my mother wants to leave Canada, but she also wants to look after us until we are all in university. I also discovered that my parents have done a lot of things that they wouldn't normally do in China. For example, my mother thought English would never be a part of her life, but when she came here, she went to an adult school every day to learn English. In China, her company provided her with a translator. She didn't need to think in English. So when my mother needs help with her English, I try my best to help her. I think my mom and dad make a lot of sacrifices. (022)

In summary, many respondents have realized the sacrifices their parents make and do extra work in order to maintain a sense of family order in Canada. Based on my findings, older children tend to pay back their parents' sacrifice by doing well in school and doing household chores. Young children generally said they will be well-behaved. It is also important to point out that some respondents noticed the increase in family responsibility compared to their home country. They did not resent their increased responsibility, which is in contrast to Alaggia et al.'s (2001) study that the majority of participants did not feel comfortable about role reversals and looking after family matters.

Seeking Services Related to Satellite Family Arrangements

Having explored the different aspects of being in a satellite family, this is a good place to address what assistance respondents utilized in addressing their satellite family arrangements and related concerns.

While four respondents said that they sought help concerning their satellite challenges from immigration agencies, classmates, and counsellors, 28 said they did not get any help. When asked further, only two stated they received help from immigration agencies. One respondent received help concerning her adjustment and problems communicating with her mother. The results clearly suggest that few respondents received help from local agencies and governments. This is a concern, because governments spend money to

provide services to help immigrants to adjust, and yet the various services available to them seem to be underutilized.

As Richmond (2000) succinctly pointed out:

> [There is a] need for pre-migration orientation, more effective official-language training before and after arrival, greater efforts to combat racism, public education concerning the benefits of immigration, improved community and mental health services for immigrants and refugees, and cross-cultural training for education, health and welfare practitioners. (p. 117)

My findings not only confirmed Richmond's suggestions (which were made four years ago) that we need to have more specific, effective services in place to help immigrants adjust, but also suggest that little progress has been made. Some respondents stated that they did not know what services communities offered to adolescents. As Xin Yu, an 18-year-old Chinese female, explicitly stated: "Certain Chinese social clubs or organizations can help you get to know Canadian society. Lots of people who come here don't know where to go, where is interesting, or ways of learning to understand Canadian culture" (019). Yan Wei, a 19-year-old Hong Kong male, also stated that it would have been helpful had he gotten that information during his initial adjustment process:

> I think community centres are for older people or very young children. We are in the middle: seldom do we have activities that allow us to meet new friends or show us around or things like that. For example, they should have barbeques or similar functions so that a group of adolescents can "hang out" together, so that we can talk to each other, confide in each

> other, and get to know one another. I think that if we had services like this, it would be better (026).

Even though some respondents try to look for services that may not necessarily relate to their satellite family challenges per se, the difficulty in locating the services they want is evident in this study. I would suggest that it may be of use for community leaders to find ways to ensure that immigrants are properly informed of and have access to services the community provides, so that when problems occur in their family, they at least have a place to begin.

To further Richmond's (2000) idea of pre-migration orientation, I would add that it may be of use to develop a pre-immigration consultation process coupled with pre-immigration counselling. The idea is that consultants can provide a broad range of information about Canada. Pre-immigration counsellors can work with immigrants on their fear of uncertainty and their ambivalence about leaving their home country and emigrating to a new place, as well as assist them in setting realistic goals (e.g., what they can expect from job searches, investment opportunities, living arrangements, etc.). The ultimate goal of providing this resource for immigrants is that counsellors can work with them to appraise their adjustment process and better prepare them psychologically for their immigration journey. As the immigration literature suggests, how immigrants come to perceive their adjustment processes depends upon whether

and to what degree they feel their emigration to a new place is voluntary or involuntary.

In summary, even though the majority of respondents reported no major problems living in satellite families, it is still important for researchers to uncover what problems satellite children may face and how we can better promote services so that they know where to seek help when the occasion arises. Before we spend more money on developing services, we need to examine how we can better inform immigrants of existing services and programs that help them establish new roots in Canada.

Conclusion

Overall, the majority of respondents seemed to be adjusting quite well to life in Canada. It is inevitable that both children and parents must deal with their adjustment to the new country (Leung, 2001; Yu & Harburg, 1981). The adjustment processes can indeed be a challenge for both children and parents physically, emotionally, psychologically, and spiritually.

As mentioned previously, respondents had to leave friendships behind upon immigrating to Canada. Parents need to realize that there is a period in which their children mourn the loss of their friends, and that it takes time for them to adjust to the host country. Some respondents mentioned that the sense of being understood by their parents is an important component in helping these

children to talk openly and deeply with their parent(s), and the majority of respondents seem to imply the emotional support received from their parents is important during their adjustment to life in the host country.

Many respondents received help from relatives, friends, family members, and local organizations. What they found most helpful was getting study tips and finding someone to introduce Canada to them. The next most useful factor was parents' help, followed by making friends. According to the literature on immigrant children's adjustment, friends seem to be an important variable in buffering immigrant children's adjustment (Lam, 1997; Tsui, 1997). Many respondents reported that classmates helped them adjust to school. Peers can also provide a sense of belongingness which can assist them in the adjustment process (Berk, 2000; Berry et al., 1987; Woolfolk, et al., 2004).

The majority of respondents also indicated that language was a major difficulty in interacting with people upon first arriving as well as in the classroom. In descending order of importance was cultural background, talking to parents, not making many friends, and adapting to a new education system. These are some of the most important factors hindering their adjustment processes.

In summary, respondents reported that they have adjusted to life in Canada, and that they have received most of the help they needed for their adjustment. What seems to be lacking, however, is knowing what kinds of social

support or information local agencies and organizations can offer to them and where they can obtain that information when they first arrive in Canada.

Limitations of this Thesis

I conducted semi-structured interviews because they are flexible and allowed me to observe participants' behaviours, and gave the participants the opportunity to express thoughts and feelings not able to be addressed on paper-pencil inventories. Merrell (1999) noted that interviewers may have personal biases which may cause misinterpretation of participants' narratives (chap. 5). In order to increase the reliability, validity, and quality of the present interviews, I chose to use Flanagan's (1954) CIT as the interview methodology, because it had a specific structure and suggested ways to elicit critical incidents. This helped me to enhance the interview alliance with the participants and gave me a deeper insight into dynamics and problems, and thus provided an increased chance of getting a clear and detailed picture of what helped and hindered the satellite children's adjustment processes.

One may have concerns about the respondents' "control bias". I have thought about this limitation, and I have no control over respondents who choose to hide certain information from me. However, because I am Chinese and I understand the potential challenges of conducting research with Chinese immigrant children, I can utilize my knowledge and interviewing skills to

minimize respondents' control bias. Ultimately, I have to trust respondents and rely on the honesty of their narratives.

Procedural Limitations

With respect to the limitations of CIT, the data collection relied on participants' self-reporting, which could be a problem as people's memories may change over time. Another weakness in the data collection is that it requires a great deal of training and experience to conduct a proper critical incident technique interview.

Although Flanagan (1954) emphasizes redundancy of critical incidents as opposed to having a large sample size, the present study could have included a few more respondents of each age (e.g., n = 5 for aged 10 to 19). The difficulty in finding participants can be explained in two ways. Firstly, current school enrollment records do not contain information about whether or not an immigrant Chinese student is living in a satellite family. Secondly, the present sample did not include satellite children who have dropped out of school, because the 29 respondents who were in elementary or secondary schools were identified by principals, teachers, or counsellors at the time of the interview. (As mentioned earlier, the remaining three respondents were identified through advertisements in colleges or universities in the Greater Vancouver areas.) Hence, the present findings cannot generalize to satellite children who have

dropped out of school, and those who live in a lower socioeconomic class, because they may have more unique adjustment experiences and concerns.

Another limitation is that some participants were not willing to participate in the present study, as Chinese people are generally reluctant to participate in research (Weiss & Weiss, 2002). It is also generally difficult to find a Chinese person comfortable expressing "personal issues" to a stranger. As Hamid (2000) noted, "Chinese are brought up in an atmosphere where open disclosure is not encouraged" (p. 1081).

During my search for participants, a few students were encountered who declined to participate after it was explained to them that consent forms signed by their parents were required. They told me that they did not want their parents to get angry by finding out about the study. There are three hypotheses to account for this rejection. Firstly, satellite children are often instructed to conceal the fact that they are living in satellite family arrangements. Secondly, participants often do not want to identify themselves as satellite children because some parents may have been hiding income earned in their home country, and fear that if their children reveal they are living in a satellite arrangement, the government would take measures to collect taxes on the hidden income and they may face possible repercussions. Thirdly, some school principals told me that they have no way to identity satellite children: if students are identified as satellite children, they may lose privileges due to the fact they are not

"residents", and thus be asked to pay international fees (for future detail see http://www.vsb.bc.ca/board_old/ policies/j/jcschoolattendanceareas.htm). Hence, prospective participants may not have wanted to jeopardize their chances of school enrolment by participating in the present study.

Conceptual Limitations

Despite the limitations, I chose the CIT method because it is highly flexible, yet rigorously qualitative. Critical incident studies are useful in the early stages of research because they allow for discovery as opposed to merely verifying theories. This was appropriate to the present cultural study. As well, when eliciting responses in person, I could ask for clarification, thus possible miscommunication was minimized. The interviews provided details and meaning at a deep personal level for which the quantitative approach is not designed.

I am aware that some may criticize the fact that I transcribed and analyzed all data as well as formed all categories and subcategories as undermining the reliability of the data. To enhance the trustworthiness of the present data I could have found an independent judge who was blind to the study to translate all the interviews. I also acknowledge that some steps could have been taken to ascertain whether similar categories and subcategories would be reached by one or more judges. The purpose would have been to check how close our categories were, and those of which we had different opinions would be changed via a

negotiated consensus. However, I would argue that since I have enough knowledge about the cultural background of my chosen sample, and Flanagan (1954) has written detailed instruction on how to form categories and subcategories via the data, I believe I have successfully met the criteria. This kind of cultural understanding should enhance the reliability of the research.

I am also aware that there may be some criticism of the present research as a cross-sectional design which does not account for individual developmental trends. While my research design is not longitudinal per se, I did examine what effect gender differences and respondents' arrival time had on their adjustment processes. Although the findings of this study do not reveal any substantive gender differences or significance of time of arrival in affecting respondents' adjustment to life in Canada, future researchers can examine the "time" effect more closely. By employing a comprehensive longitudinal research design, researchers could then have been able to examine precisely what challenges satellite children face initially upon their arrival in Canada, and how those challenges eventually resolve at different ages. As Magnusson, Bergman, Rudinger, and Torestad (1991) state:

> The normal process in which an individual develops from birth through the life course is of interest in itself as a subject for research. Understanding and explaining that process is also fundamental for understanding what contributes to physical and mental health and for revealing the causes of mental, social and physical problems during the life course ... the development of individuals cannot be adequately and effectively investigated without using a longitudinal research strategy. (xiii as cited in Gall, Gall, & Borg, 2003, p. 292)

I would like to point out that although a longitudinal design has some potential benefits such as helping to identify factors that could account for satellite children's adjustment challenges at various points in time, I have thought about whether a longitudinal design may distort findings due to potentially biased sampling and selective attrition (Gall et al.).

It is also important to point out that the samples were obtained from three school districts: Vancouver, Burnaby, and Richmond. Therefore, one cannot generalize the findings to the general population because the method for choosing samples was not random in this research project. Nevertheless, it was my endeavour in this study to use critical incident techniques to understand and conceptualize what helped or hindered Chinese satellite children's adjustment process upon arriving in Canada. The use of critical incident techniques helped to explore these children's adjustment processes in greater depth, which gave a deeper understanding of some of the contextual factors that have influenced the various stages of their adjustment and developmental experiences in Canada.

In summary, Flanagan's (1954) CIT is appropriate to the purpose of this cultural study. Regardless of the research methodology, the present study has succeeded in giving satellite children voices to describe what helped and hindered their adjustment and will enhance the research community's understanding of these children's unique challenges, which may be of use for future satellite children and researchers pursuing this line of research. As well,

when eliciting responses in person, I was able to ask for clarification, thus possible miscommunication was minimized. The interviews provide details and meaning at a deep personal level for which the quantitative approach is not designed.

Future Research Directions

There is a conspicuous dearth of scholarly work on the satellite children phenomenon. I believe researchers need to conduct good quality research to help better inform parents, educators and governments about satellite children. On the whole, the results showed that the majority of participants adjusted quite well to life in Canada. It is possible that some factors affected their perception of the adjustment process. These factors might be age, curiosity about Canada, the broadening of their horizons, and their parents' support in assisting their adjustment process.

It is also possible that these children seemed to do better than would have been anticipated because respondents reported that they are generally adequately taken care of by their parents in spite of temporary separation. As Shek (2002) suggested, the family function tends to buffer immigrant children during their adjustment process. In contrast, children who are in a disadvantaged situation may have more adjustment difficulties, such as problems in making friends. Hence, future researchers may want to examine how much socio-economic status, parent' educational attainment, parents'

acculturation level, and parents' perception of the immigration process affect satellite children's adjustment to life in Canada. These family variables may help identify to what extent they are buffering satellite children during the adjustment processes. Researcher could also conduct a longitudinal survey on satellite children, so that researchers can interview satellite children at various time periods and assess what may have changed in intervening periods.

My senior supervisor and I also believe that it may be of use to follow up these samples or conduct further studies with satellite children in an attempt to see what they decide to do upon graduating from high school. My tentative hypothesis is that the majority of respondents may stay in Canada, because they were accepting of their parents' decisions to live in Canada and understand that it is to their own advantage, which in turn can increase their job opportunities in Canada, as well as in Asia should they choose to go back to work in their home country. The following research questions arise:

1. When satellite children grow older and gradate from grade 12, do they stay in Canada to pursue further education?
2. Do they choose to go back to pursue school and a career in their home country?
3. What challenges would they face?
4. What support would they get?

Based on the previous studies on satellite families which interviewed the parents, some children had not been informed about their future (i.e., whether they would stay in the adopted country or not). This may have led them to avoid investing their energy in learning about the new culture. I am also curious as to what extent this would cause ambivalence about acculturation. To what extent does this affect their identity formation in Canada, or in Hong Kong if they decide to go back given the fact that they have spent some time living in Canada?

One thing the participants in this study pointed out clearly was the lack of access to social services to get to know their communities when they first arrived in Canada. An area to consider in future research is the relationship between the availability of services and the adjustment of immigrant children. This is a particular social issue that the government and social service providers need to address, not only for the betterment of satellite children, but also for immigrant children in general.

Recommendations

While my recommendations may not be specifically targeted for helping satellite children per se, there are important adjustment issues that I believe we need to address.

At the individual level, we need to

- Consult with immigrant children so that we have an in-depth understanding about what help and information they needed but did not get, especially when they first arrived in Canada.
- Collaborate with agencies and organizations in order to mobilize resources for immigrant children.
- Disseminate information widely to immigrant children, especially those who are in a low socioeconomic class, so that they know where to find the support and resources they need in order to ease their adjustment challenges.

This consultation is about recognizing the central role immigrant children play—ensuring that their voice is heard in our local politics and reflected in our local policies.

At the school administrative level, we need to:

- Develop a forum where parents, students, teachers, administrators, and the public can participate in addressing education issues in British Columbia.
- Invite students to share their views about immigrant children. We need to bolster teachers' knowledge in working with immigrant children

- Invite school administrators to forge a partnership with ethnic agencies and organizations in order to address immigrant children's educational and integration needs.

- Deliver on our commitment by developing an advisory committee that specifically addresses immigrant children's issues in school.

At the classroom level, teachers need to:

- Create incentives for ESL students to work hard, and to provide them with incentives to continue to greater classroom participation.

- Learn how to develop and maintain a closer communication with immigrant children's parents. For example, sending reports regularly to parents on the progress their children are making in school. In doing so, parents can pay attention to their children's development and find out what resources they may need to assist their children to learn, which in turn may keep their children more attentive to their own progress.

- Reevaluate the BC ESL curriculum. Even though the school districts send teachers the "ESL curriculum package" and they have to teach in accordance with the package, the teachers are still responsible for developing appropriate lesson plans, learning objectives, and assessment criteria. It is in this sense that teachers are obligated to find out what is and is not appropriate to teach and assess their ESL students. Teachers

can voice their concerns to administrators. Together teachers and administrators can work collaboratively to develop a new, appropriate framework for teaching and working with ESL classes in BC. To this end, the BC government needs to provide more funding and support to help educators and researchers to find new ways to promote students' learning growth and achieve immigrant children's education goals.

- Share resources. Teachers need to develop and maintain an open dialogue which would allow consultations with administrators, agencies and organizations on the allocation of resources. Teachers need to find out what resources currently exist that are helpful to immigrant children and what resources are lacking in order to address immigrant students' academic and integration needs.

Preparing future teachers, we need to

- Work closely with professionals who are knowledgeable in working with ESL students.

- Set up a "hands-on" practicum where teachers are grounded in education psychology theories and classroom management. Working with ESL students first-hand can help broaden Canadian teachers' knowledge and instill a core competency when teachers go through their entire teacher training.

- Follow-up with pre-service and in-service teachers and provide appropriate tools for effective teaching styles that are appropriate to ESL students.

Schools will need to take extra steps to encourage the development of social programs for immigrant children, support their aims, and expand their efforts. Teachers and administrators needs to share objectives and report what is working and what is not working in the present BC ESL system. School administrators need to do a better job recognizing and supporting those teachers who do make a difference in immigrant students' lives.

At the community level, we need to

- Identify local community services that are currently lacking and/or may be inappropriate for immigrant children in facilitating their adjustment process and meeting their integration needs.

- Help address what local communities need (e.g., finding out what prevents them from delivering the required kinds of service to immigrant children). Once we have this information, we can work on it in order to help local communities start to address their immigrants' needs, and can work together to help commence joint local community projects in order to address immigrant children's needs.

At the political level, we need to

- Lobby for funding to study what immigrant children's adjustment issues are, and to bring real change by making commitments to make a difference in immigrant children's lives.

- Work closely with immigrant settlement and integration services across BC and share available information about immigrant children's needs.

- Set up a forum to represent immigrant children's concerns at the municipality level. Most significantly, we need to work directly with municipalities, because they deal with fundamental issues that touch Canadian people's daily lives.

- Go further to promote understanding of immigrant children and advance research in consultation and cooperation with provincial governments who ultimately make policy affecting many immigrants who reside in BC.

- Develop a forum where the public can obtain high-quality information about immigrants' and immigrant children's challenges. The goal is to help promote Canadians' awareness about immigration debate and maintain consultations with Canadians so that we can eradicate some of the misconceptions and mistrust toward immigrants in the long run.

Educators and policy-makers need to address the unique challenges of delivering services. For example, educators and policy-makers need to question what research has been done locally and nationally and what they can do to improve the education system by critically analyzing the implications of research findings and take research recommendations seriously. It is my goal to make this part the core of my future research practice. One way to achieve my goal is to make research findings accessible to my colleagues and present at conferences to those who are interested in finding out ways of improving the quality of immigrant children's lives.

My Reflections Upon this Research

I was profoundly touched when John Manley, former Deputy Prime Minister and Minister of Finance, presented his 2003 budget speech and stated that "We are a nation defined not by commonality of race or religion, but a nation whose purpose lies in shared values and beliefs—shaped in part by history, by the risk-takers and asylum-seekers who came to these shores in search of freedom and opportunity, shaped by those who fought in wars and struggled in peace for democracy, social justice and the rule of law" (p. 3). I would add that in order to effect changes we need to take risks and conduct our business outside of the "bubble". We cannot wait for a crisis to occur before we respond. It is time for change, to move forward, and to dispense with the status quo.

It is my belief that a comprehensive study of Chinese immigrant children and adolescents is long overdue, let alone a study of satellite families and adolescents. As mentioned in the discussion section, a recent survey conducted by the Vancouver School Board states that "Indications from Citizenship and Immigration Canada (CIC) show that China will continue to be a key source country of immigration to B.C. and Vancouver in the foreseeable future" (Li, 2003b, p. 3). It is for precisely this reason that, with the increasing number of Chinese immigrant children studying in B.C., I wanted to learn more about these children, specifically with a focus on the satellite children phenomenon. By pursuing this area of research, I was able to give satellite children space to tell their stories, so that I could search for themes and dimensions that accurately captured the nuances and dynamics of their adjustment to life in Canada. I can then use my research-based evidence to provide accurate information for teachers, counsellors, and service providers in meeting these students' educational and integration needs.

In order to understand what helps and hinders satellite children's adjustment to life in Canada, we need to understand how they interpret the immigration process by giving them a venue to express their goals, desires, beliefs, attitudes, and feelings toward living in Canada. It was my intention to use Flanagan's (1954) Critical Incident Technique to help guide my research. The

current satellite children phenomenon was set in a historical context, and has a rich history.

In the course of preparing for this thesis I interviewed 32 satellite children. They told me stories about their challenges upon arriving in Canada and things that they would have liked to receive but did not get. Their voices were loud and clear in relation to what needs to be done, only not for the satellite children population, but also what we as educators and policy-makers should extrapolate from my findings in working with school-aged Asian immigrant children.

In this study, I have discussed the nuances of the satellite children adjustment process. It is noteworthy to repeat that some respondents reported that after immigrating to Canada, their relationships with their parents, particularly with their fathers, tended to improve. One explanation to account for this is that respondents' fathers are generally busy working and do not have much time to talk to their children in their home country. With the geographical separation, however, when respondents' fathers visit them or talk to them on the phone, the respondents would feel their father cares about them, a point which has been addressed in the family section.

Furthermore, I was also interested in examining the satellite family arrangements because the idea of separating oneself from one's family members does not follow the tradition of Chinese family structure. The well-known Chinese scholar, Confucius, talked extensively about family structures and

values (e.g., how one should preserve the family structure, maintaining boundaries between husbands and wives, parent-child relations etc.). So, why would a family decide to emigrate to another country, and one or both parents decide to temporarily separate from their children? This question has a significant sociocultural implication for how scholars look at Chinese people's perception of family structure and values in the 21st century.

Besides examining respondents' living arrangements and relationships with their parents and sibling(s), an aspect of my research dealt with education. When respondents were asked what hindered their studies in Canada, they reported a number of elements: a different teaching style from their home country, the current ESL system (e.g., discrimination exhibited by teachers and students), a lack of discipline, insufficient information about transferring to university, no English-speaking environment in school, and no bilingual (i.e., English and their mother tongue) class for beginning ESL students. These are important educational issues, and it is my goal to conduct future studies to help identify pedagogical responses to these concerns and find effective means to raise teacher awareness about multicultural teaching.

From the perspective of educators, the ultimate goal is to provide students with knowledge so that they can transfer their learned skills and strategies to their future endeavours. I hope teachers will take some time to reflect upon their pedagogies, so that teachers can help immigrant students identify their own

study behaviours and think critically about their learning styles, which in turn will allow immigrant students to discover their full learning potential. Based on the respondents' responses, teachers need to devise enjoyable yet informative lesson plans, and at the same time work with Chinese immigrant students to help them cope with learning challenges, adapt to cultural changes, and find ways to fulfill their identities within more promising lives.

The data I gathered involves more than just the tallying of accounts, it is about the availability of resources and their accessibility to this part of population. At different phases of satellite children's adjustment, what kinds of services do they need? Are they getting the support they need to help them better adjust to life in Canada? It is our responsibility to address the unique challenges of delivering education and social services. We need to improve the existing educational as well as social system for immigrant children.

I hope this study will assist parents, teachers, service providers, and government agencies in gaining an emic (culture-specific insiders') perspective on how Chinese satellite children deal with their immigration concerns and what services these children need but do not get. From the perspective of service providers, findings identifying both the needs of Chinese immigrant children and their parents and the existing gaps in service will be vital to school boards, social service organizations, and government ministries in program/service planning. This is important in the long run, because my research findings can

provide teachers and school counsellors with new perspectives for understanding the adjustment challenges Chinese immigrant children face, and provide teachers and school counsellors with different tools when working with those seeking their assistance.

Next step...

I hope through this research I have imparted the required knowledge and helped create more enlightened public and professional communities. The present findings pertaining to the satellite family phenomenon provide a new way of theorizing its family dynamic, system, and organization. The more we know about the kinds of challenges confronted by Chinese children living in satellite families, the better position researchers and scholars will be in for understanding their unique migratory transition patterns, acculturation, and the coping mechanisms of the adjustment process. As resources permit, I will explore the possibility of disseminating study results among social services providers in Hong Kong, Taiwan, and Mainland China, as well as those in Canada. The more widely the results can be distributed, the more likely the message is to reach parents of future Chinese adolescents, helping them to develop more flexible coping mechanisms and to make appropriate adjustments to their living arrangements when they emigrate to Canada.

In summary, while my chosen sample appeared to be adjusting well to life in Canada, my sample does not represent those who live in a lower

socioeconomic class or may have dropped out of high school. In order to work with these families, future research needs to identify what specific challenges these families face, what kinds of resources they need and how to make them accessible to these families.

So far the basic argument centers around the debate as to whether or not we have provided sufficient resources for immigrant children and sufficient training to teachers who work with immigrant students. This research will hopefully help pledge educators' solidarity in running things "outside the box" and most importantly, allow teachers discretion as to how much they are willing to accept and learn about their students' cultural background and to provide a safe classroom environment. I sought to empower the immigrant children through their voices, their immigration stories. These interviews will hopefully indicate what underlying resources we might need to provide at various stages of immigrant children's adjustment to life in Canada.

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Appendix A

Ethics Approval

The author, Paul Yeung, has obtained human research ethics approval from:

- The Simon Fraser University of Research Ethics Office
- Learning Services of Vancouver School Board, Valerie Overgaard, Associate Superintendent
- Burnaby School District 41, Susan van Gurp, Administrator
- Richmond, Office of the Superintendent of Schools, Mike Kliman, Supervisor International Programs

A copy of the approval letters are in the author's files and have been made available to the SFU Library upon submission of this thesis.

The original application for ethics approval and letter of approval are filed with the school districts.

APPENDIX B

Interview Protocol (English)

Introductory statement: This interview deals with the understanding of your immigration experience, particularly looking at what helps or hinders your adjustment in a satellite family. Satellite families are defined as families in which there is a temporary separation where either or both parents go back to live in their home country for some of the time and leave his/her family living in the host country. Adjustment will be defined as adapting to a new environment and coping with new experiences.

I would like to remind you that your answers will be kept strictly confidential. Your participation is voluntary, and your answers will help me better understand the experience of other Chinese children and adolescents who live in a satellite family in British Columbia.

A. Background Information

1. Do you consider yourself to be living in a satellite family?
2. Sex: Male __ Female __
3. Date of birth: _________
4. Place of birth: _________
5. Date of Immigration: ______________
6. Who moved to Canada with you?
7. Currently, who lives with you?
8. What is your father's occupation?
9. What is your mother's occupation?
10. How many brothers and sisters do you have?

B. Social Functioning

Now I would like to ask you some questions about the kinds of help you got when you first arrived in Canada.

1. Did you receive any help or information concerning your adjustment to life when you first arrived in Canada?

   Yes

   No (go to Q4)

2. Who provided the help or information to you when you first arrived in Canada?
3. What help or information did you receive that was significantly helpful in your adjustment to life when you first arrived in Canada?
4. Was there any help or information you needed but did not receive concerning your adjustment to life when you first arrived in Canada?

   Yes (explain)

   No (go to Section C)

C. Friendship

The next section is about your relationship with your friends in Canada.

1. Did you have any challenges in making friends in Canada?

   Yes

   No (go to Q3)

2. What were your challenges in making friends in Canada?
3. How did you meet most of your friends in Canada?

4. What activities do you usually do with your friends in Canada?
5. How many of your friends in Canada belong to the same ethnic group as you?
   a. All of them
   b. More than half
   c. Half of them
   d. Less than half
   e. None of them
6. Have your friends been helpful to you in your adjustment to life in Canada?

   Yes

   No (go to section D)
7. Describe any help or information you received from your friends that has been significantly helpful to your adjustment to life in Canada.

D. Discrimination

Discrimination is someone treating you differently due to your ethnicity, religion, skin colour, sex, age, marital status, disability, or sexual orientation.

1. Do you feel you have ever experienced discrimination or unfair treatment in Canada?

   Yes

   No (go to section E)

2. What is the reason(s) that you feel you were discriminated against or treated unfairly in Canada?
3. Describe incident(s) in which you feel you were being discriminated against or treated unfairly.

E. Language skills

Now I would like to ask you some questions about your language skills.

1. In Canada, what language(s) do you speak most often at home?
2. In Canada, what language(s) do you speak most often with your friends?
3. How did you learn English?
4. Where did you learn English?
5. Do you feel that you have problem with English comprehension skills?

   Yes

   No (go to Q7)
6. Describe incident(s) in which your problem(s) with English comprehension skills significantly affected your daily activities in Canada.
7. Do you feel that you have problems with English reading skills?

   Yes

   No (go to Q9)
8. Describe incident(s) in which your problem(s) with English reading skills significantly affected your daily activities in Canada.

9. Do you feel that you have problems with English writing skills?

   Yes

   No (go to Q11)

10. Describe incident(s) in which your problem(s) with English writing skills significantly affected your daily activities in Canada.

11. Do you feel that you have problem(s) with English speaking skills?

    Yes

    No (go to Q13)

12. Describe incident(s) in which your problem(s) with English speaking skills significantly affected your daily activities in Canada.

13. Did you get any help learning English in Canada?

    Yes

    No (go to Q15)

14. Describe any help you received that was significantly useful in learning English in Canada.

15. Was there any help that you needed in learning English but did not get?

    Yes (explain)

    No (go to Section F)

F. Education

The following questions are about your educational experience in Canada.

1. What grade are you in?

2. Are there any problems or challenges in your studies in Canada?

   Yes

   No (go to Q4)

3. Describe any challenges that you have experienced in your studies in Canada.

4. Have you received any help in your studies from your teachers, classmates or parent(s) in Canada?

   Yes

   No (go to Q6)

5. Describe any incident(s) in which your teachers, classmates, or parent(s) were significantly helpful regarding your studies in Canada.

6. Was there any help that you would have liked to receive in your studies but did not get?

   Yes (explain)

   No (go to section G)

G. Family

The next section is about your experience living in a satellite family.

1. What is the reason(s) that either or both of your parents wanted to immigrate to Canada?

2. What is your reason(s) for immigrating to Canada?

3. Did your parent(s) seek your opinion regarding the immigration before coming to Canada?

4. Tell me how you feel about being a member of a satellite family.
5. Compared to the relationship you had with your father before immigrating to Canada, do you feel that your relationship with your father is:
    a) closer
    b) more distant
    c) the same (go to Q7)
6. Describe any incident(s) in which your relationship with your father significantly improved or got worse.
7. Do you feel that you are comfortable expressing your thoughts and feelings to your father?
8. What helps/hinders you in feeling comfortable expressing your thoughts and feelings to your father?
9. Compared to the relationship you had with your mother before immigrating to Canada, do you feel that your relationship with your mother is:
    a) closer
    b) more distant
    c) the same (go to Q11)
10. Describe any incident(s) in which your relationship with your mother significantly improved or got worse.

11. Do you feel that you are comfortable expressing your thoughts and feelings to your mother?
12. What helps/hinders you in feeling comfortable expressing your thoughts and feelings to your mother?
13. Compared to the relationship you had with your sibling(s) before immigrating to Canada, do you feel that your relationship with your sibling(s) who live with you in Canada is:
    a) closer
    b) more distant
    c) the same (go to Q15)
    d) not applicable (go to Q17)
14. Describe any incident(s) in which your relationship with your sibling(s) who live with you in Canada significantly improved or got worse.
15. Do you feel that you are comfortable expressing your thoughts and feelings to your sibling(s)?
16. What helps/hinders you in feeling comfortable expressing your thoughts and feelings to your sibling(s)?
17. Do you feel that you are comfortable sharing your thoughts and feelings with a counsellor?
18. Why do you feel comfortable or uncomfortable sharing your thoughts and feelings with a counsellor?

19. In the past 12 months, how many times have either or both of your parents come back to visit you?

20. In the past 12 months, would you say your father lived in Canada:

    a) all of the time
    b) most of the time
    c) some of the time
    d) none of the time

21. In the past 12 months would you say your mother lived in Canada:

    a) all of the time
    b) most of the time
    c) some of the time
    d) none of the time

22. Do you have more family responsibilities because of living in a satellite family?

    Yes

    No (go to Q24)

23. Describe any incident(s) in which your family responsibilities have significantly increased.

24. Do either or both of your parents seek your opinion more or less in Canada compared to when you lived in your home country?

25. Do you feel that living in a satellite family creates any family problems?

    Yes

    No (go to Q27)

26. Describe any challenges living in a satellite family.

27. Did you get any help concerning your challenges living in a satellite family?

    Yes

    No (go to Q29)

28. What help did you receive concerning your challenges living in a satellite family?

29. Was there any help that you needed but did not receive concerning your challenges living in a satellite family?

    Yes (explain)

    No (o to Section H)

H. Conclusion

I would like to conclude our interview with some questions about your overall adjustment process after immigrating to Canada.

1. What problems or challenges would you say were the most serious in your adjustment process?
2. What help was the most useful to you in adjusting to life in Canada?
3. What was the most important factor that hindered your adjustment to life in Canada?

APPENDIX C

Interview Protocol (Chinese)

介绍声明：这次访问是对您移民经验的理解，特别是对您生活在太空人家庭中在适应新环境上曾经体验到的帮助和妨碍。太空人家庭的定义是家庭成员有短暂分离，因为其中一个或两个父母回到他们的祖国，把其他家庭成员留在移民国家生活。适应的定义是接受新环境和应付新的经验。

我重申您的答复将被完全保密。您的参与是自愿性的，而您的答复将帮助我更加了解居住在卑诗省太空人家庭的儿童和青少年的经验。

A. **背景资料**

1. 您是否住在太空人家庭？
2. 性别： 男 __ 女 __
3. 出生日期：________
4. 出生地点：________
5. 移民日期：____________
6. 谁人与您一起移民到加拿大？
7. 现在谁人与您一起居住？
8. 您父亲的职业是什麽？
9. 您母亲的职业是什麽？
10. 您有多少兄弟姐妹？

B. 社会联系

现在我希望询问一些问题关于当初您移民到加拿大所得到的帮助。

1. 抵达加拿大初期，您曾经得到对您适应新生活的帮助或咨询吗？

   有

   没有　（转到Q4）

2. 抵达加拿大初期，谁曾经给您帮助或咨询？

3. 抵达加拿大初期，哪些帮助或咨询对您适应新生活最有用？

4. 抵达加拿大初期，是否有某些您需要的帮助或咨询您得不到？

   有　（请解释）

   没有　（转到分区C）

C. 友谊

下一部分是关于您在加拿大与您朋友的关系：

1. 在加拿大您交朋友是否有问题？

   有

   没有　（转到Q3）

2. 在加拿大您交朋友有什麼问题？

3. 在加拿大您用什麼方法认识新朋友？

4. 在加拿大您与您的朋友通常做什麼活动？

5. 您在加拿大的朋友， 有多少和您同一种族？

全部

多于一半

一半

少于一半

没有

6. 您的朋友对您适应加拿大新生活有没有帮助？

有

没有 （转到分区D）

7. 叙述某些您的朋友对您适应加拿大新生活有用的咨询或帮助。

D. 歧视

歧视是别人因为您的种族，宗教，肤色，性别，年龄，婚姻状况，伤残或性取向而对待您和别人不一样。

1. 在加拿大您认为您有被歧视或被不合理对待的经验吗？

有

没有 （转到分区E）

2. 在加拿大您认为您被歧视或被不合理对待的原因是什麼？

3. 叙述某些您感到您被歧视或被不合理对待的事件。

E. 语言技能

现在我希望询问您一些关于您语言技能的问题。

1. 在加拿大，您经常在家讲什麼语言？

2. 在加拿大，您经常跟您的朋友讲什麼语言？

3. 您怎样学习英语？

4. 您在那里学习英语？

5. 您认为您有英语领悟技能的困难吗？

有

没有 （转到Q7）

6. 叙述某些您的英语领悟技能的困难对您在加拿大日常生活有重要影响的事件

7. 您认为您有英语阅读技能的困难吗？

有

没有 （转到Q9）

8. 叙述某些您的英语阅读技能的困难对您在加拿大日常生活有重要影响的事件

9. 您认为您有英语写作技能的困难吗？

有

没有 （转到Q11）

10. 叙述某些您的英语写作技能的困难对您在加拿大日常生活有重要影响的事件

11. 您认为您有英语讲话技能的困难吗？

有

没有 （转到Q13）

12. 叙述某些您的英语讲话技能的困难对您在加拿大日常生活有重要影响的事件

13. 在加拿大您曾经得到任何学习英语的帮助吗？

有

没有 （转到Q15）

14. 叙述某些您曾接受在加拿大对您学习英语有用的帮助。

15. 是否有某些您需要在学习英语上的帮助您得不到？

有 （解释）

没有 （转到分区F）

F. 教育

以下问题是关于您在加拿大的教育经验。

1. 您现在读那一年级？

2. 在加拿大学习上， 您有没有困难或问题？

有

没有 （转到Q4）

3. 叙述某些您在加拿大学习上的问题。

4. 在加拿大，您曾经接受您的老师，同学或家长对您在学习上的帮助吗？

有

没有 （转到Q6）

5. 叙述某些您的老师，同学或家长对您在学习上有用的帮助。

6. 是否有某些您需要在学习上得到的帮助您得不到？

有

没有 （转到分区G）

G. 家庭

下一部分是关于您生活在太空人家庭的经验。

1. 您一个或两个家长移民加拿大的原因是什麼？

2. 您移民加拿大的原因是什麼？

3. 在移民加拿大前， 您家长有没有征询您的意见？

4. 告诉我您成为一个太空人家庭一员有什麼感觉？

5. 比较您与父亲移民前的关系， 您觉得您与父亲的关系是：

   a. 更亲近
   b. 更疏远
   c. 一样 （转到Q7）

6. 叙述某些您与您父亲关系改善或更坏的重要事件。

7. 您认为您可舒服地向您父亲表达您的想法和感觉吗？

8. 什麼帮助或妨碍您舒服地向您父亲表达您的想法和感觉？

9. 比较您与母亲移民前的关系， 您觉得您与母亲的关系是：

   a. 更亲近
   b. 更疏远
   c. 一样 （转到Q11）

10. 叙述某些您与您母亲关系改善或更坏的重要事件。

11. 您认为您可舒服地向您母亲表达您的想法和感觉吗？

12. 什麼帮助或妨碍您舒服地向您母亲表达您的想法和感觉？

13. 比较您与兄弟姐妹移民前的关系， 您觉得您与他们的关系是：

a. 更亲近

b. 更疏远

c. 一样　　（转到Q15）

d. 不适用　（转到Q17）

14. 叙述某些您与您兄弟姐妹关系改善或更坏的重要事件。

15. 您认为您可舒服地向您兄弟姐妹表达您的想法和感觉吗？

16. 什麽帮助或妨碍您舒服地向您兄弟姐妹表达您的想法和感觉？

17. 您认为您可舒服地向心里辅导员表达您的想法和感觉吗？

18. 为什麽您感觉舒服或不舒服当您向心理辅导员表达您的想法和感觉？

19. 在过去的十二个月，您一个或两个父母回来探访您多少次？

20. 在过去的十二个月，您认为您父亲住在加拿大是：

a. 全部时间

b. 大部分时间

c. 某部分时间

d. 没有时间

21. 在过去的十二个月，您认为您母亲住在加拿大是：

a. 全部时间

b. 大部分时间

c. 某部分时间

d. 没有时间

22. 你住在太空人家庭有更多责任吗？

有

没有　　（转到 Q24）

23. 叙述某些家庭责任增加的重要事件。

24. 和在祖国比较，您的父母在加拿大有没有更多或更少征询您的意见？

25. 您认为住在太空人家庭会引起家庭问题吗？

会

不会 （转到 Q27）

26. 叙述某些住在太空人家庭的问题。

27. 您曾经得到过某些关于太空人家庭问题的帮助吗？

有

没有 （转到 Q29）

28. 您曾经接受了哪些关于太空人家庭问题的帮助？

29. 是否有些您需要关于太空人家庭的帮助您得不到？

有 （请解释）

没有 （转到分区H ）

H. 总结

我希望问一些问题关于您的整个移民适应过程去总括这次访问。

1. 哪些困难或问题对您的适应过程最重要？

2. 哪个帮助对您的适应过程最重要？

3. 哪个因素对您的适应过程最防碍？

APPENDIX D

Recruitment Advertisement (English)

Satellite Chinese Adolescent Immigrants Needed

Looking for prospective participants to complete an interview in either Cantonese or Mandarin. No names will be recorded during the interview; responses will be kept strictly confidential.

To qualify you need to:

- Be 10-19 years old
- Be a Chinese adolescent who lives in a satellite family
- Have emigrated from China, Taiwan, or Hong Kong to Canada within the last 4 years

If you are interested, please contact Paul Yeung at **604-432-6977** or e-mail to pyeunga@sfu.ca. Please provide your name, phone number, and what would be the best time to return your call. Thank you for your time and considering my sincere request.

APPENDIX E

Recruitment Advertisement (Chinese)

征求中国移民太空人家庭青少年

征求合适参加者，参加一次广东话或普通话的访谈。被访谈者的姓名不会被纪录，个人资料绝对密。

参加者要求：

- 年龄在10 至19岁之间
- 居住于太空人家庭的青少年移民
- 最近四年内移民加拿大的中国、台湾或香港移民

如果您有兴趣参加，请与Paul Yeung联系。

请留下您的名字、电话号码以及最佳的回电时间。衷心的感谢您的合作与时间。

电话：(604) 432-6977
电邮：pyeunga@sfu.ca

APPENDIX F

Information Letter to Principals (English)

Date, 2004

Paul Yeung
2676 East 42nd Avenue
Vancouver, BC
V5R 2Y1

School Address

Dear Principal,

I am a graduate student in Counselling Psychology, Faculty of Education at Simon Fraser University. I am conducting a study concerning the psychosocial adjustment of Chinese adolescent immigrants living in a satellite family. In order to complete my research, I need to find 30 to 50 children (between the ages of 10 and 19) for interviews. I would like to have the kind assistance of your school to locate potential participants.

My goal is to interview potential Chinese adolescent participants who live in satellite families and have immigrated to Canada within the last four years. Satellite families are defined as families in which there is a temporary separation where either or both parents return to live in their home country for some of the time and leave his/her family living in the host country. The prospective participants' responses will allow for a greater understanding of what helps and hinders their adjustment to life in Canada.

I would be glad to provide a summary of the research methodology, general areas of interview questions, and approval letter from your school district for your review. I sincerely look forward to discussing this proposal in as much detail as you require. I will phone you within one week to arrange a meeting at your convenience. If you need any further information, do not hesitate to contact me at 604-432-6977 or pyeunga@sfu.ca. Thank you for your assistance.

Yours sincerely,

Paul Yeung, M. A. candidate

APPENDIX G

Information Letter to Participants (English)

Dear Participants,

My name is Paul Yeung. I am a graduate student in Counselling Psychology, Faculty of Education at Simon Fraser University. I am conducting research concerning the psychosocial adjustment of Chinese adolescent immigrants living in a satellite family.

The study is important because your participation will provide valuable insights into what challenges Chinese adolescent immigrants face living in a satellite family. The outcome of this study will contribute significantly towards a better understanding of both the needs of satellite families and existing gaps in service. This will be vital to school boards, social service organizations, and the government in helping satellite families to adjust to life in Canada.

Your participation in the study will be greatly appreciated. My goal is to interview Chinese adolescent participants who are between 10 to 19 years old, living in satellite families, and have immigrated to Canada within the last four years. The interview is anonymous, will be tape recorded, and can take place either at school or your home upon your request at your earliest convenience. It will take approximately 30 minutes to complete the interview. You can refuse to answer any of the questions and are free to terminate the interview process at any time. All the information you provide will be treated in a strictly confidential manner.

Thank you for your time and consideration of my sincere request. If you are interested in this study, please complete the attached form and return it to your school or contact me at 604-432-6977 or e-mail to pyeunga@sfu.ca.

Yours sincerely,

Paul Yeung, M. A. candidate

✂---

Reply Slip for the Psychosocial Adjustment of Chinese Adolescent Immigrants Living in a Satellite Family

Name: ________________ **Telephone No.:** ____________________
Daytime contact: from ___________ to ___________
Evening contact: from ___________ to ___________

APPENDIX H

Information Letter to Participants (Chinese)

亲爱的访谈参加者：

我是西门菲沙大学的心理辅导系硕士学生Paul Yeung。 我正在进行一项研究关于中国移民太空人家庭的青少年在加拿大的社会及心理适应状况。

在这项重要研究中，您将会为 关于中国移民太空人家庭中青少年所面对的问题提供宝贵的资料。研究结果能够使我们深入了解太空人家庭的需要和现有服务的不足。这些资料能够使学校当局、社区机构以及政府更全面地了解太空人家庭在加拿大的生活情况，从而更有效地帮助这些家庭适应加拿大生活。

我恳请征得您的同意能对进行一次访谈。被访谈者的范围是10至19岁，移民加拿大四年以内的中国太空人家庭中的青少年。这次访谈将以录音方式进行，但不需要留下被访谈者的姓名。访谈可在您校内或您的家庭中进行。访谈仅需30分钟，而且被访谈者可拒绝回答任何问题或可随时终止访谈。参与这项研究的资料将被完全保密。

衷心感谢您的合作与时间。如果您有兴趣参加这次访谈，请填写下列表格并交回学校，或直接与本人Paul Yeung 联系。电话：(604) 432-6977，电邮：pyeunga@sfu.ca.

此致，

Paul Yeung，硕士学生

✂---

中国移民太空人家庭的青少年在加拿大的社会及心理适应状况

被访谈者姓名：______________________________

联系电话：______________________________

日间联系时间：______________________________

夜间联系时间：______________________________

APPENDIX I

Information Letter to Parents (English)

Dear Parents/Guardian(s),

My name is Paul Yeung. I am a graduate student in Counselling Psychology, Faculty of Education at Simon Fraser University. I am conducting research concerning the psychosocial adjustment of Chinese adolescent immigrants living in a satellite family.

The study is important because your child's participation will provide valuable insights into what challenges Chinese adolescent immigrants face living in a satellite family. The outcome of this study will contribute significantly towards a better understanding of both the needs of satellite families and existing gaps in service. This will be vital to school boards, social service organizations, and the government in helping satellite families to adjust to life in Canada.

Your consent for your child to participate in the study will be greatly appreciated. My goal is to interview Chinese adolescent participants who are between 10 to 19 years old, living in satellite families, and have immigrated to Canada within the last four years. The interview is anonymous, will be tape recorded, and can take place either at school or your home upon your request at your earliest convenience. It will take approximately 30 minutes to complete the interview. Your child can refuse to answer any of the questions and is free to terminate the interview process at any time. All the information your child provides will be treated in a strictly confidential manner.

Thank you for your time and consideration of my sincere request. If you are interested in this study, please complete the attached form and return it to your school or contact me at 604-432-6977 or e-mail to pyeunga@sfu.ca.

Yours sincerely,

Paul Yeung, M. A. candidate

✂--

Reply Slip for the Psychosocial Adjustment of Chinese Adolescent Immigrants Living In A Satellite Family

Parent's Name: ________________ Child's Name: ____________________

Telephone No.: ________________

Daytime contact: from _____ to _____ Evening contact: from ______ to ______

APPENDIX J

Information Letter to Parents (Chinese)

敬爱的家长或监护人：

我是西门菲沙大学的心理辅导系硕士学生Paul Yeung。 我正在进行一项 研究关于中国移民太空人家庭的青少年在加拿大的社会及心理适应状况。

在这项重要研究中，您的子女将会为 关于中国移民太空人家庭中青少年 所面对的问题提供宝贵的资料。研究结果能够使我们深入了解太空人家庭的需要和现有服务的不足。这些资料能够使学校当局、社区机构以及政府更全面地了解太空人家庭在加拿大的生活情况，从而更有效地帮助这些家庭适应加拿大生活。

我恳请征得您的同意能对您的子女进行一次访谈。被访谈者的范围是10至19岁，移民加拿大四年以内的中国太空人家庭中的青少年。这次访谈将以录音方式进行，但不需要留下被访谈者的姓名。访谈可在您子女的校内或您的家庭中进行。访谈仅需30分钟，而且您的子女可拒绝回答任何问题，或可随时终止访谈。参与这项研究的资料将被完全保密。

衷心感谢您的合作与时间。如果您有兴趣参加这次访谈，请填写下列表格并交回学校，或直接与本人Paul Yeung 联系。电话：(604) 432-6977，电邮：pyeunga@sfu.ca.

此致

Paul Yeung，硕士学生

✂---

中国移民太空人家庭的青少年在加拿大的社会及心理适应状况

父母姓名：____________________ 子女姓名：__________________________

联系电话：____________________

日间联系时间：_______________ 夜间联系时间：______________________

APPENDIX K

Informed Consent For Minors (English)

INFORMED CONSENT FOR MINORS

CONSENT BY PARENT, GUARDIAN TO ALLOW PARTICIPATION IN A RESEARCH PROJECT OR EXPERIMENT

In a research project titled: **The psychosocial adjustment of Chinese adolescent immigrants in satellite families in Canada**

Investigator Name: **Paul Yeung**

Investigator Department: **Faculty of Education**

The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This form and the information it contains are given to you for your own protection and to ensure your full understanding of the procedures, risks, and benefits described below.

Risks and benefits:
There are no physical or psychological risks involved in participating in this research study.

Your signature on this form will signify that you have received a document which describes the procedures, possible risks, and benefits of this research project, that you have received an adequate opportunity to consider the information in the document, and that you voluntarily agree to allow the minor named below to participate in the project.

Name Parent, Guardian or other (PRINT): ____________________

who is the (*relationship to minor*) (PRINT): ____________________
of
First name of minor (PRINT): ________________ Last name of minor (PRINT): ____________

at
Where procedures will be carried out:
Country: British Columbia, Canada
Location: Participant's school or participant's home upon request

I certify that I understand the procedures to be used and have fully explained them to:

Name of minor subject: ________________

and the subject knows that myself, or the minor subject he or she has the right to withdraw from the project at any time, and that any complaints about the experiment may be brought to the chief researcher named above or to:

Department, School or Faculty:	Chair, Director or Dean:
Faculty of Education	**Dr. Paul Shaker**

8888 University Way, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada

I may obtain copies of the results of this study, upon its completion by contacting the researcher named above or:
Mr. Paul Yeung Address: 2676 East 42nd Ave., Vancouver, B.C., V5R 2Y1
Telephone: 604-432-6977 Fax: 604-432-6977 E-mail: pyeunga@sfu.ca

Please Print Legibly

Last Name Parent or Guardian: _____ First Name Parent or Guardian: ______

Subject Signature: ________________ Witness if required: ________________

Date (use format MM/DD/YYYY): ________________

APPENDIX L

Informed Consent For Minors (Chinese)

未成年参加者同意书

家长或监护人同意参加者参与此项研究或实验

研究课题：**中国移民太空人家庭的青少年在加拿大的社会及心理适应状况**
调查员： Paul Yeung
调查部门：**教育学院**

大学和进行这项研究的人员必会遵守研究的道德规则和保障对象的兴趣、舒适及安全。这表格和资料内容是给于对您的保障并确保您明白所有程序风险和利益，
如下所述：

风险和利益：
这项研究没有身体上或心理上的风险。

您在这表格上的签名，表示您已获得一份文件列明这项研究进行程序，可能性风险和利益，您获得充分机会去考虑这份文件中研究的详细资料，而您自愿允许以下未成年者参加这项研究。

家长，监护人或其他人姓名：__________________
是
未成年者姓名：__________________________
的
与未成年者关系：__________________________
在
程序执行地方：
加拿大卑诗省，参加者学校或家中

本人声明我明白所有程序并已详细解释给：

未成年参加者名字：__________________________

未成年参加者明白本人及他或她有权利随时终止参加这项研究，所有关于研究的投诉可向以下主要研究者投诉或联络：

教育学院 Dr. Paul Shaker

8888 University Way, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada

我可以在研究完成后向研究者索取研究结果副本：

Mr. Paul Yeung　地址：2676 East 42nd Ave., Vancouver, B.C., V5R 2Y1
电话：604-432-6977　电传：604-432-6977　电子邮件：pyeunga@sfu.ca

家长或监护人姓名：______________________

家长或监护人的署名：______________________

见证人，如需要：______________________

日期：　　　　年　　　月　　　日

APPENDIX M

Informed Consent By Participants (English)

Informed Consent By Participants In a Research Project or Experiment

The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This research is being conducted under permission of the Simon Fraser Research Ethics Board. The chief concern of the Board is for the health, safety and psychological well-being of research participants.

Should you wish to obtain information about your rights as a participant in research, or about the responsibilities of researchers, or if you have any questions, concerns or complaints about the manner in which you were treated in this study, please contact the Director, Office of Research Ethics by email at hweinber@sfu.ca or phone at 604-268-6593.

Your signature on this form will signify that you have received a document which describes the procedures, possible risks, and benefits of this research project, that you have received an adequate opportunity to consider the information in the documents describing the project or experiment, and that you voluntarily agree to participate in the project or experiment.

Any information that is obtained during this study will be kept confidential to the full extent permitted by the law. Knowledge of your identity is not required. You will not be required to write your name on any other identifying information on research materials. Materials will be maintained in a secure location.

Title: **The psychosocial adjustment of Chinese adolescent immigrants in satellite families in Canada**
Investigator Name: **Paul Yeung**
Investigator Department: **Faculty of Education**

Having been asked to participate in a research project or experiment, I certify that I have read the procedures specified in the information documents, describing the project or experiment. I understand the procedures to be used in this experiment and the personal risks to me in taking part in the project or experiment, as stated below:

Risks and Benefits:
There are no physical or psychological risks involved in participating in this research study.

I understand that I may withdraw my participation at any time. I also understand that I may register any complaint with the Director of the Office of Research Ethics or the researcher named above or with the Chair, Director or Dean of the Department, School or Faculty as shown below.

Department, School or Faculty:	Chair, Director or Dean:
Faculty of Education	**Dr. Paul Shaker**

8888 University Way, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada

I may obtain copies of the results of this study, upon its completion by contacting:

Mr. Paul Yeung Address: 2676 East 42nd Ave., Vancouver, B.C., V5R 2Y1 Telephone: 604-432-6977 Fax: 604-432-6977 E-mail: pyeunga@sfu.ca

I have been informed that the research will be confidential.

I understand that my supervisor or employer may require me to obtain his or her permission prior to my participation in a study of this kind.

I understand and agree with the procedures, and who will be the participants (subjects) for this experiment, as stated in form 5, as described below:

To qualify participants need to: be 10-19 years old, Chinese, and living in a satellite family that has emigrated from China, Taiwan, or Hong Kong to Canada within the last 4 years The participants will be asked to provide information on what challenges they face living in a satellite family during an interview.

The subject and witness shall fill in below. (Please Print Legibly)
Last Name: __________________ First Name: __________________

Contact Information: ____

Signature: __________________ Witness: ____________________

Date (use format MM/DD/YYYY): __________________

APPENDIX N

Informed Consent By Participants (Chinese)

研究或实验参加者同意书

大学和进行这项研究的人员必会遵守研究的道德规则 和保障对象的兴趣、舒适及安全。Simon Fraser Research Ethics Board 已批准这项研究。委员会以参加研究者的健康、安全及心理健康为首要关注。

如想查询参加者应有的权利、研究人员的责任、任何问题和忧虑或投诉你在研究被对待的态度，请联络Office of Research Ethics 理事，电邮 hweinber@sfu.ca 或致电604-268-6593。

您在这表格上的签名，表示您已获得一份文件列明这项研究进行程序，可能性风险和利益，您获得充分机会去考虑这份文件中研究的详细资料，而您自愿参加这项研究或实验。

所有这项研究获得的资料在法律许可范围内绝对保密。不需要您个人的资料。您不需要在其他研究文件上填写姓名。资料回被存放在保密的地方。

研究课题：**中国移民太空人家庭的青少年在加拿大的社会及心理适应状况**
调查员： Paul Yeung
调查部门：**教育学院**

我被邀请参加这项研究或实验，我声明我已阅读有关研究内容和方法的文件。我明白这项研究所用的方法和参加这项研究的可能性风险，如下所述：

风险和利益
这项研究没有对身体上或心理上的风险。

我明白我可以有权利随时终止参加这项研究。我亦明白可以向Office of Research Ethics， 以上研究者或以下学院、学习的主席、理事及院长投诉：

教育学院 Dr. Paul Shaker

8888 University Way, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada

我可以在研究完成后向研究者索取研究结果副本：

Mr. Paul Yeung　　地址：2676 East 42nd Ave., Vancouver, B.C., V5R 2Y1
电话：604-432-6977　电传：604-432-6977　电子邮件：pyeunga@sfu.ca

我已获悉研究将会保密。

我明白在参加研究前，我可能需要获得我的监督或雇主同意。我明白及同意这项研究的方法及了解研究参加者资格，如在表格五上所述：

参加者需要 年龄在十至十九岁之间，住在太空人家庭的青少年，来自中国、台湾或香港四年以内的移民，参加者将在访谈中回答一些 他们住在太空人 家庭所面对的问题

参加者姓名：　______________________________

联络资料：　______________________________

参加者的署名：　______________________________

见证人，如需要：　______________________________

日期：　　年　　月　　日

APPENDIX O

Project Information Document (English)

Form 5 - Project Information Document

Experiment: **The psychosocial adjustment of Chinese adolescent immigrants in satellite families in Canada**

Place
Country: British Columbia, Canada
Location: Participant's school or participant's home upon request

Who are the participants (subjects) in this experiment or project? What will the participants be required to do?
To qualify participants need to be 10-19 years old, be a Chinese adolescent who lives in a satellite family, and have emigrated from China, Taiwan, or Hong Kong to Canada within the last 4 years.
The participants will be asked to provide information on what challenges they face living in a satellite family during an interview.

Overall Goals of Study
The research will provide valuable insights into what challenges Chinese adolescent immigrants face living in a satellite family.

Risks to the subject, third parties or society
There are no physical or psychological risks involved in participating in this research study.

Benefits of experiment or project to the development of new knowledge:
The research will contribute significantly towards a better understanding of the needs of satellite families as well as any existing gaps in service which will be vital to school boards, social service organizations, and the government in helping satellite families to adjust to life in Canada.

How confidentially and anonymity will be assured if applicable:
No names will be recorded during the interview; all information that is obtained during this study will be kept confidential to the full extent permitted by law.

Approvals has been received from the School Districts.

Persons and contact information that participants can contact to discuss concerns.

Mr. Paul Yeung
Address: 2676 East 42nd Ave., Vancouver, B.C., V5R 2Y1
Telephone: 604-432-6977
Fax: 604-432-6977
E-mail: pyeunga@sfu.ca

APPENDIX P

Project Information Document (Chinese)

表格五：研究资料文件

实验： 中国移民太空人家庭的青少年在加拿大的社会及心理适应状况

地点： 加拿大卑诗省，参加者的学校或家中

参加者要求：
年龄在十至十九岁之间
住在太空人家庭的青少年
来自中国、台湾或香港四年以内的移民
参加者将在访谈中回答一些他们住在太空人家庭所面对的问题

研究目的：
研究中国移民太空人家庭青少年所面对的问题。

参与者、第三者及社会的风险：
这项研究没有身体上或心理上的风险。

实验或项目对新知识发展的好处：
研究结果能够使我们深入了解太空人家庭的需要和现有服务的不足。这些资料能够使学校当局、社区机构以及政府更全面地了解太空人家庭在加拿大的生活情况，从而更有效地帮助这些家庭适应加拿大生活。

研究保密性：
不需要留下被访谈者的姓名。参与这项研究资料在法律许可范围内将完全保密。

这项研究已获得校区批准。

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APPENDIX Q

Chinese Interview Transcription

介绍声明：这次访问是对您移民经验的理解，特别是对您生活在太空人家庭中在适应新环境上曾经体验到的帮助和妨碍。太空人家庭的定义是家庭成员有短暂分离，因为其中一个或两个父母回到他们的祖国，把其他家庭成员留在移民国家生活。适应的定义是接受新环境和应付新的经验。

我重申您的答复将被完全保密。您的参与是自愿性的，而您的答复将帮助我更加了解居住在卑诗省太空人家庭的儿童和青少年的经验。

A. 背景资料

1. 您是否住在太空人家庭？
   答：是。

2. 性别： 男___ 女___
   答：女。

3. 出生日期：_______________
   答：X月X日1990年。

4. 出生地点：_______________
   答：台湾。

5. 移民日期：_______________
   答：X月X日2003年。

   问：您的家庭用什么方法移民？
   答：投资。

6. 谁人与您一起移民到加拿大？
   答：妈妈。

7. 现在谁人与您一起居住？
   答：妈妈。

8. 您父亲的职业是什麼？
   答：公务员，在台湾。

9. 您母亲的职业是什麼？
   答：现在在这？没有啊。

10. 您有多少兄弟姐妹？
   答：没有，妈妈就剩我。

B. 社会联系

现在我希望询问一些问题关于当初您移民到加拿大所得到的帮助。

1. 抵达加拿大初期，您曾经得到对您适应新生活的帮助或咨询吗？
   有
   没有（转到Q4）
   答：有。

2. 抵达加拿大初期，谁曾经给您帮助或咨询？
   答：妈妈朋友跟房东。

3. 抵达加拿大初期，哪些帮助或咨询对您适应新生活最有用？
   答：语言吧，学会语言吧！

   问：某一方面呢？
   答：英文。

4. 抵达加拿大初期，是否有某些您需要的帮助或咨询您得不到？
   有　　（请解释）
   没有　（转到分区C）
   答：没有吧！

C. 友谊

下一部分是关于您在加拿大与您朋友的关系：

1. 在加拿大您交朋友是否有问题？
   有
   没有　　　　　（转到Q3）
   答：现在没有。
   问：移民初期你交朋友有没有困难？
   答：刚移民？有啊！因为你的语言不同。

2. 在加拿大您交朋友有什麼问题？
   答：文化吧！

3. 在加拿大您用什麼方法认识新朋友？
   答：聊天，跟同学讲话咯！就是有问题就问同学。你要跟人家沟通咯，最重要是你先知道讲话咯。

   问：您在哪里交朋友？
   答：学校，班上。

   问：除了学校您有没有在其他地方去结交新朋友？
   答：我没有去其他地方，就是在学校。

4. 在加拿大您与您的朋友通常做什麼活动？
   答：没有特别做什么活动，就是学校活动咯。

5. 您在加拿大的朋友，　有多少和您同一种族？
   a)　全部
   b)　多于一半
   c)　一半
   d)　少于一半
   e)　没有
   答：多于一半。

6. 您的朋友对您适应加拿大新生活有没有帮助？
   有
   没有　（转到分区D）
   答：有。

7. 叙述某些您的朋友对您适应加拿大新生活有用的咨询或帮助。
   答：如果你有问题可以问他们，因为他们来久了。然后你不懂讲英文可以中
   文沟通，譬如说你要去考驾照，有没有中文的，一般常识。

8. 你可不可以想你朋友表达你的内心感觉？
   答：可以吧。

   问：为什么？
   答：因为是朋友。
   问：除了朋友呢？你还有没有其他原因你可以对他们表达你的内心感觉啊？
   答：没有。

D. 歧视

歧视是别人因为您的种族，宗教，肤色，性别，年龄， 婚姻状况，伤残或性取向而对待您和别人不一样。

1. 在加拿大您认为您有被歧视或被不合理对待的经验吗？
   有
   没有 （转到分区E）

   答：没有。

2. 在加拿大您认为您被歧视或被不合理对待的原因是什麼？

3. 叙述某些您感到您被歧视或被不合理对待的事件。

E. 语言技能

现在我希望询问您一些关于您语言技能的问题。

1. 在加拿大，您经常在家讲什麼语言？
   答：讲国语，妈妈不讲英文，她不会讲。

2. 在加拿大，您经常跟您的朋友讲什麼语言？
   答：通常英文，有时候混着，就是英文讲到不会的时候就加中文。

3. 您怎样学习英语？
   答：在学校吧！因为你在学校你听得全都是英文，然后你又有ESL课上。

4. 您在那里学习英语？
   答：在学校。

   问：您第一次在那里学习英语？
   答：在台湾国小三年级的时候去补习班。

5. 您认为您有英语领悟技能的困难吗？
   有
   没有　（转到Q7）
   答：现在没有。

   问：当初移民呢？
   答：有。

   问：现在跟当初移民比较你觉得进步很多，进步一点，还是一样？
   答：进步很多。

6. 叙述某些您的英语领悟技能的困难对您在加拿大日常生活有重要影响的事件。

7. 您认为您有英语阅读技能的困难吗？
   有
   没有　（转到Q9）
   答：没有。

   问：当初移民呢？
   答：有。

   问：现在跟当初移民比较你觉得进步很多，进步一点，还是一样？
   答：进步很多。

8. 叙述某些您的英语阅读技能的困难对您在加拿大日常生活有重要影响的事件。

9. 您认为您有英语写作技能的困难吗？
有
没有　（转到Q11）
答：现在没有。

问：当初移民呢？
答：有。

问：现在跟当初移民比较你觉得你写英文进步很多，进步一点，还是一样？
答：进步很多。

10. 叙述某些您的英语写作技能的困难对您在加拿大日常生活有重要影响的事件。

11. 您认为您有英语讲话技能的困难吗？
有
没有　（转到Q13）
答：现在还是有啊。

问：当初移民呢？
答：有。

问：现在跟当初移民比较您觉得你讲英语进步很多，进步一点，还是一样？
答：我觉得进步蛮多了吧！

12. 叙述某些您的英语讲话技能的困难对您在加拿大日常生活有重要影响的事件。
答：像买东西，跟别人沟通不良，你要买这个但别人听不懂。迷路也不知怎样问别人，还有在学校发生什么事情也不太清楚。

13. 在加拿大您曾经得到任何学习英语的帮助吗？
有
没有　（转到Q15）
答：有，在学校。

14. 叙述某些您曾接受在加拿大对您学习英语有用的帮助。
答：自己要读。就是你自己想要读，你自己就会去读。

问：哪一个是您觉得学英文最有用的？
答：应该是家教吧！要看英文，看英文电视咯。

15. 是否有某些您需要在学习英语上的帮助您得不到？
有　　（解释）
没有　（转到分区F）
答：有，因为你不知道应该读什么，没有一个方向。就是说如果你有很多书，但是你不知道读那一本才会真是对自己有帮助的。

F．**教育**

以下问题是关于您在加拿大的教育经验。

1. 您现在读那一年级？
答：八年级。

2. 在加拿大学习上，　您有没有困难或问题？
有
没有　（转到Q4）
答：你说刚来还是现在？

问：现在有没有困难？
答：没有。

问：刚来的时候呢？
答：应该是有，因为你看不懂题目，你也不知道他在讲什么。

3. 叙述某些您在加拿大学习上的问题。

4. 在加拿大，您曾经接受您的老师，同学或家长对您在学习上的帮助吗？
有
没有　（转到Q6）
答：有。

5. 叙述某些您的老师，同学或家长对您在学习上有用的帮助。
答：就是如果你不会你可以问同学跟老师，他们会帮你解释。然后题目不会就问家长，家长会帮你的。

问：他们怎么样帮你？
答：数学，他们一看题目就差不多知道怎样做，然后问同学，老师在说什么。

问：对你来说哪一个帮助是最有用的？
答：问同学。

6. 是否有某些您需要在学习上得到的帮助您得不到？
有
没有　（转到分区G）
答：没有。

G．家庭

下一部分是关于您生活在太空人家庭的经验。

1. 您一个或两个家长移民加拿大的原因是什麽？
答：教育吧。是我的教育。

2. 您移民加拿大的原因是什麽？
答：因为妈妈要来我必须要来。

3. 在移民加拿大前，　您家长有没有征询您的意见？
答：有。

4. 告诉我您成为一个太空人家庭一员有什麽感觉？
答：没有什么感觉，没有什么特别感觉，会想爸爸就是了。因为觉得还是可以跟爸爸通电话，还是可以写信，其实没有那个差别。会只是有一个人陪你，然后这样飞来飞去的。

5. 比较您与父亲移民前的关系，　您觉得您与父亲的关系是：
a)　更亲近
b)　更疏远
c)　一样　（转到Q7）
答：一样。

6. 叙述某些您与您父亲关系改善或更坏的重要事件。

7. 您认为您可舒服地向您父亲表达您的想法和感觉吗？
答：可以。

问：为什么？
答：因为我很习惯跟自己的爸爸妈妈讲一些自己的事情，因为从小的时候就是这样子了。他们会听我讲话，然后表述意见。

8. 什麽帮助或妨碍您舒服地向您父亲表达您的想法和感觉？

9. 比较您与母亲移民前的关系， 您觉得您与母亲的关系是：
   a) 更亲近
   b) 更疏远
   c) 一样 （转到Q11）
   答：更亲近。

10. 叙述某些您与您母亲关系改善或更坏的重要事件。
   答：因为之前在台湾妈妈比较忙工作，所以就没有那么多时间在一起，跟来这边没有工作，比较更亲近了。

11. 您认为您可舒服地向您母亲表达您的想法和感觉吗？
   答：可以啊。

12. 什麼帮助或妨碍您舒服地向您母亲表达您的想法和感觉？
   答：因为她是妈妈，其实也是一样，她也会听我讲话，就是会表意见就是了，何况来这边你不跟妈妈说你也不知道跟谁讲。

13. 比较您与兄弟姐妹移民前的关系， 您觉得您与他们的关系是：
   a) 更亲近
   b) 更疏远
   c) 一样 （转到Q15）
   d) 不适用（转到Q17）
   答：不适用。

14. 叙述某些您与您兄弟姐妹关系改善或更坏的重要事件。

15. 您认为您可舒服地向您兄弟姐妹表达您的想法和感觉吗？

16. 什麼帮助或妨碍您舒服地向您兄弟姐妹表达您的想法和感觉？

17. 您认为您可舒服地向心里辅导员表达您的想法和感觉吗？
   答：可以。

18. 为什麼您感觉舒服或不舒服当您向心理辅导员表达您的想法和感觉？
   答：因为你有什么问题与感觉你也可以向他们请问，然后找些办法。

19. 在过去的十二个月，您一个或两个父母回来探访您多少次？
   答：两三次。

20. 在过去的十二个月，您认为您父亲住在加拿大是：
   a)　全部时间
   b)　大部分时间
   c)　某部分时间
   d)　没有时间
   答：某部分时间。

21. 在过去的十二个月，您认为您母亲住在加拿大是：
   a)　全部时间
   b)　大部分时间
   c)　某部分时间
   d)　没有时间
   答：全部时间。

22. 你住在太空人家庭有更多责任吗？
   a)　有
   b)　没有　　（转到 Q24）
   答：没有。

23. 叙述某些家庭责任增加的重要事件。

24. 和在祖国比较，您的父母在加拿大有没有更多或更少征询您的意见？
   答：没有啊。

25. 您认为住在太空人家庭会引起家庭问题吗？
   会
   不会　（转到 Q27）
   答：不会，因为妈妈跟我一起移民过来，就是有一些困难，也会一起克服。

26. 叙述某些住在太空人家庭的问题。

27. 您曾经得到过某些关于太空人家庭问题的帮助吗？
   有
   没有　（转到 Q29）
   答：没有。

28. 您曾经接受了哪些关于太空人家庭问题的帮助？

29. 是否有些您需要关于太空人家庭的帮助您得不到？

a)　　有　　（请解释）

b)　　没有　（转到分区H ）

答：没有。

H. 总结

我希望问一些问题关于您的整个移民适应过程去总括这次访问。

1. 哪些困难或问题对您的适应过程最重要？

答：我是小孩子，比较容易适应新的环境，我觉得困难的还是语言。

2. 哪个帮助对您的适应过程最重要？

答：爸爸妈妈。

问：爸爸妈妈怎样帮助您？

答：支持你咯，这样你才可以克服那个语言问题，还有你刚移民过来就是会有很多挫折感，因为你不知道人家讲什么，你也没办法了解。

问：除了爸爸妈妈呢？还有没有另外一个帮助你觉得是有用的？

答：同学吧！就是你需要朋友啊。这样你可以了解加拿大的文化，习惯一些在加拿大的事情。

3. 哪个因素对您的适应过程最防碍？

答：语言。