



**Sociolinguistic Attitudes, Ethnolinguistic Identity,
and L2 Proficiency:
The Quebec Context**

Mémoire

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Résumé

Portant sur les relations intergroupes francophones-anglophones au Québec, cette étude est consacrée au rôle du contexte social dans l'apprentissage d'une langue seconde (L2) en milieu scolaire. L'étude a porté sur la relation entre les attitudes envers la L2, la communauté de la L2 et la politique linguistique, d'une part, et la compétence en L2, d'autre part. Le rôle du rapport entretenu avec la L1 et la communauté de la L1 dans la construction de ces attitudes a également été étudié. Au total, 121 élèves francophones et anglophones fréquentant l'école secondaire ont répondu à un questionnaire, et leurs données ont été analysées par rapport aux résultats obtenus aux tests de L2. Des relations significatives entre les attitudes envers la politique linguistique, la L2 et la compétence en L2 ont été confirmées, ainsi que le rôle de l'identité ethnolinguistique dans la construction de ces attitudes. Ces résultats diffèrent selon le groupe linguistique.

Abstract

Focussing on the case of Francophone-Anglophone intergroup relations in Quebec (Canada), this quantitative study examined the role of social context in second language (L2) classroom learning. Specifically, the relationships between attitudes toward the L2, the L2 community, and language policy and planning on the one hand and L2 proficiency on the other were investigated. As a secondary objective, the role played by students' relationship with their first language (L1) and L1 community (i.e., ethnolinguistic identity) in the construction of these attitudes was also studied. In total, 121 Francophone and Anglophone high school students responded to a multi-part questionnaire, and their data was analyzed with respect to their scores on provincial L2 tests. Significant relationships between attitudes toward language policy and planning, attitudes toward the L2, and proficiency were confirmed as was the role of ethnolinguistic identity in the construction of these attitudes. However, these findings varied across linguistic groups.

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1.0 Introduction

In Quebec, Canada, questions of language are intrinsically linked to nearly every social, political, cultural, and philosophical issue the province faces. This polyethnic society is home to members of Canada's two official language communities and also those of numerous unofficial ones. Despite the polity's plurality, citizens tend to be subsumed into two distinct groups: Francophones and Anglophones. Even those whose first language is neither French nor English tend to gravitate toward one of the two official language groups leading sociologists to label them as either *francotrope* or *anglotrope*. While the simplistic vision of an Anglo-Franco dichotomy is insufficient to describe the present day reality of Quebec demographics, it does provide insight into the dominant social discourse surrounding issues of language in the province.

On a regular basis, residents of Quebec tune in to the media only to hear another story representing (or arguably fuelling) tensions between the two linguistic communities in the province. In April 2012, the Montreal-based, French language news magazine *L'Actualité* sparked controversy with its cover story entitled "Ici on parle English: Quel avenir pour le français à Montréal ? [Here we speak English: What is the future of French in Montreal?];" the article reported on a survey conducted by CROP, *L'Actualité*, and 98.5 FM lamenting that English "gagne du terrain" (an equivalent of the military metaphor, "is gaining ground") in Montreal, and that young Montreal Anglophones lack solidarity in the apparent fight to assert the province's French character (Lisée, 2012, April). A few years earlier, in 2005, an article in the French-language daily *La Presse* entitled "Chauvins, les Québécois ? Un anglophone ? Euh ! [Chauvinistic, the Québécois? An Anglophone? Er!]" revealed the results of an equally controversial CROP poll in which Francophone Quebec citizens, particularly youth, reportedly revealed their reticent attitudes toward the election of an Anglophone premier for the province, with a rate of opposition that substantially exceeded those against the election of a woman, a Black person, or a homosexual (Lessard, 2005, June 30). Today, with the *Parti québécois* in power, a minister responsible for relations with Anglophones (who is notably the penman of the aforementioned article in *L'Actualité*) has been named, explicitly highlighting an internal division within the province's population.

And yet, despite this division and in spite of these alleged tensions, efforts have been made to reconcile differences between the two official language communities, colloquially referred to as “the two solitudes” (see MacLennan, 1945). On the federal level, the Official Languages Act (*Loi sur les langues officielles*) was introduced by Prime Minister Pierre Elliot Trudeau in 1969, a move which accorded equal status to English and French. On the provincial level, all governments have implemented mandatory second language (L2) education to varying degrees in their curriculum. In Quebec, this academic obligation is the most extensive of all the provinces. As education policy currently stands, the *Ministère d’éducation, de loisirs et de sport* (MELS) of Quebec requires all students attending French- and English-language schools to learn the other official language minimally from grade one until the end of secondary school. At the secondary level, the most basic program mandates 500 hours for English as a second language (ESL) education and 750 hours of French as a second language (FSL) (Régime pédagogique, 2012, c. I-13.3, r. 8).

Second language education in Quebec is, therefore, a major social investment, and one that the province’s youth are responsible for carrying through. The particular social circumstances surrounding their experiences learning their second language give rise to many questions. For instance, if intergroup relations between Francophones and Anglophones truly are disharmonious, how might these tensions be affecting each group’s proficiency in the other official language? Furthermore, in addition to students’ relationship with the second language and its community, how might their relationship with their first language and its community factor into the equation? Broadly, the present study looks at such issues by investigating the variables of language attitudes and identity in second language learning. Specifically, it examines how these sociocultural variables interact in the particular context of English and French second language education at the secondary school level in the province of Quebec.

2.0 Research Problem

2.1 Introduction

The role of affective and sociocultural variables in second language learning was the object of much research during the latter half of the 20th century and has continued to maintain researchers' interest well into the new millennium. Canada has been a particularly rich terrain for exploring the relationship between affective and sociocultural variables on the one hand and second language proficiency on the other given the country's recognition and promotion of two official languages—that is, French and English. This situation of languages and ethnolinguistic groups in contact has generated hypotheses about how language learners may be influenced by issues brought about from a context of intergroup relations. Attitudes toward the second language and its community and the sense of identity the learner possesses with respect to his/her own linguistic community are examples of such issues.

In the province of Quebec, the investigation of these matters is especially intriguing as Francophones, an undeniable minority in the Canadian and North American contexts, and Anglophones, an indisputable majority, coexist in the Quebec context with their roles reversed. Indeed, to borrow terminology from McAndrews (2010, 2012), the two communities could be labelled “fragile majorities” due to their “ambiguous ethnic dominance” (McAndrews, 2012, p. 197). This ambiguity in status further complexifies relations between the two linguistic groups. The effects of students' relations with the other group, their own group, and with the larger society that hosts the two is therefore ripe for inquiry. Beginning with a brief historical and contemporary overview of Francophone-Anglophone relations in the province of Quebec and following with a discussion of the contributions and shortcomings of previous research, this chapter provides a description of the principal objectives of the present study.

2.2 Sociocultural Context

Contemporary Quebec society has a population of 7 815 955 people, of which 6 102 210 (78.1%) are Francophone and 599 230 (7.7%) Anglophone (Statistics Canada, 2012c). These statistics significantly differ from those of Canadian society as a whole, which is composed of 56.9% Anglophones and 21.3% Francophones (Statistics Canada, 2012c). Indeed, Quebec is the only polity in North America with a French-speaking majority. However, the presence of a significant Anglophone population is historically rooted. And, this history, although marked by partnership in certain domains, is also characterized by conflict. While it is beyond the scope of the present study to provide a complete and detailed historical analysis of Francophone-Anglophone relations in the province, a few key historical events will be useful in understanding the present-day situation.

Since France and Britain began colonizing pockets of the so-called “New World” more than 400 years ago, conflict between French- and English-speakers has been ever present. From the outset of colonial Canadian history, the two linguistic groups have been engaged in a struggle for power marked by political, ideological, and, of course, physical battles. Power has ebbed and flowed in the region over the past four centuries, at times in favour of the French, at times the English, and a number of historical events have defined and redefined the status of each linguistic community. Although the French officially established New France, the first colony in Canadian history, in 1608, this presence would not go unchallenged by the British. In 1759, British forces laid siege to Quebec City, the colonial capital, and the famous Battle at the Plains of Abraham ensued. Defeated, New France soon capitulated to Great Britain. After several decades of British rule in the predominantly Francophone society, the French population (although allied with some English-Canadian rebels) led an insurrection against the distribution of powers in the colonial government and called for responsible government in the Lower Canada Rebellions of 1837. When the movement was brutally crushed, the colonial government followed with a series of assimilative processes toward Francophones, including attempts to anglicize them (Greer, 1996, p. 357).

With Confederation in 1867, French-Canadians of Quebec saw themselves governed by both a provincial and an overarching federal government. The heavy hand of the latter

and alliance of the former with the socially repressive Roman Catholic Church eventually sowed the seeds for the Quiet Revolution in the 1960s. In a peaceful but forceful uprising, French-Canadians in Quebec vied to become “Masters in their own home,” and developed a strong sense of nationalism of which the French language was the heart (Dickenson & Young, 2003, p. 305). A dilemma was created for Anglophones in the province whose assimilation to the Francophone population was implied (p. 306). In the decades to follow, this linguistically-based nationalism thrived, and the promotion and protection of the French language in the face of English hegemony in North America was at the forefront of the province’s political priorities. In 1961, the *Office de la langue française* (now the *Office québécois de la langue française*), a public organization that oversees the application of language policy in the province, was established. Preceded by Bill 63 (*Act to promote the French language in Québec*) in 1968 and Bill 22 (*Official Language Act*) in 1974, Bill 101 (*The Charter of the French language*) was introduced in 1977 and, with a few amendments, remains in full force today.

Bill 101 reinforced the status of French as the only official language in the province, ensured the “French face” of Quebec by enforcing that French be the dominant language on public signage, strengthened the economic value of the French language through the Francization of large businesses, and restricted individual choice regarding the language of schooling at the primary and secondary levels. Today, only children who meet a set of specific criteria¹ have access to publicly funded English-language schools in the province of Quebec (Québec (Province), 1977, 1984). Others who wish to benefit from the public system must do so in a French-language institution. Consequently, Bill 101 has had, a non-negligible impact on student enrolment in English-language schools; prior to its enactment, 16.7% of Quebec students were enrolled in the English school system. This number decreased to 9.6% in 1992, then slightly rose to 11.2% in 2004 (Béland, 2006, p. 1); conversely, French-language schools have benefited from increased enrollment. Indeed,

¹ One of the following four criteria must be met: One of the child’s parents or parent’s spouse is a Canadian citizen has received the majority of his/her elementary education in English in Canada; the child has received the majority of his/her elementary or secondary education in English in another Canadian province and one parent is a Canadian citizen; one of the child’s grandparents received the majority of his/her elementary education in English in Canada and one of the child’s parents or parent’s spouse attended school in the French sector in Quebec after August 26, 1977.

whereas in 1978-1979 27.3% of Allophones² in the public sector in Quebec attended French-language schools and 72.7% English-language schools, by 1989-1990 these percentages were nearly inverted with 70.84% of Allophones attending French-language schools and 29.16% English (Bernard, 2003, p. 293 cited in De Koninck, 2012, p. 307). Bill 101 has also explicitly reinforced the linguistic division in the province by setting the groundwork for the transformation from religiously to the linguistically based school boards and schools that came to be in 1998. Indeed, in Quebec, educational institutions contribute to “a generalized conception of a division between language groups [that] persists through time...” (Pilote, Magnan, & Groff, 2011, p. 2).

While there is a historical and current division between language groups in the province, there is also a generally widespread recognition of the importance of each group learning, to varying extents, the other group’s official language. Enriched and intensive programs exist on both sides, but even the most basic program—the core programs—currently require instruction in the second language beginning in grade 1 and through to the end of secondary school. It is therefore of primary interest to examine how this division between the two groups may be affecting students’ proficiency of their other official language. By focussing specifically on secondary school students in their terminal year of studies, the present study seeks to elucidate the extent to which this historical and contemporary divide persists in modern society, the influence it has on students within the educational systems, and its effect on second language learning.

2.3 Problem

One might expect that disharmonious intergroup relations in the province of Quebec would negatively impact how well Francophones and Anglophones learn the other group’s language. However, it is not clear that these relations are as contentious as they were in the past, nor that they would have any major implication on second language proficiency. A review of previous literature demonstrates that each linguistic group’s attitudes toward the

² In Quebec, the term “Allophone” is commonly used to refer to one whose first language is one other than French, English, or an Aboriginal language.

other group and its language have hardly been explored equally; Quebec Francophones tend to be the focus of such research. But even studies on this group are far and few between, and those that do exist have conflicting results. Based on certain quantitative studies, there is reason to believe that young Francophones in the province have a combination of positive and ambivalent attitudes toward the English language (e.g., Oakes, 2010). However, some qualitative research suggests otherwise, stating that some students have hostile attitudes toward English (e.g., Winer, 2007). These differences in conclusions may be due to differences in the ages of participants in each study (university vs. high school respectively), the type of research (quantitative vs. qualitative), and the perspectives of those reporting the attitudes (students vs. teachers). Or, they may suggest that attitudes are not static, but dynamic variables that change according to time, place, and other conditions. Regardless, the only conclusion that can be drawn from such studies is that, with the research currently available, it is impossible to determine what truly characterizes the attitudes of high school Francophones in Quebec toward their second official language.

A similar problem arises when attempting to identify these students' attitudes toward the Anglophone community. In this case, certain studies tend toward the same conclusions, but their reliability in the present-day context falters as they were conducted several years, even decades, ago. Clément (1977) and Belemehri and Hummel (1998) found that Francophone secondary school students in monolingual communities tend to have either neutral or positive attitudes toward the Anglophone community. But again, the data were clearly collected too long ago to generalize to contemporary Quebec, especially considering that more recent research paints a grimmer picture. Statistics Canada and Canadian Heritage's (2003) nationwide *Ethnic Diversity Survey* revealed the existence of what Bourhis, Montreuil, Helly, and Jantzen (2007) term as "linguicism" in the province: that is, "discrimination because of one's mother tongue language or accents" (p. 33). Based on the data collected in the survey, adult Anglophones in Quebec feel that they are victim to linguistically based discrimination at a rate that more than doubles that in the rest of the Canadian provinces. Whether these perceptions can be verified as reality and applied to the adolescent population in particular remains to be determined.

Quebec Anglophones' attitudes toward their L2 and L2 community are even more equivocal than those of their Francophone counterparts. Adsett and Morin's (2004) pan-Canadian survey revealed that Anglophones in Quebec were amongst the strongest supporters of linguistic duality in the country. However, it would be presumptuous to suggest that this support is an indication of favourable attitudes toward the French language. After all, being a linguistic minority, Quebec Anglophones may support the coexistence of two languages principally because a lack of duality would, at least theoretically, imply the elimination of their own. Their attitudes toward the Francophone community are equally ambiguous; in fact, no recent empirical study that has examined the issue with an exclusive focus on Anglophones from Quebec appears to exist. The Anglophone community in the province of Quebec—not to be confused with the Anglophone community in Canada as a whole—is a comparatively understudied group in general.

In sum, based on currently available research, Francophone and Anglophone Quebec high school students' attitudes toward one another and their second official language are impossible to delineate. It is important to discover what these attitudes are, not only because they give an indication of present and future intergroup relations amongst the two dominant linguistic groups in the province, but also because these attitudes may be influencing the extent to which students learn their second official language. Indeed, Gardner's (1985) socio-educational model and subsequent studies which tested it (e.g., Gardner, Masgoret, Tennant, & Mihic, 2004; Masgoret & Gardner, 2003; Tremblay & Gardner, 1995) attest to this relationship, noting that positive social attitudes (i.e., attitudes related to the social context of language learning) facilitate learning while negative social attitudes hinder it.

The first objective of the present study is, therefore, to determine whether Gardner's (1985) model is applicable to the context of high school second language learners in Quebec. By first determining the nature of adolescents' social attitudes, it will then be possible to evaluate how they may be influencing students' proficiency in their second language. In particular, this study will examine the following three social attitudes: a) attitudes toward the second language, b) attitudes toward the second language community, and c) attitudes toward language policy and planning in Quebec. Although Gardner's (1985)

description of what constitutes a “social attitude” makes no specific mention of attitudes toward language policy and planning, there is no doubt that this reality is related to the social context of L2 learning in Quebec. In this sense, it is worth examining not only attitudes toward the language and the language community but also toward the set of institutionalized laws and policies that govern them: that is, *The Charter of the French Language (La Charte de la langue française)*, also commonly known as Bill 101. As the arbiter of which students have access to which language of schooling as well as the legislative manifesto of the sociolinguistic situation in the province, Bill 101 is a particularity of the social context of Quebec and merits special investigation. As all three of the attitudes being examined are not merely social but also linguistic, they will be labelled “sociolinguistic attitudes” for the purposes of the present study.

If sociolinguistic attitudes prove to be linked to second language proficiency among the target populations—and even if they do not—it would be desirable to know where these attitudes, be they positive or negative, come from. As attitudes are socially constructed, it is logical to examine the society in which students live in order to explore the issue: in this case, Quebec. In Quebec, two linguistic majorities who are simultaneously, and paradoxically, minorities coexist. The status of any language community is largely dependent on its ethnolinguistic vitality, that is, “that which makes a group likely to behave as a distinctive and collective entity within the intergroup setting” (Giles, Bourhis, & Taylor, 1977, p. 308). However, Giles and Johnson (1987) stress that it is not the objective measurement of vitality that is important but rather the individuals’ perception of that vitality. Ethnolinguistic vitality is formed by status factors, demographic factors, and the degree of institutional support (Giles *et al.*, 1977). For example, a linguistic group that has political prestige, a significant population in a geographically concentrated area, and recognition by the government as a distinct group has, in effect, strong ethnolinguistic vitality. But again, whether or not these objective measurements are perceived in the same light is what ultimately determines the perceived status of the group.

Taking the examples of the French-speaking and English-speaking communities in Quebec, it is clear how each group’s ethnolinguistic vitality may be ambiguous. On the one hand, within the context of Quebec, the French language enjoys the political prestige of

being the only official language (see the *Charter of the French Language, Quebec (Quebec)*, 1977, article 1), a population of which 78% percent is Francophone (Statistics Canada, 2012c), and a system of language policy and planning institutionalized by the *Office québécoise de la langue française* (OQLF) that ensures the protection and promotion of the French language. In this sense, the French-speaking community in Quebec ostensibly possesses strong ethnolinguistic vitality. However, within the wider context of Canada, the French language shares its official status with English (see Ducharme & Canada, *Official Languages Act*, 1969, 1988), a language which dominates the country's population and, in combination with non-official languages, reduces the Francophone population to 21.3% country-wide (Statistics Canada, 2012c). In addition, the OQLF has no power outside of Quebec. In this context, the French-speaking community in Quebec suffers from comparatively weak ethnolinguistic vitality. In fact, it is this weak vitality in the larger context of Canada and even North America that provoked the province to respond by ensuring a strong vitality within its political boundaries by means of language policy and planning. Thus, although Francophone ethnolinguistic vitality is alive and well in Quebec, its development was a defensive reaction to a perceived low vitality. Therefore, it would not be unexpected that the French-speaking population of Quebec have a weak perception of their ethnolinguistic vitality despite its objective local strength.

The English-speaking community of Quebec experiences the reverse situation. Their ethnolinguistic vitality in the context of Canada is unquestionably strong. With Anglophones constituting 56.9% of the total population (Statistics Canada, 2012c) and 64.8% of Canadians using English most often at home (Statistics Canada, 2012b), the survival of the English language is far from being in peril. These factors, combined with the fact that English is a global lingua franca of contemporary society, suggest no threat to the vitality of the community. However, within the context of Quebec, Anglophones have more grounds to question the strength of their group. Accounting for only 7.7% of the total provincial population (Statistics Canada, 2012b), and having only 9.8% of the population who speak English most often at home (Statistics Canada, 2012b), Anglophones are clearly a demographic minority in Quebec. Moreover, as previously mentioned, the language policy and planning that Francophones utilize to reinforce their ethnolinguistic vitality in the province is a direct defence against the perceived menacing presence of English. As

such, apart from federal legislation equivalent to that which ensures the rights of Francophones living outside of Quebec (i.e., *The Official Languages Act*), Quebec's Anglophones are bereft of any special institutionalization of their language. Consequently, the political prestige of English is comparatively limited within the province of Quebec. This factor combined with relatively weak demographics and minimal valorization of their language by a provincial government primarily concerned with the protection of the French language may lead Quebec Anglophones to perceive their ethnolinguistic vitality as low on a local level, even if they enjoy strong vitality on broader levels.

In brief, Quebec is home to two linguistic minorities, each coexisting with a group who can be viewed as a majority, or two linguistic majorities who can see themselves as minorities. The result of this ambiguity in ethnolinguistic status has had different implications for each of the two groups. For Francophones, their perception as a minority has led to the development of an identity that is strongly attached to the French language (see Bouchard, 2002; Bouchard & Von, 2009; Corbeil, 2007; Oakes, 2006; Venne, 2000): that is, a strong ethnolinguistic identity (see Giles & Johnson, 1987). In an attempt to distinguish themselves from the majority out-group, Francophones focus on the most salient and positive feature of their in-group: French.

For Quebec Anglophones, little is known about the characteristics of their identity. Some research, such as Magnan's (2010) study, suggests that they have a "bilingual" and "bicultural" identity; but, her small sample of young adults in the Quebec City region prevents the generalization of these characteristics to a younger population in regions of lower contact with the out-group. In fact, Statistics Canada's "Survey on the Vitality of Official-Language Minorities" (2007) revealed that roughly 59% of the Quebec Anglophone population (who are first-language Anglophones, not first-language bilinguals) identifies "mainly" or "only" with the Anglophone community while 35% identifies with both official language communities (cited in Corbeil, Chavez, & Pereira, 2010, p. 90). What's more, this group identification varies by region. Those Anglophones living in Montreal, the Outaouais and Estrie, and the south of Quebec (areas with notable Anglophone populations) were more likely to identify primarily with the Anglophone community. In contrast, those residing in the Quebec City region (where the Anglophone

population is considerably smaller) were less likely to do so, expressing a more dual identity (p. 90). Evidently, Anglophones' identity is as variable and tenuous as the group's minority-majority status.

Returning to the issue of determining the source of students' sociolinguistic attitudes, this discussion of ethnolinguistic identity provides important insight. Research has shown that, at least as concerns Quebec Francophones, strong and positive ethnolinguistic identity correlates with lower proficiency in the target language (e.g., Gatabonton & Trofimovich, 2008; Taylor, Meynard, & Rhéault, 1977). Given that research has shown that negative sociolinguistic attitudes also correlate with lower second language proficiency, it is reasonable to speculate as to whether these two non-proficiency variables (i.e., ethnolinguistic identity and sociolinguistic attitudes) are inherently linked. Some research has even reported that strong Franco-Québécois identity indeed correlates with negative beliefs about English (e.g., Oakes, 2010; Winer, 2007). In sum, perhaps attitudes are not simply composed of the perception of the other but also the perception of the self.

The second objective of the present study is to test this hypothesis among young Francophones and Anglophones in Quebec. To achieve both this objective as well as the first of evaluating a possible link between sociolinguistic attitudes and second language proficiency, the following research questions have been devised to guide the present study:

- 1. Is there a relationship between adolescent Anglophone and Francophone students' sociolinguistic attitudes (a. attitudes toward the L2, b. attitudes toward the L2 community, and c. attitudes toward language policy and planning in Quebec) and their L2 proficiency?*
- 2. What role, if any, does students' sense of ethnolinguistic identity play in the construction of these aforementioned attitudes?*

3.0 Theoretical Framework

3.1 Introduction

The present study approaches second language learning from an interdisciplinary perspective, arguing that learning a L2 is a complex and multidimensional experience. As such, notions, concepts, and theories from the fields of psychology, sociology, education, and linguistics, as well as their sub-domains, were borrowed and interwoven in order to explore the research problem at hand. To investigate the role of sociolinguistic attitudes in L2 proficiency, the present study principally drew upon Gardner's (1985) canonical socio-educational model. The examination of a possible relationship between sociolinguistic attitudes and ethnolinguistic identity, on the other hand, was largely motivated by Giles and Johnson's (1987) Ethnolinguistic Identity Theory.

3.2 Gardner's (1985) Socio-educational Model

Drawing on a sequence of models developed in the 1960s and 70s, Gardner (1985) proposed his now well-established socio-educational model to describe the process of second language learning in a given social context. This model focusses on—though is not limited to—the role of motivation in second language learning. The socio-educational model is often considered the dominant model in the field of language learning, so much so that some critics have argued it has limited the development of other models (see Crookes & Schmidt, 1991). However, the validity of the socio-educational model has been tested

time and again (see Section 4.3 for discussion of certain studies) and, as MacIntyre, MacMaster, and Baker (2001) demonstrated in their analysis of three other models of second language acquisition alongside Gardner's, the socio-educational model accounts for a significant number of behavioural, cognitive, and affective variables. Researchers have raised many questions about the role of motivation in second language acquisition and, as MacIntyre (2002) suggests, "It is possible that the success of [the socio-educational] model over the years has been due to its ability to answer [them]" (p. 46).

In addition to the wide range of variables that the socio-educational model incorporates, it also aptly contextualizes language learning. Some critics, like Dörnyei (1994), have argued that Gardner's emphasis on the sociocultural context is relevant in second language but not foreign language learning environments. However, support for this claim has been empirically discredited in a thorough meta-analysis of relevant studies (see Masgoret and Gardner, 2003 in Section 4.3). Furthermore, the socio-educational model has its origins in the Quebec context and, therefore, even if this distinction between second and foreign language environments had weight, the present study deals with a second language learning context. The socio-educational model also accounts for formal language learning environments, like the classroom. Whereas other models that take into consideration the sociocultural milieu, such as the socio-contextual model (see Clément, 1980; Noels & Clément, 1996), do not include classroom language learning as a variable, the socio-educational model situates classroom language learning within a larger social context that shapes the learning experiences that take place there. As such, Gardner's (1985) socio-educational model is wholly applicable in the context of the present study.

As shown in Figure 1, the socio-educational model focusses on four main classes of variables which have the capacity to either help or hinder second language acquisition: the social milieu, individual differences, language acquisition contexts, and outcomes. In this sequence, each class influences the following as in a chain reaction. The social milieu is the first link in the chain and where the importance of the social context is emphasized. Gardner argues that the beliefs of the community which surrounds the language learner play an essential role in his/her acquisition of the target language. These beliefs include the level of importance and meaningfulness that the community accords to the learning of the second

language as well as their expectations concerning the learner’s level of skill development (p. 146). The social milieu has important effects on the individual differences of the learner which, in Gardner’s model, include intelligence, language aptitude, motivation, and situational anxiety. As an example, Gardner explains that if the overriding cultural belief of the community holds that learning the second language is difficult, individual differences in achievement—which have a direct relationship with other individual differences—would be related to all four types of individual differences in the model. In contrast, if the community’s general expectation is that most of its members learn the second language, individual differences in achievement would be related mostly to intelligence and aptitude only (p. 146). Put differently, the social context can positively or negatively mediate individual differences that are, at least in part, socially constructed.

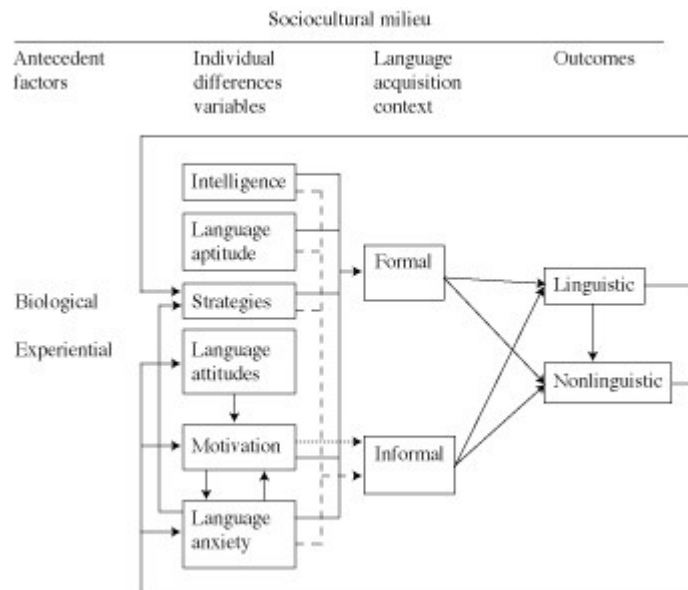


Figure 1: Gardner’s (1985) Socio-educational Model

Amongst these partially socially constructed individual differences is motivation. Motivation has several underlying components. The first of these is “integrativeness,” which is comprised of attitudes toward the second language community and interest in the target language. Integrativeness combined with attitudes toward the learning situation form what Gardner calls the “integrative motive” (p. 153). It is within the notion of

integrativeness that the identity variable is found. Positive attitudes toward the second language community imply that the learner identifies with it (p. 153). If this identification is absent, motivation can only be instrumental.

Again, the aforementioned individual differences directly influence how well learners perform in both formal environments, like the classroom, and informal environments, such as passing interactions with members of the community. Higher levels of aptitude, intelligence and motivation combined with lower levels of anxiety provide the conditions for optimal second language performance. This performance subsequently influences the final class of variables: outcomes. There are linguistic outcomes which essentially amount to the level of second language proficiency (p. 149). There are also non-linguistic outcomes, which include more affective factors like attitudes, beliefs, and values (p. 149). Non-linguistic outcomes fuel a circular effect in the socio-educational model. They have important implications for successive language learning experiences, as they mould certain individual differences, which in turn influence language performance and finally outcomes (p. 149).

It is worth elaborating on the place and function attitudes play in Gardner's (1985) model. There are, in fact, several different types of attitudes which can be classified along any number of distinct categories. For instance, attitudes can be either educational or social. Aply named, educational attitudes revolve around the educational aspects of second language learning, such as attitudes toward the teacher, attitudes toward the course, attitudes toward learning the language, and so forth. Social attitudes focus on the learner's disposition toward social groups and relating factors—in-group or out-group—such as attitudes toward the second language community. Although both types of attitudes play a role in the language learning process according to his model, Gardner suggests that these attitudes could equally be classified according to their relevance to language learning. For instance, in an educational setting, educational attitudes tend to be more relevant to learning the language than would attitudes toward the second language community (p. 41).

Regardless of the extent to which particular types of attitudes are related to L2 proficiency, the question of why any of them are relevant at all is important to explore. According to Gardner (1985), it is not a matter of attitudes directly influencing proficiency

but rather influencing motivation which in turn affects proficiency. A complex organization of factors, motivation is said to involve four components: a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in question (p. 50). The goal is a stimulus that impels motivation and is reflected in the reason(s) (also known as the orientation(s)—see Gardner, 1985, 2010; Gardner & Lambert, 1959, 1972) why the learner has engaged in language study. Often, orientations are classified as either instrumental or integrative; but, these categories are not exhaustive and Gardner himself has suggested the possibility of other types of orientations, notably a manipulative or Machiavellian orientation (see Gardner & Lambert, 1972). While the goal for language learning, and even the orientations, may be the same for language learners, individual differences are manifested in the other three components of motivation: effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in question.

Effortful behaviour is often assessed in terms of the individual's motivational intensity, which is in turn measured by the amount of effort the learner expends (or in some instances, is willing to expend) to learn the second language (Gardner, 1985, p. 53). However, it is important to distinguish between motivational intensity and motivated behaviour; two learners might exert the same amount of effort (behaviour) but differ considerably in their affective experience of their effort (intensity). In addition, while one learner may desire to learn the language and have generally favourable attitudes, the other may not. While desire and attitudes are two variables that have the power to influence motivational intensity, situational and personality factors, such as a strict teacher or a personal need for achievement, could also influence the level of motivational intensity, or minimally the learner's assessment of it (p. 53).

Desire and attitudes become particularly important when determining whether the learner is instrumentally or integratively motivated. Individuals who possess the "integrative motive" maintain an integrative orientation that reflects a goal to learn the L2 due to a positive interest in the L2 community. In addition, they exert effort to achieve their goal, demonstrate a desire to learn the L2, and have positive attitudes toward the language, the community, and the learning context (Gardner, 1985, p. 54). Individuals characterized by instrumental motivation, on the other hand, while still possessing the capacity to reach

high levels of motivation, have an orientation that reflects a goal to learn the L2 that is more pragmatic in nature.

In sum, Gardner's (1985) socio-educational model highlights the role of attitudes in L2 learning. While the postulated relationships between L2 learners' attitudes and L2 proficiency are indirect and by no means attempt to account for all variation among students, they nonetheless occupy a central place in the model. The verification of the existence and extent of these relationships among Francophone ESL and Anglophone FSL students in the context of contemporary Quebec can contribute to the corroboration and development of Gardner's canonical model.

3.3 Giles and Johnson's (1987) Ethnolinguistic Identity Theory

From a sociolinguistic perspective, identity is situated within the relationship between language and society. Emphasis is put less on the individual and his/her diversity within the unity and more on the society in which the individual lives and within which this diversity is said to derive. Some sociolinguists view identity as the end-point of their analysis, that is, the product of certain communicative actions, while others see it as an integrative component of communication that can change throughout the interaction (Rampton, n.d., p. 1). This second view is illustrated in the well-recognized Ethnolinguistic Identity Theory which began its development through research conducted toward the end of the 1960s. About two decades later Giles and Johnson (1987) re-examined this theory in an empirical study on language maintenance of Welsh in England. The details of their particular study will not be looked at here but rather their synthesis of the original theory of ethnolinguistic identity in which their research is situated.

The origins of Ethnolinguistic Identity Theory find themselves deeply rooted in Tajfel and Turner's (1979) Social Identity Theory. Tajfel and Turner argued that people have a predisposition to categorize the social world and to perceive themselves as members of different groups (Giles & Johnson, 1987, p. 70). Their membership in these groups defines their social identity, which can either be positive or negative depending on the status of their in-group in comparison to the out-group (p. 71). In either case, people aim for a positive identity by distinguishing themselves from the out-group with distinctive traits of

their in-group; put differently, they strive for “psychological distinctiveness” (p. 71). When this distinctive trait of the in-group is its language, the psychological distinctiveness becomes what Giles and Johnson call “psycholinguistic distinctiveness” (p. 71). When individuals opt for psycholinguistic distinctiveness, they view language as an integral component of their social identity, and as a result, may exaggerate or accentuate defining traits of their language in order to adopt a positive identity (commonly known as divergence strategies) (p. 71). However, only linguistic minorities who have a strong and positive in-group identity assume such accentuation strategies (p. 71). Indeed, those with a weak and negative in-group identity would not see such strategies as fruitful, for they do not believe that the status of their group is changeable. See Figure 2 for a schematic representation of the causal sequence of events for perceived linguistic minorities.

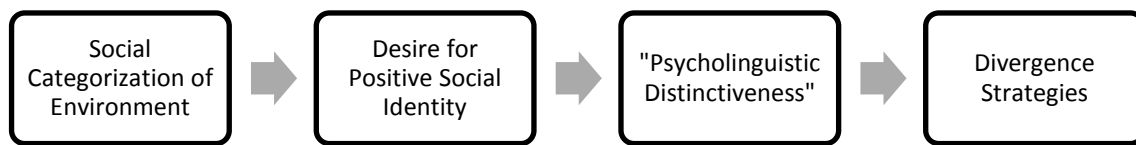


Figure 2: Schematic Representation of the Causal Sequence for Perceived Linguistic Minorities according to Giles and Johnson's (1987) Ethnolinguistic Identity Theory

As explained in Section 2.2, three variables determine whether or not the in-group identity will be positive or negative and strong or weak. They are: perceived ethnolinguistic vitality, perceived group boundaries, and the number of group memberships the individual possesses. Ethnolinguistic vitality is formed by status factors, demographic factors, and the degree of institutional support (see Giles, 1977). For example, a linguistic group which has political prestige, a significant population in a geographically concentrated area, and recognition by the government as a distinct group has, in effect, strong ethnolinguistic vitality. However, Giles and Johnson (1987) stress that it is not the objective measurement of vitality that is important but rather the individuals' perception of their vitality. Those who perceive their in-group's ethnolinguistic vitality as high have a positive group identity

which, in turn, increases the probability that they will employ accentuation strategies to mark their psycholinguistic distinctiveness (p. 72). The second variable, perceived group boundaries, refers to the clarity of the parameters of group membership. When group members succeed in maintaining a high level of “perceived boundary hardness” ethnic categorization is clarified, thus increasing the salience of group membership (p. 72). Finally, ethnolinguistic identity is stronger for those who identify with few social categories outside of their ethnolinguistic group than for those who identify with multiple other categories (e.g., categories related to class, gender, political views, and so forth). In sum, the in-group identity is viewed as a product of psychological perceptions and social realities.

Giles and Johnson (1987) explain that the implications of an individual’s intensity and nature of ethnolinguistic identity are present on both social and educational levels. In fact, they suggest that a strong positive ethnolinguistic identity would not only distance the individual from speakers of the out-group, but would also negatively influence his/her potential of acquiring native-like proficiency in the out-group’s language (p. 72). Indeed, group members can practice either “convergence” or “divergence” strategies (notions with their roots in Speech Accommodation Theory: see Giles, 1973; Giles, Bourhis, & Taylor, 1977; Giles & Coupland, 1997). Convergence refers to the individual’s efforts to approximate the language of the out-group, assimilating or acculturating to the group as much as possible. However, individuals may also wish to diverge from the out-group by accentuating the in-group’s language traits, resisting those of the out-group. Those with strong ethnolinguistic identity who perceive themselves as a minority are more likely to adopt divergence strategies. The rationale behind this practice is that acquisition of the second language may be perceived as a threat to in-group allegiance.

In brief, in Ethnolinguistic Identity Theory, language is more than just a contributory variable in the construction of identity; it is the central most fundamental variable. Language is a social medium that is charged with so much meaning that, at least on the surface, “language” is equated with “ethnicity”—the most visible marker of human identity. It is simultaneously a vehicle for relationships of power to manifest themselves and

a means for the perceived subordinate group to resist them. Language, therefore, is the vessel through which identity is constructed, communicated, and defended.

The interest of using Giles and Johnson's (1987) Ethnolinguistic Identity Theory in the context of the present study is that, as just discussed, it is a model of the role of language in intergroup contact. In terms of constructing group identity, language is the defining trait. For the Francophone and Anglophone students in the present study, language is also the only distinguishing trait between them; otherwise, these students are notably similar, sharing a geographic territory, a political structure, a generation, and an academic cohort. Language is, therefore, the trait of interest between them. In addition, Ethnolinguistic Identity Theory does not focus on objective minority-majority relationships; instead, the perceived relationship is the locus of the outcomes in the model. Given the ambiguous minority-majority status of Francophones and Anglophones in Quebec, Ethnolinguistic Identity Theory provides a flexible model that does not require an a priori determination of which group is the dominant and which one subordinate. Rather, it is possible for there to be two simultaneous, but separate, minorities or majorities should they be perceived by each group's members as such. It is worth noting, however, that this categorical separateness of groups has been criticized by some. As Oakes (2001) discusses, some researchers like Husband and Saifullah Khan (1982, p. 203) point out that there is a "monocultural-assimilationist bias" underlying a distinct separateness of groups as those who have multiple group membership, such as bilinguals/biculturals, are unaccounted for (Oakes, 2001, p. 40). However, as will be discussed in Section 6.2.2, such individuals were purposefully excluded from the data analyses precisely for this reason. Consequently, Ethnolinguistic Identity Theory is wholly applicable to the study of L2 proficiency among Anglophone and Francophone L2 learners investigated in the present study.

3.4 Summary

Collectively, Gardner's (1985) socio-educational model and Giles and Johnson's (1987) Ethnolinguistic Identity Theory provide a solid basis for investigating the role of sociolinguistic attitudes in L2 learning and the role of ethnolinguistic identity in the

construction of sociolinguistic attitudes. Both models focus on social and psychological factors in intergroup contexts and in situations of L2 learning. Accordingly, they are especially relevant to the case of Francophone and Anglophone high school language learners in the particular context of ethnolinguistic contact in Quebec.

4.0 Review of the Literature

4.1 Introduction

The following review of the literature synthesizes research that has been conducted on one or more of the three variables being examined in the present study—sociolinguistic attitudes, second language proficiency, and ethnolinguistic identity—in the specific context of Quebec. As will be evident, while Quebec has been a rich basin for language related research, little recent empirical research focussing on the relationships between or among the variables under investigation has been conducted. This dearth is particularly evident among the province's youth population.

4.2 Sociolinguistic Attitudes in the Province of Quebec

4.2.1 Attitudes toward the other official language

Research that has looked at Anglophones' and Francophones' attitudes toward their other official language has at times examined both linguistic groups simultaneously but, for the most part, has focussed on one group in isolation. Taken together, these studies lead to few conclusive findings due to a lack of comparable methodologies, participants, and social

contexts. As such, based on current research, it appears that members of Quebec society are not unanimous in terms of the attitudes they hold; in fact, there appears to be a significant amount of variation across the population.

Research has tended to focus on Francophones' attitudes, likely responding to popular insinuations that Francophone Quebec is characterized by an anti-English sentiment. A study by Winer (2007), suggests that there is some truth to this commonly held belief. Indeed, her recent qualitative investigation demonstrates that negative attitudes toward English are the preoccupation of certain ESL pre-service teachers working in Francophone schools in the province. These teacher trainees reported that both their workplace colleagues and students demonstrate ambivalence, even hostility, toward the English language.

After analyzing the questionnaire responses and student-authored manual of 16 third and fourth year students in the B.Ed TESL program at McGill University (Montreal, Quebec), Winer (2007) states that "it is still not uncommon for an ESL teacher to be challenged by students who flatly state that their parents are against them learning the so-called language of the enemy and to face school administrators who are unsupportive of ESL instruction" (p. 493). Some pre-service teachers reported that their students feared cultural assimilation and threats to their linguistic identity from ESL instruction (p. 501). In brief, based on Winer's analysis, anti-English sentiments appear to be the extension of Francophone students and teachers' beliefs that ESL instruction is antithetical to the protection of their native language and culture.

However, it appears that these assertions are more anecdotal than they are conclusive. The qualitative nature of this study makes it difficult to generalize results to the larger population. Moreover, in this study, student attitudes are measured not by the reports of those who possess them but by the perceptions of those who claim to have witnessed them. There is no empirical evidence provided to suggest that Francophone students indeed hold negative attitudes toward English. It is very possible that these pre-service teachers' perceptions may be partially formed by their own feelings of insecurity as inexperienced amateurs in a new professional environment and, in the case of Anglophone student-teachers, a linguistic minority in that environment. Therefore, while their testimonies may

be reliable and valid, further studies are needed to more accurately evaluate attitudes on the part of ESL students.

In fact, claims that Francophones have only negative attitudes toward English have been challenged by others, such as Francophone author and *Journal de Québec/de Montréal* columnist Christian Dufour. In his 2008 book *Les Québécois et l'anglais : le retour du mouton* [*The Québécois and English: the return of the sheep*], Dufour uses data from St-Laurent *et al.*'s (2008) qualitative study on CEGEP students' attitudes toward French to claim that young Francophones' possess an "unfettered bilingualism" so strong that it is leading them like "lambs to the slaughter;" he goes so far as to argue that years of successful language planning in Quebec are in peril due to these young Francophones' positive relationship with the English language. A more methodologically sound study conducted by Oakes (2010), however, questions the assumptions about Francophones' linguistic attitudes on which Dufour's claims are founded. Oakes therefore attempted to corroborate and/or clarify the findings of St-Laurent and her colleagues with a quantitative study that investigated young Francophones' attitudes toward their second official language. He ultimately discovered a complex and variable relationship between the two.

In total, 463 Francophone university students aged 18-35 living in three cities (Montreal, Quebec City, and Sherbrooke) participated in Oakes's (2010) study. Oakes made use of a direct quantitative method of inquiry in the form of a questionnaire whose purpose was, in part, to elicit information regarding students' beliefs about English. Comparisons of the mean numbers of positive, negative and neutral responses revealed a bi-categorization of aspects that students either predominantly agreed upon or were starkly divided on. The majority of students agreed on the following issues: that French should be predominant in Quebec, that English should be taught more intensively in school, that CEGEPs should remain exempt from the *Charter's* domain, that the *Charter* is necessary to protect the French language, and that their primary motivation for learning English was instrumental rather than integrative. In contrast, issues that students were divided on included: whether perfect bilingualism is necessary in Quebec, whether English public schools should be open to Francophones, and whether the language's historical presence and current predominance in Canada and North America is reason enough to teach English in Quebec.

Based on these results, Oakes (2010) notes that young Francophones in Quebec actually hold many positive beliefs about English. However, these beliefs are neither invariable nor manifestly positive. Certain beliefs seem to be associated with particular cities. Specifically, positive beliefs were particularly observable amongst the students in Montreal. Oakes attributes this finding to the greater ethnic diversity and economic importance of their city. However, in all cities, many beliefs about English were considerably divided. Providing in-depth analyses for these results was beyond the scope of the study, but one finding was certain: young Quebec Francophones are far from being a homogenous group. According to Oakes's study, their current relationships with English are evidently complex and diverse.

It is important to note that Oakes's (2010) study targeted a very specific division of Quebec's population—that is, Francophone university students—making generalization the findings to other types of populations tenuous. Not only is the age-group limited, but also the educational contexts from which the participants were selected. As participants were not necessarily learning ESL nor would this learning be obligatory if they were (ESL not being a mandatory requirement at the university level), the group is not necessarily comparable to students who are required, by the provincial government, to learn the English language, as is the case for when they are in high school. As such, there may be an under-representation of attitudes pointing toward the more negative end of the spectrum among Oakes's sample or an over-representation of positive attitudes. In either case, the findings cannot be determined as representative of the greater population of Quebec without further studies that examine different factions of the population.

Adsett and Morin (2004) analyzed data from respondents of a much broader pool than Oakes (2010). Although their study engenders an inversed problem in that the conclusions cannot be generalized to specific groups of the populations (such as adolescents), it nonetheless gives a general snapshot of both Anglophones' and Francophones' linguistic attitudes. Adsett and Morin performed a meta-analysis of data collected in four major public opinion surveys that investigated Canadians' attitudes toward linguistic duality in the country. Specifically, they examined questionnaire items that revealed the extent to which respondents' viewed bilingualism as important to Canadian

identity. Their ultimate objective was to determine how these attitudes related to participants' native language and their levels of contact with the other linguistic community. But, what is of particular interest to the present study is the data relating to the attitudes of Francophones and Anglophones of Quebec, as the researchers found that both groups have considerably strong favourable attitudes toward linguistic duality in the country.

The advantage of Adsett and Morin's (2004) collective analysis of four previous studies is that it focusses only on those items relevant to participant attitudes. It is important to remember that these studies were conducted with much broader goals and that their questionnaires contained several other items. Adsett and Morin's thorough analysis and comparison of the attitudinal items in each study provides greater depth of insight than the individual studies could do alone.

The data analyzed was collected from surveys conducted by four different polling firms, Ekos, Environics, Ipsos-Reid, and GPC International, which included 3022, 2008, 2008, and 3154 participants respectively. The randomly weighted samples were taken from regions across the country and, with the exception of Ipsos-Reid which looked specifically at youth, they targeted participants of 18 years of age and older. Each one of these surveys asked participants to indicate the extent to which they believed linguistic duality to be an important component of Canadian identity. Taken collectively, the surveys revealed that Francophones from Quebec are the strongest proponents of bilingualism in the country.

However, GPC International's (2002) study distinguished between linguistic majorities and minorities, thereby giving an indication of Quebec Anglophones' attitudes in comparison to their Francophone counterparts of the same province. Based on the results, the former believes in the importance of linguistic duality in the Canadian identity at a rate of 85% while the latter at 73.9%. Interestingly, Francophones living outside of Quebec showed the highest level of support with 93.5% of participants believing in its integral value—significantly higher than Anglophones living outside of Quebec. Adsett and Morin (2004) attribute these varying attitudes to differing levels of contact with the other language and its community. While their statistical analyses consistently support this interpretation, it is worth considering additional plausible factors.

For example, if the highest supporters of linguistic duality are linguistic minorities (Anglophones in Quebec and Francophones in the rest of Canada), then perhaps this common denominator of the two groups—that is, a tenuous linguistic status—is at work in the construction of these citizens' attitudes. Considering that linguistic duality promotes the protection and promotion of both official languages, regardless of their status in various parts of the country, then the elimination of this duality may be viewed by minorities as the elimination of their language. By default, if linguistic duality were not to exist, then the majority language would be the survivor. In other words, perhaps Anglophones in Quebec and Francophones in the rest of Canada support bilingualism not out of support for the other official language but rather for their own. This hypothesis is plausible given that Francophones in Quebec also support Canadian bilingualism more than their Anglophone counterparts in the rest of Canada; they too may allow their minority status in the pan-Canadian context to play a role in the construction of their attitudes toward linguistic duality.

If such is the case, then it cannot be presumed that these high rates of positive attitudes toward Canadian bilingualism in Quebec—amongst both Anglophones and Francophones—is an indication of each community's attitudes toward the second language. Moreover, given that Adsett and Morin's (2004) analysis deals primarily with data collected among the adult population, it is unknown whether the results can be extended to the youth population. Consequently, the present study attempts to resolve this possible discrepancy.

The conclusions of each of the three studies reviewed above show few similarities to one another. It is probable that the discrepancies are due to the numerous variables that differ from one study to the next. The age of the attitude bearers, the number of participants, the perspective of the participants (i.e., those who possess the attitudes versus those who perceive them), the methodological approach of the study, and the social and educational contexts are but some of the factors which may be responsible for the differing conclusions. The only certainty that can be affirmed is that it is impossible to predict the attitudes of the participants in the present study; a great deal of variation is the only reasonable expectation to have.

4.2.2 Attitudes toward the other official language community

While there is no doubt that Quebec's history has been characterized by socio-political tensions between the French- and English-speaking communities, little empirical research has been conducted to attempt to measure the nature of these intergroup relations. This absence of research is particularly flagrant for studies pertaining to the province's youth population. How do Quebec's young Francophones and Anglophones truly feel about each other? The reality is that there is too little research to advance an answer to this question. However, based on the research that is available, there is reason to believe that time and place are important factors in shaping each group's attitudes toward the other; these attitudes are not static but variable, depending on the temporal and demographic context in which the youth live.

One of the earliest studies to empirically investigate student attitudes in Quebec was Clément's (1977) quantitative investigation into the attitudes of Francophone students toward the Anglophone community. Specifically, he looked at Secondary I, III, and V public school students living in six more or less monolingual Francophone communities in eastern Quebec. Using a survey, Clément measured a total of 1180 students' attitudes toward English-Canadians. While explicit interpretation of the results is not presented in his report, the statistics indicate that out of a possible maximum of 70 points (indicating positive attitudes) and a minimum of 10 (indicating negative attitudes), students of Secondary I and III surpassed the midpoint of 41 by 4.51 and 1.14 points respectively (for a total of 45.51 and 42.14 points respectively). Secondary V students, on the other hand, scored slightly below at 39.55 points.

This data appears to indicate that the Francophones' attitudes toward English-Canadians were more or less neutral. It would be inaccurate, however, to suggest that these conclusions could be extended to a modern-day context. The adolescents of Clément's (1977) study would be middle-aged adults today, constituting a generation 35 years apart from today's teenagers. However, Clément's data reveals an interesting trend: attitudes progressively shifted downward the older the students were. Again, Clément does not note nor provide explanations for this trend. But, given the socio-political context in which this study was conducted—that is, during the rise of Quebec nationalism, the establishment of

the separatist provincial political party *Le Parti québécois*, and just moments away from the first Quebec referendum—it is not unreasonable to wonder whether these less than favourable attitudes demonstrated by older students corresponded with the heightened social and political awareness that comes with growing older. If so, this data would indicate that it is not possible to lump all secondary school students into the same group as there are significant maturational differences amongst those of different ages. The present study therefore focusses only on Secondary V students.

A more recent study reveals intriguing information about individuals' attitudes toward other linguistic communities from a different perspective than the above study: the experience of those who are at the receiving end of individuals' attitudes is considered rather than of those who possess them. In 2002-2003, Statistics Canada and Canadian Heritage conducted the one-time Ethnic Diversity Survey (EDS) across the country in which 42 476 people participated. The goal was to discover the social, cultural, and economic diversity and experiences of individuals based on various social factors, such as ethnicity, family background, mother tongue, and socio-economic activities among others. Of particular interest to the present study are the findings regarding ethnicity and mother tongue.

The EDS dealt with, in part, what Bourhis, Montreuil, Helly and Jantzen (2007) term as “linguicism:” “discrimination because of one’s mother tongue language or accents” (p. 33). Through a series of questions, the survey identified statistics regarding linguicism in Canada. Notably, it discovered that, in Quebec, 25% of Anglophones felt they had been a victim of linguistically based discrimination versus 12% in the rest of the Canadian provinces and compared to 7% of Francophones in Quebec. Note that although the minority Anglophone population in Quebec and the minority Francophone population in the rest of Canada are more likely to be victims of discrimination than when they reside in their respective majority settings, the percentage of affected Anglophones in Quebec was reported by the authors to be considerably higher than the percentage of affected Francophones in the rest of Canada.

Moreover, amongst residents of European descent in Quebec, Anglophones (25%) reported experiencing the most discrimination in the province, followed by Francophones

(19%) and, finally, Allophones (14%). Of non-European descent respondents, those most likely to experience discrimination were Anglophones (44%) compared to Allophones (27%), and Francophones (25%). When asked why they thought they were discriminated against, respondents in Quebec stated “language and accent” (i.e., linguicism) as their number one reason, irrespective of their mother tongue. As Bourhis (2008) comments, these findings reflect the legacy of the past four decades of linguistic tension in the province. Although these findings provide no empirical evidence with respect to particular linguistic in-groups’ attitudes toward out-groups, they provide insight into the out-groups’ experiences and perceptions of their own out-groups’ attitudes toward them. Whether their perceptions reflect reality and whether they characterize today’s youth population remain to be investigated.

In sum, just as is the case for adolescents’ attitudes toward the L2, there is little empirical research available that gives any sound indication of what their attitudes may be toward the L2 community today. These attitudes appear to be time- and context-specific, thereby cautioning their generalization to the specific population being examined in the present study.

4.2.3 Attitudes toward language policy and planning in Quebec

Despite the omnipresence of the effects of Quebec’s attempts to protect and promote the French language through official policy and planning in the population’s daily life, very little research has investigated the attitudes of those affected by the policy. One exception is Taylor and Dubé-Simard’s (1982) quantitative study that was conducted shortly after Bill 101 was promulgated in 1977. They examined the attitudes of Montreal’s adult Anglophone and Francophone populations to determine common perceptions of language legislation. Highlighting the role of sentiments of threat, the researchers found, perhaps to no surprise, that Anglophones who felt threatened by Bill 101 were more strongly against its implementation whereas Francophones who felt threatened by the presence of English were more strongly in favour of the province’s newly adopted policy. However, given that this study was conducted more than 30 years ago before key amendments to the *Charter of the*

French Language were put into place (including rules about access to English-language education), the overall characterization of Anglophones and Francophones and their attitudes toward Bill 101 may no longer apply. Granted, Oakes (2010) also investigated attitudes toward certain elements of language policy and planning among Francophone university students (see Section 4.2.1), discovering considerable division among his participants' views. But, in terms of research that looks at both Francophone and Anglophone youth's attitudes toward language policy and planning in contemporary Quebec society, it appears that there is a general lack.

4.3 Sociolinguistic Attitudes and L2 Proficiency

Since the 1970s, a substantial number of studies around the world have investigated the link between the affective variables of learner attitudes and L2 proficiency. Many of these have done so by situating their research in Gardner's (1985) socio-educational model. But, by the late 1980s and into the 1990s, the model had received its fair share of criticism. Some researchers claimed that the results from the various studies were inconsistent, particularly with respect to the link between integrativeness and L2 proficiency (e.g., Au, 1988; Crookes & Schmidt, 1991). Others claimed that the model was limited and omitted important variables (e.g., Oxford & Shearin, 1994). In a similar vein, some researchers, principally Dörnyei (1990), asserted that the model was only applicable in second language learning contexts as opposed to foreign language ones. Finally, some even questioned the legitimacy of the causality hypothesis (which was emitted even prior to the socio-educational model in works as early as Gardner and Lambert (1959)), proposing that achievement may very well be the cause of attitudes rather than the resulting effect (e.g., Burstall, Jamieson, Cohen, & Hargreaves, 1974; Hermann, 1980; Savignon, 1972; Strong, 1984). In light of these concerns, by the early 2000's, Gardner's associate Masgoret and himself undertook the considerable challenge of synthesizing the results of dozens of studies conducted in the framework of the socio-educational model in order to arrive at clearer conclusions. Thus ensued a meta-analysis. While Masgoret and Gardner's (2003) meta-analysis does not explicitly address the link between the sociolinguistic attitudes examined in the present study and L2 proficiency, it does thoroughly analyze the role of integrativeness (which

includes attitudes toward the L2 and the L2 community). It also evaluates the reliability of some of the major tenets of the socio-educational model, the larger theoretical framework in which the present study is inscribed.

In the decades preceding 2003, significant attention had been accorded to the socio-educational model. But, studies were often conducted in different contexts and using different measures, making it difficult to compare them and verify their validity. Consequently, Masgoret and Gardner set about performing a meta-analysis of these studies in order to resolve some of the alleged discrepancies. Taking into account 75 independent data samples involving 10,489 individuals, the researchers analyzed studies by Gardner and his associates that made use of the Attitudes-Motivation Test Battery (AMTB) and tested hypotheses regarding different relationships between the variables contained in the socio-educational model. Ultimately, the meta-analysis verified some of the major tenets of the model, across context and age groups.

Five attitude/motivation variables from the socio-educational model were the focus of the analysis: integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation. The principal objective was to determine the magnitude and validity of the relationship of each of these variables with L2 achievement. Based on their samples, Masgoret and Gardner (2003) tested three hypotheses that have emerged in the previous literature: 1) “The relationships of second language achievement to measures of attitudes, motivation, and orientations are consistently positive, and the correlation of motivation with achievement in the language is higher than for the other measures” (p. 177); 2) “The relationship of attitudes, motivation, and orientations to language achievement will be stronger in second language than in foreign language environments” (p. 181); and 3) “The relationships between achievement in another language and attitudes, motivation, and orientations will vary as a function of whether or not students are in elementary school versus secondary school versus university level courses” (p. 182).

To cross-compare their data, Masgoret and Gardner (2003) executed analytic procedures described by Hunter and Schmidt (1990), which calculated the mean correlations of each criterion and corrected each of the five measures for attenuation using

reported reliability estimates for each sample. In terms of the reliability of the various constructs measured by the AMTB, scores ranged from 0.80 (motivational intensity) to 0.93 (evaluation of the course), with the exception of the instrumental orientation measure which had lower internal consistency among the items (p. 185-186). As such, Masgoret and Gardner affirm that the AMTB is a reliable data collection instrument.

The results showed strong support for the first hypothesis that relationships between L2 achievement and attitudes, motivation, and orientations would be consistently positive, with motivation being the measure having the strongest relationship with achievement. However, Masgoret and Gardner (2003) are careful to point out that, due to sampling fluctuations, these results do not indicate that all correlations in all of the data samples analyzed were positive and significant; rather, overall, the mean of the relationships indicates such a relationship (p. 194). Similarly, motivation proved to be the strongest correlate with L2 achievement from an overall perspective (0.37 versus 0.24, 0.24, 0.20, and 0.16 for attitudes toward the learning situation, integrativeness, integrative orientation, and instrumental orientation respectively).

As regards the second hypothesis that the relationships between the variables will be stronger in second language rather than foreign language environments, the meta-analysis provided little supporting evidence. Masgoret and Gardner (2003) also reject the assertion made by Dörnyei (1990) that the integrative orientation will have a stronger relationship with L2 achievement in second language environments while the instrumental orientation will have a stronger relationship with achievement in foreign language environments (p. 199). Based on the meta-analysis, the correlations with L2 achievement are stronger for the integrative orientation than for the instrumental orientation regardless of context (p. 199).

Finally, the third hypothesis that relationships between the attitude/motivational constructs and L2 achievement would be consistently positive regardless of age was strongly supported by Masgoret and Gardner's (2003) meta-analysis. There was, however, slight evidence that the mean correlations for elementary school students tend to be higher than for secondary or university level students (p. 200). Notwithstanding these differences, the hypothesis was still strongly supported.

In light of these findings supporting the basic relationships between the constructs of integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation and L2 achievement that are outlined in Gardner's (1985) socio-educational model, Masgoret and Gardner (2003) explicitly respond to Au's (1988) critique of the socio-educational model, which claimed that the integrative motive hypothesis lacked generality (p. 203). Converting the correlation coefficients to R-squared values, Masgoret and Gardner determined that motivation accounts for 8% to 16% of the variance in L2 achievement, attitudes toward the learning situation 3%, and integrativeness 3% to 7% (p. 204). While these figures may appear modest, Masgoret and Gardner claim that a correlation with L2 achievement in the range of 0.20 to 0.26 (which was found between achievement and each of the following variables: attitudes toward the learning situation, integrativeness, and the integrative orientation), "can be considered quite substantial, indicating an underlying psychological process linking the two classes of variables" (p. 204).

Relating these findings to the objectives of the present study, it is important to note that with the exception of the instrumental and integrative orientations, the constructs evaluated in Masgoret and Gardner's (2003) meta-analysis were not examined in their entirety. For example, while integrativeness includes the integrative orientation, attitudes toward the target language community, and interest in foreign languages, only the first two were measured in the present study. In addition, motivation was also beyond the scope of the present study. As such, while it is possible to expect a positive correlation of the variables of integrative orientation and attitudes toward the L2 community with L2 achievement, the present study will not be able to corroborate or challenge the other relationships found.

Despite the multiple studies pertaining to attitudes and L2 achievement that exist in the literature, surprisingly few appear to investigate the attitudes of interest to the present study within the context of Quebec. However, two studies included in Masgoret and Gardner's (2003) meta-analysis are the exception. While considerably dated, Clément, Gardner, and Smythe's (1977) study of Francophones learning English and Gardner,

Moorcroft, and Metford's (1989) study of Anglophones learning French look at populations similar to those investigated in the present study.

In an early study, Clément, Gardner, and Smythe (1977) investigated motivation variables in Francophones learning English as a L2. Preceding research conducted on Anglophones learning French (i.e., Feenstra & Gardner, 1968; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975; Smythe, Stennett, & Feenstra, 1972) had purportedly identified the motivational characteristics of second language students. Among these was the concept of integrativeness which, based on the theory and research, was also a determinant of L2 proficiency. In order to verify the cross-cultural validity and generalizability of Gardner and his associates' theory, Clément, Gardner, and Smythe set out to investigate a different population, namely Francophones learning English in Montreal.

Their study included 153 students in Secondary IV and V from Montreal's Catholic School Board (i.e., the French language school board at the time). Clément, Gardner, and Smythe (1977) investigated a total of 38 different variables, but only the ones of interest to the present study—that is, attitudes toward English Canadians and attitudes toward learning English—will be addressed here. The aforementioned variables contained multiple scales that students responded to on a 7-point Likert scale.³ In addition, the questionnaire included items in a semantic differential format pertaining to English Canadians, among other variables. As far as proficiency measures are concerned, students' self-ratings, evaluation records, performance on uniform tests, and year-end tests from Secondary II and III, as well as their year-end results on uniform oral and written exams were all individually considered in the analyses.

The 38 variables were factor analyzed separately for the two grades, but ultimately the same results were found for both groups (as indicated by Wrigley-Neuhaus coefficients of congruence). Four factors were revealed, which Clément, Gardner, and Smythe (1977) called the "Integrative Motive" factor, the "Self-Confidence with English" factor, the "Academic Achievement" factor, and the "Alienation" factor. They found that proficiency

³ Note, however, that while some of the items appear to resemble those found in the AMTB, this information was not specified.

in English, although related to academic achievement, also appeared to have a strong motivational component. This motivation to learn the L2 was associated with positive feelings toward Anglophones and the English course, which Clément, Gardner, and Smythe identify as “a cluster of attitudinal/motivational characteristics...referred to as an *Integrative Motive*” (p. 131). They also discovered a relationship between this integrative motive and the persistence to continue studying English later in life. These results, the researchers explain, are comparable to those found in previous studies investigating Anglophone populations learning French, which determined that L2 proficiency was associated with both “an ability and a motivational component” (p. 131). As such, they vouch for the cross-cultural support of the informing theories of Gardner and his associates that assert the role of an integrative motive—and thus attitudes—in L2 proficiency.

This study therefore shows early evidence for the, albeit indirect, role of attitudes toward the English language and its community in Francophone students’ proficiency in that language. It is important to note, however, that Clément, Gardner, and Smythe (1977) engaged in some questionable methodological practices, such as using self-ratings and results on proficiency tests administered two to three years prior to the evaluation of the motivational factors, which challenge the reliability of their results. In addition, the 30 plus years and geography that separate the Francophone students investigated in their study from those examined in the present study obviate almost all generalizations made to a modern-day context. Nonetheless, their study provides indication of early empirical interest in and support for the role of Francophones’ attitudes in English proficiency in the Quebec context.

About a decade later, Gardner, Moorcroft, and Metford (1989) published a study that examined the role of attitudes, among other factors, in French proficiency among Anglophones in the Quebec context. Their context differed from Clément, Gardner, and Smythe’s (1977) in that they examined students of a six-week French immersion program in Trois-Pistoles (Quebec). Nonetheless, they also discovered an indirect link between attitudes and L2 proficiency among their sample. In addition, they found an indirect link between attitudes and language retention.

In their study, Gardner, Moorcroft, and Metford (1989) analyzed data for 89 students, who were presumably Anglophone university students from various places in Canada, though this information was not provided. At the beginning of the program, 19 variables were assessed, but only those pertaining to attitudes toward French Canadians and attitudes toward learning French will be addressed here. In addition a number of proficiency measures were taken including self-ratings and a placement test (Laval Test) at the beginning of the course, and dictation, written, and spoken proficiency tests administered at the end of the course along with the Laval Test again. Collectively, these measures contributed to assess the relationships among attitudes (among other variables) and French proficiency. In order to determine the factors influencing language retention, five months following the end of the program, 79 students provided self-ratings again and an assessment of their French use. Forty-three of these students also retook the oral tests.

Among some of the relationships discovered by way of factor analyses was that the integrative motive (including favourable attitudes toward learning French and toward French Canadians among other variables) had little variance in common with French proficiency. However, it was related to students' intention to continue studying French. This intention manifested would, Gardner, Moorcroft, and Metford (1989) argue, result in eventual higher French proficiency. As regards the role of attitudes in language retention, they discovered another indirect relationship: students with high motivation (which included positive attitudes toward learning French and French Canadians) rated their speaking skills higher than those possessing low motivation. These participants also tested better in understanding skills. When considering integrativeness specifically (attitudes toward French Canadians, interest in foreign languages, and integrative orientation), the researchers found that results for one of the speaking skills test was dependent on integrativeness, motivation, and use. They argued that those who possess motivation and integrativeness make an effort to use the language more frequently than those who do not.

Based on these results, Gardner, Moorcroft, and Metford (1989) contend that there is an indirect relationship between attitudes and L2 proficiency. However, as these attitudes were measured as sub-components of larger variables, it is difficult to verify the extent of this relationship. In addition, as the researchers note, in both their study and Clément,

Gardner, and Smythe's (1977) investigation, there was a dominance of the L2 in the immediate social environment (p. 302). Whether these relationships hold true in other social contexts and in modern Quebec society, among young citizens of Quebec, remains to be determined.

4.4 Ethnolinguistic Identity in Quebec

Identity in Canada is nothing short of a conundrum. Journalist Andrew Cohen (2008) has described the country's search for a collective identity as being "as elusive as the Sasquatch and Ogopogo" (n.p). Cohen goes on to say: "It has animated—and frustrated—generations of statesmen, historians, writers, artists, philosophers, and the National Film Board...Canada resists easy definition" (n.p). If a country is only the sum of its parts, then Canadians themselves must resist easy definition. They must have identities that differ considerably from region to region, city to city, person to person. Indeed, the diversity that exists amongst the country's citizens is marked. One of the most visible characteristics distinguishing Canadians from one another is language. A number of studies have attempted to characterize the identity of each linguistic group, and some, in various regions across the country. Some of those pertaining to one or more of the official language communities in the province of Quebec will be explored in the sections below.

4.4.1 Francophones' identity in Quebec

The French language as a central pillar of identity in Quebec society has been widely accepted as much by academics as by lay citizens (see Bouchard, 2002; Bouchard & Von, 2009; Corbeil, 2007; Oakes, 2006; Venne, 2000). The French character of Quebec is indeed what so visibly distinguishes it from the rest of North America. However, whether this identification with the French language extends to members of Quebec society on an individual level is another matter. Surprisingly, relatively few empirical studies appear to have been conducted to this effect, at least with respect to the province's Francophone population. Most studies investigating the relationship between the French language and identity seem to focus on minority non-Francophones in Quebec or minority Francophones

outside of Quebec. Nonetheless, one empirical study conducted in the past decade, Remysen (2004), may shed some light on the matter.

Taking a discourse analysis approach, Remysen (2004) examined the relationship that individual Quebec Francophones held with the French language. He interviewed 30 participants, mostly university students in the Quebec City region, to determine the role that language played in the construction of their identity. In his article, he focusses on participants' discourse surrounding two affirmations: "French is part of our cultural heritage that must be safeguarded at all costs" and "French is threatened in Quebec by English" (own translation, p. 103). In addition, for the first statement, he followed up with two supplementary questions: "Is French part of the Québécois identity?" and "Do you present yourself as a Québécois or as a Canadian in foreign countries?" (own translation, p. 103). In brief, he examined both the role of French in participants' construction of their identity and the relationship between the French and English languages.

As regards the first affirmation, Remysen (2004) discovered that the majority of participants agreed that French is part of Quebec's cultural heritage that must be safeguarded at all costs. However, he also noted that three different themes emerged from this one statement: that French is part of Quebec's heritage, that it must be safeguarded, and that it must be safeguarded at all costs. As such, while the majority of participants agreed that French is part of Quebec's cultural heritage, some nuanced their propos concerning the extent to which the language should be protected. Regardless, the principal reasons for safeguarding the French language at all were categorized into four different themes: the beauty of the language, the traditional and historical character of it, its cornerstone role in Quebec culture, and finally, the fact of it being the language that the participants speak (p. 106). In their interview, eight participants mentioned the importance of mastering English, alongside French, for economic reasons, and a minority even expressed a potential advantage of Quebec becoming an English-language province (p. 107).

When the participants in Remysen's (2004) study were explicitly asked if French was part of Quebec's identity and of their own identity, the responses were more or less unanimous: 29 participants agreed (p. 107). The recurrent justifications that appeared for their beliefs were that the French language was the defining, if not only, characteristic

distinguishing Quebec from the rest of North America, America, and English Canada. In a similar vein, the majority of the participants also reported to introduce themselves first and foremost as Québécois when they go abroad, and only three of them as Canadian and one as both. The participants explained the reasons for their preference to identify as Québécois as follows: others know immediately that they speak French, it is important for them to explicitly show that they are not English Canadians or Americans, they are better received abroad as Québécois than as Canadians or Americans and, finally, they have no affective attachment to Anglophone Canadian or American culture (p. 109). As a side note, there was also evidence that the participants viewed a political association between identifying as a Québécois and being perceived as a sovereigntist (p. 109-110). What the participants' responses demonstrate with respect to their views on safeguarding the French language are that, as a majority, they indeed view French as a cornerstone of Quebec's identity, and by extension, of their own.

As concerns participants' responses to the second affirmation regarding the threat English poses to French in Quebec, considerable division was present within the group. Roughly half agreed that English threatened French, while a third disagreed, and others believed the threat of English toward French was exaggerated (Remysen, 2004, p. 110). Some cited that the demographic disparity between Anglophones and Francophones compromises the status of French, while a small minority believed that the majority status of Francophones within Quebec would permit the perpetuation of French (p. 111). With respect to governmental efforts to protect French in Quebec, a few participants affirmed linguistic laws and institutions are capable of safeguarding the language, while others believed that these laws were too coercive and out of step with their objectives (p. 111). Just under half of the participants believed it was up to the general population to ensure the vitality of the French language (p. 111). However, nearly all of the participants recognized the value of learning English by virtue of its universality and economic value. As such, for some participants, their discourses seem to engender an inherent paradox; on the one hand, they feel that French is threatened by English, but on the other hand, they affirm the value of learning this menacing language.

Given the situation of Quebec Francophones as a minority in a sea of predominantly English-speaking society, Remysen's (2004) results are not surprising. The desire of Francophones to safeguard their language, and thereby their collective and personal identities in the face of a perceived threatening language while at the same time being able to use that language to their advantage is only logical. However, the impacts of this push and pull relationship on Quebec Francophones' identity is complicated, to state the least. It appears that, their relationship with the French language in the construction of their identity cannot occur separately in a vacuum apart from the English language.

Of course, as Remysen's (2004) study mainly looked at university students in the Quebec City region and as the data was qualitative in nature and collected from a limited number of participants, it is difficult to predict how his results will compare to the quantitative data of the high school students from Saguenay-Lac-Saint-Jean in the present study. Nonetheless, it is reasonable to suspect that this dual relationship between the French and English languages will be a factor in the construction of their identity also.

4.4.2 Anglophones' identity in Quebec

Recently, researchers have taken a stronger interest in the identity of Quebec Anglophones, a group that had been generally understudied. Their research seems to muse whether or not Anglophones in Quebec even have a distinct cultural identity. Scowan (2011) argues that "there is no single 'Anglophone community' in Quebec, at least not in any accepted sense of the word" (p. 67). Indeed, what most research on Anglophones in Quebec has shown is that there are few clear delineation markers defining the collective identity of Anglophones in Quebec. There are populations located across the province, some more significant in number than others and, often depending on the level of contact with Francophone members of society, Anglophones have varying levels of proficiency in French. A substantial and recent body of work has examined the particular population of Anglophones in Quebec City, a city in which they constitute less than 2% of the population (Statistics Canada, 2012a). Some have focussed on the role that the institution of the English-language school plays in the construction of Anglo-minority students' identity (e.g., Pilote, Magnan, & Groff, 2011, Vieux-Fort & Pilote, in-press). Others have attempted to draw parallels

between these students' identity construction with the Francophone linguistic minority in other Canadian provinces (e.g., Pilote, Magnan, & Vieux-Fort, 2010). Yet others have investigated the various civic identifications of Anglophone youth as they pertain to Canada's official language groups (e.g., Magnan, 2009, 2012). Finally, some have compared the city's younger and older Anglophone populations in order to identify potential generational differences (e.g., Magnan, 2008, 2010). Although, without a doubt, the Anglophone population in Quebec City experiences a different reality than the Anglophone population of Gatineau, the focus of the present study, a brief look at the generation-specific characteristics of Quebec's Anglophone youth through Magnan's (2010) study may prove useful.

Magnan's (2010) research aimed to describe young Anglophones' identity in Quebec City in reference to their older-generational counterparts. The perplexing development of this linguistic minority's identity since the beginning of its colonial presence in Canada led Magnan to conduct a qualitative ethnographic exploratory study. She compares two generations of Anglophones, consisting of nine participants each, in order to highlight the defining characteristics of the young generation. She probes the many dimensions that could characterize the identity of each group, but focusses particularly on the social and cultural levels.

Magnan (2010) explains that through intergroup conflicts between Anglophones and Francophones, the status of the former has shifted over the course of history which, in effect, has impacted the group's sense of identity by leaving it in an ambiguous state of disarray. Once considered an elite minority following their conquest at the Battle at the Plains of Abraham in 1759, Anglophones in Quebec found themselves in the position of a minority after Francophones' subtle but powerful uprising during the Quiet Revolution of the 1960s. This social and political upheaval, Magnan argues, left Anglophones in Quebec in what she calls a "*phase de vide...ou de transition identitaire*" (p. 13); this idea could be translated as a period in which there was a lack of identity or in which identity was in transition. The groups of participants studied in her research therefore reflect the coup and the aftermath of Anglophones' transition from a majority to a minority. The study's older generation had reached adulthood at the end of the 1960s and during the 1970s,

immediately following the major events of the Quiet Revolution. The younger generation, for their part, had reached adulthood during the subsequent decades of the late 1980s and during the 1990s when the so-called transition of Anglophone identity was taking place.

Through semi-structured interviews as well as content-based and typological analyses for both generations, four main dimensions of identity emerged in Magnan's (2010) study: linguistic, civic, geographic, and historical. All four of these dimensions could have internal aspects (feelings of belonging composed of imagined referents) and external aspects (behaviour and habits) (Magnan, 2010, p. 16). Her study, however, focussed on the internal aspects as simply speaking English (external) does not necessarily signify identification with the Anglophone community (internal) (p. 16). In other words, Magnan believes that identity can be assessed with more accuracy and depth when the internal aspects are examined.

Linguistic identity is a dimension which reflects one's sense of identity in relation to his/her linguistic group(s) and the culture(s) attached to it/them. Magnan (2010) discovered a dichotomy within both generations, but not of the same kind. For the older generation, there are what she calls "Anglophones" and "Anglo-Québécois."⁴ Anglophones consider themselves as native speakers of the English language, but their relationship with this language is strictly instrumental and they feel a sense of belonging to neither Anglophone nor Francophone cultures (p. 17). Anglo-Québécois also consider themselves first and foremost as Anglophones, but in contrast to "Anglophones," they identify with the Francophone culture that surrounds them (p. 18). For the younger generation, a similar distinction is made between what Magnan labels as "bilinguals" and as "biculturals" (own translation). Bilinguals identify equally with both the English and French communities, but only instrumentally. They speak both languages but their relationship with each is pragmatic, a mere means of communication (p. 19). Biculturals, on the other hand, are not only bilingual but identify with the culture associated with each language (p. 20). They have even developed a sense of belonging to the culture of the majority (p. 20). Magnan goes as

⁴ Although the English translation of Magnan's "Anglo-Québécois" would arguably be "Anglo-Quebecker," studies like that of Taylor and Dubé-Simard (1982), demonstrate that "Québécois" and "Quebecker" are not viewed as synonymous in meaning for citizens living in Quebec. The former represents a socio-political identification with the nationalist camp while the latter a more neutral identification with the geographic territory. As to avoid any misinterpretation of Magnan's label, the original will be maintained.

far to say that, for these youth, the famous notion of the “two solitudes” (see MacLennan, 1945) ceases to exist. Despite the divide between these young people, what is true in both cases is that today’s young Anglophones in Quebec are of a certain hybrid (p. 19). Unlike their predecessors who associate themselves primarily with their native language, these youth see themselves situated on a fuzzy frontier between their first and second languages and what each represents.

Civic identity is more uniform across the young respondents. Magnan (2010) represented this dimension of identity by the degree of attachment to Anglophone institutions. Almost none of the participants indicated any sense of such an attachment (p. 21). Here again, the younger generation differs from the older one which tends to value these institutions dearly (p. 21). This divergence can be explained by youth’s linguistic hybridity, Magnan suggests. Perhaps because they find themselves on the border of two linguistic and even cultural worlds, they are not deeply rooted in either one (p. 22). Indeed, it appears that linguistic identity may indeed extend to social organization and culture.

The defining characteristics of young Anglophones’ geographic identity are also rather uniform. Despite its predominantly Francophone composition, Quebec City contributes significantly to their sense of belonging. Geographic identity is particular amongst the four dimensions in that the older generation has generally similar sentiments to those of the younger generation (Magnan, 2010, p. 22). It too strongly identifies with Quebec City. However, this identification is not central to the totality of their identity as is the case for youth (p. 23). For the older respondents, linguistic identity plays a more integral role. Therefore, whereas language trumps geography for the older generation who had reached the age of adulthood during shifts in the status of their linguistic group, geography trumps language for the younger generation who had reached adulthood during a “phase de *vide identitaire*.”

The final dimension, historical identity, also shows the younger generation to diverge from the sentiments of the older generation. The majority of the older participants expressed a strong connection of identity to their Irish, English, and/or Scottish ancestors (p. 23). Family roots appear less of a factor for the younger generation in determining their historical identity. This group again demonstrates their hybridity; they are unable to situate

themselves in history as they have difficulty deciding with which linguistic community, Anglophone or Francophone, they are more closely aligned.

In fact, in all four of the dimensions of identity which emerged in this study, a sort of duality is apparent, revealing the possible coexistence of seemingly contradictory characteristics of an individual's identity. Of course, given the qualitative nature of her study, limited number of participants, and specific sample (in terms of age and region/level of contact), these results cannot be generalized to Quebec's young language learners without further corroboration of the data. Nevertheless, Magnan's (2010) conclusions provide evidence that, at least for certain Anglophones, their ethnolinguistic identity may be flexible and open.

However, a more pessimistic interpretation would contend that perhaps Quebec Anglophones' cultural identity lacks clear definition and delineation. Sociologist Gary Caldwell (2002) argues thusly, stating that since the 1970s Quebec Anglophones have progressively been distanced from their Anglo-Canadian cultural roots leading them toward a more continental cultural identity, notably that of "American" (p. 28). He explains that the "Quebec Anglophone Community" (own translation) was once a major contributor to the Anglo-Canadian culture and even nationalism (p. 28). However, with the promotion of multiculturalism during the 1970s, the declining attractiveness of the so-called "WASP" (white Anglo-Saxon protestant) tradition, and an increasing desire for a pan-Canadian nationalism, the "Quebec Anglophone community" saw itself detaching from the shared identity it had with other English Canadians and became the "English-expression community" (p. 28-29). This term not only reflected the experience of Anglophones in Quebec, but also the perspective of Francophones in the province. Caldwell notes that 1978 *Parti québécois* Minister Camille Laurin refers to Anglophones in Quebec as "la communauté anglo-québécoise" in *La politique québécoise du développement culturel* while an equivalent document, *Le français, une langue pour tout le monde*, issued by *La Commission des états généraux sur la situation et l'avenir de la langue française au Québec* in 2001 refers to a "communauté d'expression anglaise" (p. 29). In brief, the province implied that the cultural dimension to the community had disappeared (p. 29).

In sum, based on the limited research available, the cultural identity of Anglophones in Quebec is ambiguous and hardly discernible. While some research insists that Anglophones have adopted a dual sense of identity based on a sense of belonging to both the English and French communities of the province, it has been limited to the specific context of Quebec City which is overwhelmingly Francophone. Moreover, other research suggests that their integration into the predominantly Francophone society has eliminated any sense of attachment they may have once had to their native ethnolinguistic group. The reality for today's young Anglophones is yet to be determined, but it is reasonable to believe that it may be more variable than homogenous.

4.5 Ethnolinguistic Identity and Sociolinguistic Attitudes

The relationships between ethnolinguistic identity and the sociolinguistic attitudes under investigation in the present study have little been explored empirically within French-English Canada. One study, Rubinfeld *et al.* (2006), looked at the relationship between ethnolinguistic identity and attitudes toward the L2 community; however, the social context was outside of Quebec. Another study, Gatbonton and Trofimovich (2008), investigated the relationship between ethnolinguistic identity and L2 proficiency in Quebec, raising questions about a possible link between identity and attitudes; but, only indirect speculations can be made. It appears that no study has been conducted on these latter two sets of variables in the particular context of Quebec. Nevertheless, the little research that has contributed to the study of these variables merits discussion.

4.5.1 Ethnolinguistic identity and attitudes toward the L2 community

There has been at least one study that has examined the relationship between ethnolinguistic identity and attitudes toward the L2 community in the Canadian, though not specifically Quebec, context. This investigation, conducted by Rubinfeld *et al.* (2006), focussed on the principal variables of the socio-contextual model of language learning (Clément, 1980; Noels & Clément, 1996) and how they relate to individuals' cultural representations of the

L2 community. While their study analyzed all of the variables involved in the socio-contextual model (contact with the L2 community, L2 confidence, L2 identity, L1 identity) and their relationships with cultural representations of the L2 community, what is of particular interest to the present study are the analyses pertaining to L1 identity and cultural representations. Indeed, although the terminology differs, these latter two variables respectively correspond to ethnolinguistic identity and attitudes toward the L2 community. Moreover, as is the case for the present study, a group of Anglophone and a group of Francophone students constitute the participants, albeit from predominantly Anglophone Ontario rather than Francophone Quebec. Rubinfeld *et al.*'s path analyses concluded that there is no significant relationship between L1 identity and cultural representations. However, as will be discussed in the following paragraphs, it is reasonable to question whether the researchers' measurement of L1 identity was adequately defined, and therefore, if this null relationship can be relied upon in the context of the present study.

Rubinfeld *et al.* (2006) hypothesized that a positive L1 identity would correlate with positive and accepting cultural representations of the L2 community. Citing Berry's (1984) Multicultural Hypothesis perspective, Rubinfeld *et al.* (1996) believe that development and maintenance of the L1 group identity promotes confidence and, in turn, leads individuals to be open and accepting toward other groups (p. 615). Taking also as a premise that L1 identity is moderated by ethnolinguistic vitality (based on Noels and Clement, 1996; Noels, Pon, and Clement, 1996), they predicted that high ethnolinguistic vitality in the L1 group would correspond with positive cultural representations of the L2 group which, in this case, refers to the Anglophones' representations of Francophones (p. 612). In turn, the group with relatively low ethnolinguistic vitality, that is the Francophones, would not possess positive cultural representations of the L2 group (p. 612). Thus, as far as the researchers' predictions are concerned, L1 identity would be heavily, if not entirely, influenced by the L1 group's ethnolinguistic vitality.

To test these hypotheses, Rubinfeld *et al.* (2006) conducted a comparative study of 42 Francophones and 45 Anglophones, all of whom were studying at the University of Ottawa, a bilingual institution in the predominantly Anglophone province of Ontario (p. 616). They were given a take-home questionnaire that consisted of closed questions in

which they were to self-evaluate, among the other aforementioned variables of the socio-contextual model, their situated ethnic identity and their cultural representations of the L2 group on a seven-point Likert scale (p. 618). The researchers state that the items pertaining to participants' situated ethnic identity rated how "Anglophone" and how "Francophone" they feel in 10 everyday situations, such as when they are at home or when they listen to music (p. 618). Thus, it appears that they rated the strength of their identity, but not necessarily the valence of it.

Path analyses determined that there was no relationship between L1 identity and cultural representations of the L2 group for neither the Anglophones nor the Francophones. Rather, other variables, such as learning the L2, were more responsible for shaping positive cultural representations. However, it is reasonable to question whether the situated ethnic identity measure that the researchers used was adequate for describing participants' L1 identity. As Rubinfeld *et al.* (2006) state in their article, the measure consisted of scales that would evaluate the extent to which participants feel like a member of their ethnic⁵ group (p. 618); it did not measure whether this identification had a positive, neutral, or negative valence. Yet, the Multicultural Hypothesis argues that "own group development and maintenance permits a sense of confidence which will lead to other group acceptance and tolerance" (Berry, 1984, p. 363, cited in Rubinfeld *et al.*, 2006, p. 615), thereby implying that this identification is positive as it would otherwise not lead to "a sense of confidence." As such, it seems imperative to determine not only the extent to which participants "feel" like a member of their ethnolinguistic community, but also the attitudes and feelings that this membership engenders. That is to say, it is possible for an individual to "feel very Anglophone" all the while not having positive associations with this membership, especially for virtually unilingual Anglophones who identify with the group by default. Indeed, this case is not implausible given that the participants were not L2 students, but simply psychology students studying in their L1. Perhaps then, the situated ethnic identity measure was too vague. Indeed, the Cronbach alpha was 0.88 and 0.91 for Francophones and Anglophones respectively, meaning that there was relatively high internal consistency

⁵ Although Rubinfeld *et al.* (2006) use the term "ethnic" to distinguish between the two linguistic groups, it appears that their division corresponds to the "ethnolinguistic" division used in the present study in that the linguistic trait is what defines the group.

among the participants as concerns their identity (p. 618). While these numbers could very well indicate that the participants within the same ethnolinguistic group were relatively homogenous as concerns their L1 identity, there is also a reasonable possibility that the measure of L1 identity was not nuanced enough. This possibly insufficient measure of ethnolinguistic identity may have skewed the results.

An additional skepticism should be practiced when generalizing these results to other populations. Indeed, Rubinfeld *et al.*'s (2006) study looked at Anglophones and Francophones in the predominantly English-speaking province of Ontario, a social context that differs starkly from that of its neighbouring province of Quebec. Moreover, the researchers questioned university students who were not necessarily L2 learners. As such, while they discovered that L1 identity played no role in forming cultural representations but that learning the L2 did, it is difficult to anticipate how such findings would figure among a population completely constituted of L2 learners. In the context of the present study, therefore, Rubinfeld *et al.*'s findings cannot be taken as reliable predictions.

4.5.2 Ethnolinguistic identity and L2 proficiency: A possible link to attitudes?

As the previous section illustrated, a link between ethnolinguistic identity and sociolinguistic attitudes has been little explored empirically. However, the two variables have been examined independently of one another in relation to second language competence. In both cases, the trend appears to be that L2 proficiency is indeed affected by learners' sense of ethnolinguistic identity. There is evidence that a strong sense of ethnolinguistic identity correlates with lower proficiency in the L2 (e.g., Gatbonton & Trofimovich, 2008) and that, as discussed earlier, negative attitudes toward the L2 and the L2 community also correlate with lower proficiency (see Gardner, 1985). With this similarity in mind, a potential link between identity and sociolinguistic attitudes toward the L2 community is worth investigating. Studies conducted in the specific context of French-English relations in Quebec are of particular interest here. However, it is important to note that little research has been done on the notion of ethnolinguistic identity as a predictor of

L2 success, and moreover, the few studies available have only been examined with respect to Francophones in the province.

One such study is that of Gatbonton and Trofimovich (2008). The researchers carried out a quantitative exploratory study among 59 adult Francophones (aged 18-72) in Quebec, a sample which constitutes a linguistic minority in the context of Canada and of North America. Adhering to the sociolinguistic perspective which attributes special importance to social factors, the research sought to determine if ethnic group affiliation, a group-engendered social factor, is associated with these participants' proficiency in English, the language of the dominant group which surrounds them.

To clarify, ethnic group affiliation is defined as "one's sense of belonging to a particular ethnic group, usually (but not necessarily) the group which one was born into or raised in. It entails *both* a desire to identify with or be identified with an ethnic group...and an emotional attachment to this group" (Gatbonton & Trofimovich, 2008, p. 230). In order to determine if this type of social identification with the in-group relates to proficiency in the language of the out-group, Gatbonton and Trofimovich measured the two variables quantitatively. Ethnic group affiliation was assessed with a questionnaire in which participants were asked which ethnic or social group they belonged to and subsequently their degree of knowledge, pride, loyalty and support for this group as indicated by their rankings on 21 nine-point scales. Several of these scales were adapted from previous studies on language identity and attitudes, such as Bourhis and Giles's (1977) research on ethnicity and intergroup relations and Magid's (2004) work on Chinese ESL learners' attitudes. Participants were also asked to rate their daily use of their second language, as the researchers hypothesized that this variable may mediate a direct link between ethnic group affiliation and second language proficiency. Language proficiency was measured both through self-assessment and evaluations by native speaking ESL instructors. First, participants were asked to rate themselves on their degree of accentedness, ability to speak, read, write, and listen to English; these five elements were grouped together as "self-rated global ability" (p. 234). To corroborate these self-assessments, the ESL instructors were then asked to rate recordings of students reading a short text for accentedness, fluency, comprehensibility, ease of expression, ease in understanding English, ability to read, and

ability to write⁶, of which the last four were combined as “native speaker rated global ability” (p. 234). Put together, proficiency was rated in terms of fluency, comprehensibility, and accent development.

An exploratory factor analysis revealed that there are at least four dimensions underlying ethnic group affiliation. Gatbonton and Trofimovich (2008) label them as core ethnic group affiliation, group identity ethnic group affiliation, language ethnic group affiliation, and political ethnic group affiliation. Correlation analyses showed that each one of these dimensions held a different relationship with participants’ levels of English proficiency. First, core ethnic group affiliation, which reflects sentiments of loyalty to the in-group, showed no significant correlation with any of the measures of proficiency (p. 241). Gatbonton and Trofimovich cite this finding as contradicting that of previous studies, namely that of Magid (2004) who found that core ethnic group affiliation was strongly linked to accent. As for group identity ethnic group affiliation, which refers to the strength with which an individual identifies with his/her in-group, the results demonstrated a positive association between it and second language proficiency. However, this relationship only appeared to be the case when a positive orientation toward the out-group was present (p. 242). In essence, it appears that [in]group identity ethnic group affiliation needs to be coupled with a sort of ‘out-group identity ethnic group affiliation’ in order to have positive effects on the in-group’s proficiency in the out-group’s language.

With regards to language ethnic group affiliation and political ethnic group affiliation, both variables demonstrate a negative association with second language proficiency. Language ethnic group affiliation, a reflection of how important an individual views language in the expression his/her group identity, only weakly correlated with lower second language proficiency, and Gatbonton and Trofimovich indicate that further investigation of the relationship is needed (p. 241). Political ethnic group affiliation’s negative relationship with proficiency in English, on the other hand, is significant. This variable, which represents the individual’s support for the in-group’s views on important sociopolitical issues, did not surprise the researchers. After all, given the conflictual

⁶ It is unclear how the instructors rated the written competence of the participants through a reading task. The study does not address this apparent logical fallacy.

political relationship between the participants' first language and second language (p. 242), this manifest relationship supports their initial hypothesis that ethnic group affiliation can hinder second language proficiency. However, for these negative associations, Gatbonton and Trofimovich warn about drawing direct relationships; it appears that participants' amount of daily English use is a mediating variable. Based on their analyses, they suspect that people who view language as a primordial factor in defining their identity and who support their in-group's political goals and aspirations tend to avoid using the language of the out-group in consequence; as a result, their second language proficiency suffers due to a lack of practice (p. 243).

Gatbonton and Trofimovich (2008) document the limitations of their study with great care. They recognize that their results require replication due to a small sample size and that their questionnaires measuring ethnic group affiliation depict the concept as a static notion rather than the dynamic and context-changing one that it is (p. 244). In spite of these limitations, their study draws important conclusions. Firstly, it highlights the importance of social factors in constructing identity. As proposed in Ethnolinguistic Identity Theory, the social context in which the individual lives is a crucial factor in determining the nature of his/her identity. Secondly, it confirms the theory's hypothesis that ethnolinguistic identity indeed plays a role, be it positive or negative, in second language proficiency. These two conclusions have important pedagogical implications, Gatbonton and Trofimovich argue. Most importantly, they propose that ethnic group affiliation levels may prevent students from reaching expected achievement levels.

A study by Oakes (2010), which was discussed earlier, also examines the relationship between identity and L2 proficiency among Francophones in the province. In contrast to Gatbonton and Trofimovich (2008) who look at the general adult population, Oakes examines the province's youth contingent (18-35 year olds), and more specifically, university students in Montreal, Quebec City, and Sherbrooke. While beliefs about English are the focus of his study, Oakes does not neglect to address the issue of identity and proficiency.

Analyses of the data produced by the 463 respondents examined potential correlations between Québécois and Canadian identity on one hand and self-rated English

competency, frequency of use, and beliefs about the language on the other. The data suggests that, in general, participants claimed to feel very Québécois, although less so in Montreal than in Sherbrooke and Quebec. Statistical analyses revealed that while self-rated English competence and use correlated negatively with strength of Québécois identity, it correlated positively with strength of Canadian identity. Although these are merely correlations and not necessarily causal relationships, they provide empirical evidence that there may indeed be a relationship between ethnolinguistic identity and self-ratings of L2 competency. This claim is of course based on the presumption that Quebecois identity is strongly linked to an attachment to the French language. Whether or not these findings can be generalized and whether or not they can be extended to other types of sociolinguistic attitudes (e.g., toward the second language community and toward language policy and planning) remains to be investigated. In sum, this relationship between ethnolinguistic identity and L2 proficiency, which parallels the relationship believed to exist between sociolinguistic attitudes and L2 proficiency, is intriguing as it provides the basis for investigating a relationship between ethnolinguistic identity and sociolinguistic attitudes.

4.6 Summary

This review of the literature pertaining to sociolinguistic attitudes, ethnolinguistic identity, L2 proficiency, and the links among them has illustrated that there are few conclusive results regarding these variables in the Quebec context. Depending on the time, place, linguistic group, research design, age of participants and objectives of the study, the conclusions drawn from the research tend to vary. Moreover, there is a general scarcity of quantitative research investigating the variables of interest in modern Quebec society among both Francophone and Anglophone youth, particularly with respect to the issue of language policy and planning.

With that in mind, Gardner's (1985) socio-educational model that outlines the relationship between social attitudes and L2 proficiency, Giles and Johnson's (1987) Ethnolinguistic Identity Theory that explains the construction of group identity for minority linguistic groups, and the above studies that provide evidence that these theoretical models

may be applicable to the social context of Quebec all motivate the need and interest for conducting the present study. Based on the previous discussion, the following research questions will be addressed in this thesis:

1. *Is there a relationship between adolescent Anglophone and Francophone students' sociolinguistic attitudes (a. attitudes toward the L2, b. attitudes toward the L2 community, and c. attitudes toward language policy and planning in Quebec) and their L2 proficiency?*
2. *What role, if any, does students' sense of ethnolinguistic identity play in the construction of these aforementioned attitudes?*

5.0 Hypotheses

In view of the theoretical and conceptual models ascribed to in this study, as well as of the empirical research that supports them, the following hypotheses and sub-hypotheses were formulated with reference to the research questions:

H₁: There will be a significant correlation between each sociolinguistic attitude measured and proficiency in the L2.

H_{1a}: There will be a positive correlation between attitudes toward the L2 and L2 proficiency.

H_{1b}: There will be a positive correlation between attitudes toward the L2 community and L2 proficiency.

H_{1c}: There will be a negative correlation between Francophones' attitudes toward language policy and planning and their proficiency in English.

H_{1d}: There will be a positive correlation between Anglophones' attitudes toward language policy and planning in Quebec and their proficiency in French.

H₂: There will be a significant correlation between each sociolinguistic attitude measured and ethnolinguistic identity.

H_{2a}: There will be a negative correlation between ethnolinguistic identity and attitudes toward the L2.

H_{2b}: There will be a negative correlation between ethnolinguistic identity and attitudes toward the L2 community.

H_{2c}: There will be a positive correlation between Francophones' ethnolinguistic identity and their attitudes toward language policy planning in Quebec.

H_{2d}: There will be a negative correlation between Anglophones' ethnolinguistic identity and their attitudes toward language policy and planning in Quebec.

6.0 Methodology

6.1 Introduction

As a quantitative investigation involving human subjects and semi-original instrumentation, the present study required a planned and detailed methodology. A select group of participants was targeted and appropriate instrumentation that would maximize variable control was designed, tested, and revised before use. These steps permitted for the collection of accurate data that would adequately respond to the research questions. The following chapter details and justifies the characteristics of the sample population, materials, investigative procedure, and data analysis. Before any steps of the methodology were executed, they were approved by the *Comité d'éthique de la recherche en psychologie et sciences de l'éducation* [Ethics Committee for Research in Psychology and Educational Sciences] at Laval University (approval number: 2012-074 / 07-05-2012).

6.2 Participants

6.2.1 Targeted sample

This investigation studies two main groups of participants: Francophone ESL and Anglophone FSL high school students in the core L2 program in the province of Quebec. In total, 125 students were considered in this study, of which 82 were Francophone and 39 were Anglophone. All of them were in Secondary V, the terminal year of secondary school in the province, which roughly equates to grade 11 elsewhere in Canada. This age group was chosen for several reasons. First, second language education is mandatory in Quebec until the final year of secondary school. Unlike other studies that have looked at one or more of the variables under investigation, the present study targets a population that is learning the L2 in both an obligatory and a scholarly context. Looking at individuals learning the language in an obligatory setting is essential when exploring learner attitudes because the entire range of possible attitudes is more likely to be represented. College (CEGEP), university, and other adult students are not required by law (albeit sometimes by program requirements) to learn the second language. Therefore, it could be expected that

students with less favourable attitudes would be underrepresented and those with more favourable attitudes would be overrepresented at those levels.

Second, although some studies have nevertheless succeeded in gathering a representative sample of varying attitudes and degrees of ethnolinguistic identity, they have done so by soliciting participants of the general population rather than exclusively second language students. As a result, these studies have not examined L2 competency as a variable. With a sample of students in an obligatory language learning context, not only is it possible to have a more extensive range of attitudes and levels of identity but also to measure L2 learning as a variable.

Third, few studies involving sociolinguistic attitudes and identity look at the youth population. Tensions between the two official linguistic communities in Quebec have marked the province since the days of early colonial contact. However, the socio-political scene has toned down significantly since the fervently nationalist days of the latter half of the 20th century. By looking at today's youth, it may be possible to anticipate the trajectory of future intergroup relations in the province as concerns the English- and French-language communities.

Finally, Secondary V high school students were selected due to their near completion of the most recently reformed curriculum. The secondary school graduating class of June 2011 was the first to have completely undergone the province's latest second language education reform, which was implemented at the secondary school level in 2007. As students in the present study (class of 2012) are only the second cohort to graduate from this program, it is timely to begin the process of evaluating the degree of success this curriculum has had in achieving its goals. The goals of the reform included increasing the amount of second language instruction and, through history and civics education, promoting "an intercultural understanding and a social dynamic of inclusion for all without exception" (MELS, 2007, own translation). The linguistic and sociocultural goals of the reform therefore relate to the variables of proficiency, sociolinguistic attitudes, and ethnolinguistic identity that will be examined in the present study. An awareness of these variables can serve as a springboard to begin the process of evaluating the most recent education reform in the province.

In addition to selecting a particular age group, particular regions were also targeted in this study. The participating students originated from two different regions in the province of Quebec: Saguenay-Lac-Saint-Jean and Gatineau. The former was home to the ESL students and the latter, to FSL students. These regions were chosen due to their relatively low level of contact with the L2 community and strong concentrations of members of the L1 community (see Table 1). Indeed, the town selected in Saguenay-Lac-Saint-Jean has demographics that are fairly homogenous, with Anglophones constituting only 0.46% of the population and Francophones 98.9% (Statistics Canada, 2012a). In Gatineau, the population composition is more diversified, with Francophones constituting 77.2% of the population and Anglophones 11% (Statistics Canada, 2012a).⁷ In both regions, therefore, there are significant numbers of students who are actually learning their second language through the school system rather than having acquired it by virtue of being immersed in the L2 community.

Table 1

Demographics of Participant Groups

	Saguenay-Lac-Saint-Jean (Francophone ESL learners)	Gatineau (Anglophone FSL learners)
Region composed of L2 community	0.46%	77.2%
Region composed of L1 community	98.9%	11%
<i>n</i>	82	39

Note. Demographic data taken from Statistics Canada, 2012a.; *n* = number of participants.

Participants from both linguistic groups were recruited by contacting high school principals in both the English and French language public school boards within the province. The initial goal was to find a French-language and an English-language school in each a high-contact, mid-contact, and low-contact region as regards the L2 community so as

⁷ While Anglophone participants are comparatively in much higher contact with Francophones than are Francophone participants with Anglophones, this is due to the fact that Quebec is a predominantly Francophone province. Gatineau nevertheless contains a substantial Anglophone population, and therefore, a substantial L1 ethnolinguistic community in students' immediate environment.

to represent the regional variation across the province in the sample. However, the positive response rate was disappointingly low. In total, 15 French-language (ESL) schools, 16 English-language (FSL) schools, and 4 English-language (FSL) school boards were individually contacted to participate. Of these, only one school of each language was willing to participate in the study; others cited a lack of time or poor timing as impediments, while the remaining candidates simply neglected to respond to the request. Consequently, the sample had to be reduced to two regions: that is, one per each linguistic community resulting in the recruitment of ESL students from Saguenay-Lac-Saint-Jean and FSL students from Gatineau.

It is important to note that the *Commission scolaire de Saguenay-Lac-Saint-Jean* (that is, the regional school board) has been an active participant of the province's grade six intensive English program. As a result, it was impossible to avoid constructing a substantial sample that excluded students who had participated in the program. However, as the vast majority—if not all—of the Francophone participants had this extra exposure to the English language in their primary school schooling, it was not deemed problematic for the objectives of the study.

6.2.2 Participant exclusion

As has been stated several times, the target population of this study was Quebec's Francophones and Anglophones. However, these seemingly clear sociolinguistic identification labels are deceptively complex. In their basic forms, Francophones and Anglophones are native speakers of the language they refer to. And, for the purposes of the present study, this definition is indeed useful. However, those who attend French-language school and English-language school are not necessarily Francophones and Anglophones respectively. Although significant numbers of L2 learners were found in both schools, there was also considerable diversity within them, particularly in the English-language institution.

This heterogeneity can be attributed to stipulations made in the various pieces of legislation that govern the linguistic aspects of Quebec society. The provincial *Charter of*

the French Language (amended in 1982) states that, by default, students attending public elementary or high school in the province of Quebec must do so in French. However, due to the federal *Constitutional Act* (1982) which protects the educational rights of linguistic minorities in all provinces, certain students may still have access to schools where English is the language of instruction. These include students with a Canadian parent who received the majority of his/her elementary schooling in a Canadian English-language school, those with a sibling who has had the majority of his/her elementary or secondary schooling in a Canadian English-language school, those who have received a significant portion of their education in a Canadian English-language school (whether it be through the public or a private system), and Aboriginals.⁸ Therefore, while the criteria set out in the *Charter of the French Language* certainly limits Francophones' and Allophones' entry into the public English system, it does not entirely eliminate it. One possible case may be a student with two Francophone parents, one of whom attended English-language school before the language legislation was enacted. In this case, the L1 and language of use at home may be French, but the language of instruction of this same student could be English. Conversely, the *Charter* also does not restrict Anglophones, nor anyone else with a right to public schooling in the province, from integrating into the French-language school system. As such, Anglophone parents may send their child to a French-language school regardless of what their own language of instruction was. With the Allophones and Aboriginal students who are also found in both systems, it is clear that a student's language of instruction does not necessarily correspond to his or her native language.

This discrepancy between the language of instruction and the language of the home rendered it necessary to examine students' linguistic backgrounds with respect not only to their education but also their family in order to determine whether they should be included in the analyses. Indeed, as many researchers who investigate the relationship between language and identity maintain, both the school and the home are the principal agents of socialization (Pilote, Magnan, & Vieux-Fort, 2010, p. 81. See also Deveau & Landry, 2007; Landry & Allard, 1997). In their qualitative study on the construction of bilingual identities of high school students in minority school settings in Quebec and New Brunswick, Pilote *et*

⁸ For a detailed description of the conditions that must be met in order for a student to attend public English-language school in Quebec, see section 73 of the *Charter of the French Language*, Quebec (Quebec), 1984.

al. (2010) distinguish among the various possible configurations of familial-scholarly identity that students in linguistic minority educational settings may possess. These terms, which are useful in describing the various students who agreed to participate in the study, are: endogamous-minority, endogamous-majority, and exogamous. An endogamous family background is one in which both parents (where present) have the same native language. An exogamous family background, on the other hand, is one in which the two parents (where present) have different native languages. The “minority/majority” distinction refers to whether the language of instruction of the child is that of the societal minority (in the case of Quebec, English) or of the majority (French). In Pilote *et al.*’s study, these terms are used only to refer to a select group of students attending minority-language schools. However, in the present study, students attending majority-language schools are also included. As such, for the purposes of distinguishing among the numerous familial-scholarly identity configurations of students who participated in this study, Pilote *et al.*’s terminology has been expanded upon (see Table 2). Categorizing students using this terminology helped to determine whose data should and should not be included in the analyses.

As illustrated in Table 2, the initial pool of participants is far from being monolithic. In their study, Pilote *et al.* (2010) discovered that—with the exception of students coming from an endogamous-minority background with no bilingual socialization in their environment (those with “familial-scholarly continuity” (p. 84))—students have any number of possible identity configurations within their familial-scholarly identification. They may identify foremost with the community of their language of instruction, or of their native language, or of the language of their parents, or of the language of one of their parents, or even of two languages or more, as the case may be. Due to this possible diversity, only Anglo-endogamous-minority students and Franco-endogamous-majority students⁹ with no bilingual socialization in the immediate or past social environment were retained for data analysis in the present study. As a consequence, only those students who primarily rely on the school system to learn the L2 and about the L2 culture were considered. In sum, this particular selection of participants contributed to a more uniform sample with fewer confounding variables that would contaminate the findings.

⁹ Although Franco-endogamous majority students were not examined in Pilote, Magnan, and Vieux-Fort’s (2010) study, they also have familial-scholarly continuity like their Anglo-endogamous minority counterparts.

Table 2

Possible familial-scholarly identity configurations among students

Parent 1	Parent 2 (if present)	Language of instruction	Terminology	<i>n</i>
Anglophone	Anglophone	English	Anglo-Endogamous Minority*	43
Francophone	Francophone	English	Franco-Endogamous Minority	2
Allophone	Allophone	English	Allo-Endogamous Minority	6
Aboriginal	Aboriginal	English	Abo-Endogamous Minority	0
Anglophone	Francophone	English	Anglo-Franco Exogamous Minority	30
Anglophone	Allophone	English	Anglo-Allo Exogamous Minority	7
Francophone	Allophone	English	Franco-Allo Exogamous Minority	2
Anglophone	Aboriginal	English	Anglo-Abo Exogamous Minority	2
Aboriginal	Allophone	English	Abo-Allo Exogamous Minority	0
Francophone	Francophone	French	Franco-Endogamous Majority*	90
Anglophone	Anglophone	French	Anglo-Endogamous Majority	0
Allophone	Allophone	French	Allo-Endogamous Majority	4
Aboriginal	Aboriginal	French	Abo-Endogamous Majority	0
Francophone	Anglophone	French	Franco-Anglo Exogamous Majority	3
Francophone	Allophone	French	Franco-Allo Exogamous Majority	0
Anglophone	Allophone	French	Anglo-Allo Exogamous Majority	0
Francophone	Aboriginal	French	Franco-Abo Exogamous Majority	0
Aboriginal	Allophone	French	Abo-Allo Exogamous Majority	0

Note: *n* = number of participants; * = participants retained for data analysis.

This post-data collection selection was made possible by the first section of the questionnaire which asked students multiple questions about their linguistic background (see Appendices A and B). If students met the following criteria, they were considered as either Anglo-endogamous-minority or Franco-endogamous majority, as the case may be, and were included in the data analyses:

1. The student's native language must correspond to the language of instruction;
2. Any parents known to the student must have the same native language as the language of instruction;

3. If a grandparent known to the student has an L1 that is the student's L2, the student must not have significant contact with this grandparent (i.e., he/she must not speak with said grandparent more than once a week);
4. The language of instruction must have always corresponded to the student's L1;
5. The student must not consider him/herself bilingual (English/French) or stronger in the L2 than the L1;
6. The student must not have lived in a community where the L2 was the primary language of communication for a period of three months or longer;
7. The student must not be an exchange student.

In addition to these criteria, the students also had to have duly completed the consent form and questionnaire and be in the Secondary V 2012 graduating cohort. Questionnaires that were incomplete or clearly intentionally spoiled¹⁰ were excluded from the data. Table 3 summarizes the number of students who were included and excluded from data analysis and the reasons for doing so.

Table 3

Breakdown of participants included and excluded from data analyses

	English-language school (FSL)	French-language school (ESL)
Initial <i>n</i> of participating students	92	97
<i>n</i> of students not corresponding to targeted criteria	49	7
<i>n</i> of incomplete/spoiled questionnaires of targeted participants	4	8
<i>n</i> of students included in data analysis	39 (19 f, 20 m)	82 (55 f, 27 m)

Note. *n* = number; f = female; m = male.

¹⁰ For example, a small number of students circled the same answer for every question or circled multiple responses for each question.

The 43 Anglophone and 82 Francophone students who were included in the data analyses were between the ages of 16 and 18 and all in the Secondary V cohort at their school. Among the Anglophones, there was a relatively even split along the lines of gender, with 20 females and 23 males. As for the Francophones, there were substantially more females than males: 55 and 27 respectively.

6.3 Materials

6.3.1 Questionnaire

The primary data collection tool was a multi-part questionnaire (see Appendix A for French version and Appendix B for English version). It contained four main sections which measured students' (1) biographic information and linguistic background, (2) amount and type of daily contact with the L2 and L2 community, (3) sociolinguistic attitudes (toward the L2, the L2 community, and language policy and planning in Quebec), and (4) ethnolinguistic identity. Interspersed throughout these sections were also certain questions and items pertaining to relevant covariates: occasional contact and sex in section (1), instrumental and integrative orientations in section (3), and perceived ethnolinguistic identity in section (4). Supplementary items relating to students' identification with Quebec and Canada and their interpretations of various civic labels were also included in section (4).¹¹ Sections (1) and (2) were designed specifically for the purposes of this study, while section (3) heavily drew upon Gardner's (1985) AMTB and Oakes's (2010) study on Quebec Francophones' beliefs about English, and section (4) substantially borrowed from Bourgeois, Busseri, and Rose-Krasnor's (2009)¹² ethnolinguistic identity questionnaire. With the exception of certain questions in section (1), all questions and items were closed-ended. They were also written in students' L1, entailing the creation of both a French and English version. With all four sections combined (covariates and supplementary variables

¹¹ These covariates and supplementary variables were interspersed throughout the main sections of the questionnaire rather than categorized into separate sections because, due to the limited items pertaining to some of these variables, randomization would have been restricted.

¹² Bourgeois, Busseri, and Rose-Krasnor (2009)'s questionnaire was heavily based on Deveau, Landry, and Allard's (2005) version.

included), 110 questions constituted the French (ESL) version of the questionnaire and 109 the English (FSL) version. While the items pertaining to each individual section were grouped together, those within each section were randomized.

Having two different versions of the questionnaire required not only translating but also interpreting the differences between the two. While the items taken from Gardner (1985) were originally written in English, those taken from Oakes (2010) as well as Bourgeois *et al.* (2009) were originally in French. Consequently, translations and interpretations had to be performed in both directions. Because the items targeted not only different linguistic but also different cultural communities, it was often necessary to produce equivalent items rather than direct translations. As such, at times significant deviations from the source questionnaires occurred when the items were translated. These changes (described in the following sections) allowed the questionnaires, though different, to elicit the same types of information among both the ESL and the FSL students. See Section 6.4.1.1 for a description of the process by which these equivalents were arrived at.

6.3.1.1 Biographic information and linguistic background

In the biographic information and linguistic background section, participants were asked to respond to basic questions regarding their age, sex, place of residence, and linguistic profile (native language, language spoken at home, language spoken with various family members, language spoken with friends, language learning experience, amount and type of contact with native speakers of the L2, and so forth). In total, the FSL students were asked 14 questions and the ESL students, 14, four of which—in both versions—contained follow-up questions; in total, up to 23 pieces of data were collected. The information in this section provided the basis for eliminating participants who did not conform to the Franco-endogamous majority or the Anglo-endogamous minority who were sought for the study. However, all students who accepted to participate in the study at a given school completed the questionnaire regardless of their linguistic background so as not to be excluded from the activity of their peers. In addition to eliminating anomalies among the sample group, this

biographic and linguistic background information was necessary to analyze the data in the subsequent sections of the questionnaire with precision.

6.3.1.2 Amount and type of daily contact with the L2 and L2 community

As contact with the L2 and/or its community can be a significant factor influencing attitudes toward that language and community (e.g., Adsett & Morin, 2004; Belemechri & Hummel, 1998; Oakes, 2010) as well as the competency in said language (e.g., Oakes, 2010), the questions in the second part of the questionnaire aimed to obtain a measurement of this contact for each individual student. Both versions of the questionnaire contained five questions that elicited information about students' frequency of daily contact with native speakers of the L2 and the type of linguistic skill exercised. Collectively, the answers to these questions constituted the quantitative value of the daily contact variable that was used when analyzing the data related to the principal variables in the study.

6.3.1.3 Sociolinguistic attitudes

The section pertaining to sociolinguistic attitudes contained a total of 60 items representing all three types examined in the study: attitudes toward the L2 (14 items), attitudes toward the L2 community (26 items), and attitudes toward language policy and planning in Quebec (20 items). All of these items were to be responded to on a 7-point Likert scale (1=strongly disagree, 7=strongly agree).

Although these sections of the questionnaire heavily drew upon previously constructed data collection tools of reputable scholars in the field (Gardner, 1985 and Oakes, 2010), adaptations, additions, and omissions were made in order to make the items suitable for the context and participants of the present study and thereby improve the accuracy of the data to be collected. Additionally, unless already included in the source questionnaires, each item included was also given a semantically equivalent negative or positive mirrored pair. The extremely charged nature of certain statements (e.g., "I hate French"), could qualify them as "leading statements." Thus, in an attempt to reduce response bias, each individual item was formulated in both its positive and negative form

(e.g., “I love French” was also an item). Having two versions of each item allowed for a more valid and reliable questionnaire by balancing out any variation due to the charged nature of certain items.

6.3.1.3.1 Attitudes toward the L2 and the L2 community

The sections on attitudes toward the L2 and attitudes toward the L2 community were heavily based on sections of Gardner’s (1985) canonical AMTB (Attitude/ Motivation Test Battery) questionnaire. Originally produced in English for use with Canadian Anglophone secondary school students, the AMTB has been used by many researchers in the field of social psychology and language learning. The entire battery elicits information on several different types of attitudes; however, the present study drew upon only those sections pertaining to attitudes toward (learning)¹³ the L2 and the L2 community. There were 10 items pertaining to attitudes toward the L2 and 22 toward the L2 community.

Although a significant number of items in Gardner’s (1985) AMTB were borrowed, they were also adapted to fit the context and needs of the present study. The first major modification was revising the terms Gardner used to designate the two linguistic communities from “French Canadians” and “English Canadians” to “Quebec Francophones” and “Quebec Anglophones” (in French: “*des Franco-québécois*” and “*des Anglo-québécois*”). The reasons for this alteration were multiple. First of all, the present study dealt strictly with the context of Quebec. Therefore, it was necessary to modify the geographic qualifier in the terminology used. Second of all, while the terms “French Quebecker” and “Quebec Francophone,” (or their English equivalents) seem virtually synonymous, the former could imply a more ethnically restricted definition (one with origins from France) while the latter could include those of various ethnic backgrounds but who still speak French as a first language. This study did not take into account various ethnic backgrounds, only linguistic ones. As such, the broader term was opted for.

Evidently, although the terminology used attempted to define for the participants as specifically as possible the two distinct linguistic groups being examined, it also aimed to

¹³ Although Gardner classifies the variable as “learning” the L2, not all of the items pertain specifically to the notion of learning; as such, in the context of the present study, “learning” has been dropped.

allow students room for their own interpretation. As Vieux-Fort and Pilote (in-press) discovered in their qualitative study on students attending a minority-language English school in Quebec City, each individual student possesses his/her own social representations of the boundaries defining each linguistic group. For example, some may see the Anglophone community as being completely distinct from the Francophone one in Quebec, while others may see the two as interlocking or overlapping (n.p). In addition, some may believe that only unilingual Anglophones are part of the Anglophone community while others may include bilinguals (n.p). It was important for students to be able to maintain these individual social representations when conceiving of their agreement or disagreement with various characteristics of their own and the other linguistic community. After all, these socially constructed representations are a fundamental contributor to their socially constructed attitudes—the principal variable examined in the present study. Defining for students whether or not members of the L2 community can speak the other language or imposing other similar defining characteristics would amount to imposing a social representation that might not be in the students' repertoire. This imposition could subsequently produce an inaccurate representation of students' attitudes toward that community. In sum, the terms “Quebec Francophones,” “Quebec Anglophones,” “Franco-québécois,” and “Anglo-québécois” satisfied this desire for balance between terminological clarity and the possibility for students' personal interpretation and were thus used throughout the entire questionnaire.

Similarly, certain liberties were taken when referring to the civic communities of “Canada” and “Quebec” (or their adjectival derivations) in items pertaining to attitudes toward the L2 community in the English version of the questionnaire. “Canada” was kept when the items referred to the role of Quebec Francophones in Anglophone culture, heritage, identity, or society (see items 16, 20, 23, 25, 30, 35, 39). This decision was justified by the fact that the majority civic community attached to the culture, heritage, identity, and society of Anglophones in Quebec is not Quebec, but Canada. Indeed, in Vieux-Fort and Pilote's (in press) aforementioned study, the students confirmed this social representation by often associating the Francophone community with Quebec and the

Anglophone community with Canada (n.p.).¹⁴ Consequently, if an item were to read, “Most Quebec Francophones are so friendly and easy to get along with that Quebec is fortunate to have them,” the very premise of the statement would come across as illogical as Quebec Francophones are not a dissociable part of the Quebec polity; in most of society’s eyes, they are the polity. However, in the Canadian context, where Anglophones are the dominant population, the group and the polity are not nearly as synonymous. However, in item 15, Gardner’s original statement which read “Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French” was adjusted to read, “...fellow Quebec citizens...” as the intention was to refer to the L2 community which, again, was restricted to the province of Quebec in the context of the present study. For the Francophone questionnaire, forms of “Canada” to refer to the L1 community were simply and consistently replaced with forms of “Quebec” for items pertaining to the role of Quebec Anglophones in Francophone culture, heritage, and identity as Quebec is the majority context of the L1 community.

6.2.1.3.2 Attitudes toward language policy and planning in Quebec

In order to measure students’ attitudes toward language policy and planning in Quebec, it was necessary to look beyond Gardner’s (1985) AMTB. Indeed, this type of sociolinguistic attitude has been overlooked in the past as a variable potentially related to L2 competency and/or ethnolinguistic identity. Oakes’s (2010) study of Francophone university students’ attitudes and beliefs about English, however, did address this possibility and used a questionnaire containing several items that would elicit participants’ attitudes toward Quebec’s language legislation. As such, Oakes’s items substantially inspired this section of the questionnaire. There were 20 items in each version.

However, as was the case for Gardner’s (1985) AMTB, certain modifications, subtractions, and additions were made to Oakes’s (2010) original items in order to render them appropriate for the high school aged participants. Given that Oakes’s questionnaire

¹⁴ Note that, in the present study, this association of Anglophones with Canada and Francophones with Quebec was also supported by the latter identifying strongly as Canadian and the latter strongly as Québécois. See Section 7.3.5 for details.

was designed with university students in mind, it was at times necessary to adjust the level of language and/or the complexity of the sentence structure. In terms of content, this section of the questionnaire was specifically designed to avoid the inclusion of items referring to elements of language policy and planning that would be beyond the current knowledge and concern of the high school students it was questioning. This objective was achieved by consulting Secondary V students prior to data collection during a pilot test (see Section 6.4.1.2). Items reflected the everyday reality of students living in a society with linguistic legislation (i.e., schooling, public signage, service) and avoided references to elements that would not likely affect them personally (e.g., the language of business in large corporations). As such, a more accurate representation of the already existing attitudes was able to be captured.

6.3.1.4 Ethnolinguistic identity

As outlined in the conceptual and theoretical framework portion of this study, “identity” was defined in terms of Giles and Johnson’s (1987) notion of “ethnolinguistic identity.” In brief, ethnolinguistic identity is formed by the psychological distinctiveness that language provides in distinguishing an individual’s ethnolinguistic in-group (the group of the L1 community) from their ethnolinguistic out-group (e.g., the group of the L2 community). As measuring this concept was one of the aims of the present study, the final portion of the questionnaire contained items designed to elicit how strongly and how positively students identified with their ethnolinguistic in-group. In total, 18 items comprised this section for each of the two questionnaires. Most items were based on Bourgeois *et al.*’s (2009) ethnolinguistic identity questionnaire, which was modeled on Deveau *et al.*’s (2005) version.

6.3.1.5 Covariates

In order to be able to account for variation in the data due to relevant variables separate from the principal variables described above, data pertaining to a number of covariates was

collected with the questionnaire. These covariates were: sex, occasional contact, instrumental orientation, integrative orientation, and perceived ethnolinguistic vitality. Occasional contact refers to contact students might have with the L2 and/or its community in exceptional circumstances like private lessons and short or extended trips to a L2 environment. Two questions were contained in the “biographic and linguistic background” section of the questionnaire (though analyzed separately) to measure this level of occasional contact.

The instrumental and integrative orientations, which are elements of Gardner’s (1985) socio-educational model (see Section 3.2), measure the nature of the reasons motivating the student to learn the L2: pragmatic (instrumental) or a positive interest in the L2 community (integrative). A total of eight items, four for each orientation, were interspersed throughout the portions of the questionnaires pertaining to attitudes toward the L2 and attitudes toward the L2 community. Each of these items was taken from Gardner’s (1985) AMTB.

Finally, students’ perceived ethnolinguistic vitality (see Giles & Johnson, 1987), that is their perception of the vitality of their L1 and L1 community, was measured by a series of items created for the purposes of this study. Items pertained to the students’ perceptions of the status of their L1 (minority vs. majority), the demographics of its speakers, and the amount of institutional support it possesses. Collecting data on this variable was deemed important given the ambiguous majority-minority status of each ethnolinguistic group included in the study as well as its apparent relationship with ethnolinguistic identity (see Giles & Johnson, 1987 in Section 3.3). A total of 10 items were used in the Francophone questionnaire and 9 items were used in each questionnaire. The reason for this difference in number is that Francophones were asked to rate whether they had substantial demographic weight in the whole of Canada, a question deemed unnecessary for Anglophones given the obvious Anglo-dominance in Canada as a whole.

6.3.1.6 Supplementary variables

Additional variables that were not included in the main data analyses were also measured in the questionnaire. The first of these variables pertained to students' sense of belonging to both Canada and Quebec and their interpretations of various civic labels pertaining to these two polities. Although every student surveyed is legally a member of both Canadian and Quebec society, it was believed that the degree to which students feel a part of or separated from these two societies might correlate with the strength and valence of their ethnolinguistic identity. Indeed, based on previous studies that suggest the English-language community associated itself with the Canadian polity while the French-language community is associated with Quebec (e.g., Vieux-Fort & Pilote, in-press), these items were thought to bring out whether the ethnolinguistic identity overlapped with a particular civic one.

Both Francophone and Anglophone students were asked to rate the extent to which they felt Canadian. However, whereas Francophones were asked to indicate how “Québécois” they felt, the same question applied to Anglophones engenders complications as the commonly used English translation—Quebecker—has been found to be non-synonymous in meaning by members of Quebec society (Taylor & Dubé-Simard, 1982). The former may imply a more ethnic definition whereas the latter a more civic one. As a result, each Anglophone was asked to rate how much he/she felt like a “Québécois,” a “Quebecker,” and finally, a “Quebec Anglophone,” the last of which was the terminology used throughout the questionnaire. Having data for each one of these three identifiers would allow a more thorough and nuanced analysis of the Anglophone students' identification with the polity of Quebec. Conversely, Francophones were asked similar questions pertaining to Anglophones' place in Quebec society. They were asked to rate the extent to which they believed Quebec Anglophones were “Québécois,” and similarly, if they believed Quebec Anglophones were “Québécois” on the same level as Quebec Francophones. Collectively, a total of four items in each of the two questionnaires constituted the measurements of these supplementary variables.

6.3.2 *Les épreuves uniques: L2 proficiency*

Core language courses in Quebec contain three main objectives for students to achieve in their second language: 1) to interact orally, 2) to understand oral or written texts, and 3) to produce written texts. At the end of their Secondary V level course, core ESL and FSL students across the province are required to take a set of tests administered by the Quebec Ministry of Education in order to measure their proficiency in these competencies. These tests, collectively known as *les épreuves uniques* draw upon a particular theme (e.g., media) and are designed to reflect the skills taught and practiced in the course curriculum throughout the school year. The students must individually produce a written text based on a previously read text, participate in an oral interaction testing activity in a group of four, and complete a multiple choice exam testing their reading comprehension (this last test was not included in the present study for reasons described below). See Appendix C for a detailed description of the testing process and evaluation grids. The students participating in the present study underwent these examinations in June 2012, and their results on these tests were used as a measurement of their proficiency in the second language.

Although the practice of administering *les épreuves uniques* is uniform across the province, the content of them varies depending on the language being evaluated. The most salient difference is that the tests account for 50% of FSL students' final course grade while only 35% of ESL students' (see Table 4). While the three aforementioned competencies are goals for both L2 programs, students in the ESL program are only assessed on two of them: oral interaction and written production. FSL students are evaluated for all three skills, thus accounting for the weighting discrepancy.

Despite the discrepancies between the ESL and FSL versions of the tests, the *épreuves uniques* constitute the most accurate and appropriate measure of students' proficiency available in the context of this study. Their principal advantage is that they test students' proficiency in the competencies developed in the curriculum to which the students were exposed. Therefore, the tests are appropriate for the level as students are evaluated in relation to their educational grade in the language. In addition to their suitability for the target population, *the épreuves* are also uniform for all students across the province. Whereas using students' grades in their second language course could be biased by teachers' varying methods of evaluation and forms of assessment, using students' grades on

the *épreuves* provides a more comparable measure from one student to the next, even if there is a certain degree of subjectivity in grading among evaluators.

Notwithstanding these advantages, use of the *épreuves uniques* has its shortcomings. Most notably, there is no measure of written text comprehension for the ESL students. In fact, this measure will not be available for any of the students in the study. Although the FSL students are tested on this competency, their results are determined by the Ministry and are not made available to the teacher. Moreover, because students receive these results during the summer months after their last year of high school, it was impossible to get these results from the students directly. Despite this limitation, the available *épreuves* still provide an indication of students’ oral and written proficiency in the second language and, therefore, constitute a fairly well-rounded representation of their overall competency. Finally, as mentioned earlier, the evaluation grids for ESL and FSL *épreuves* are not identical. This discrepancy could pose potential problems for studies that compare the proficiency levels of one linguistic group to the other. However, in the present study, students’ proficiency will only be compared within their own linguistic group and to their individual attitudes and ethnolinguistic identity. As a result, it is only essential that the proficiency measure be identical among students of the same linguistic community.

Table 4

Weightings of students’ final grades on the Épreuves uniques

		Oral Interaction	Comprehension of Oral and Written Texts	Written Production	Total
Core ESL Program	Semester Work	20%	30%	15%	65%
	<i>Épreuve unique</i>	20%	N/A	15%	35%
Core FSL Program	Semester Work	20%	15%	15%	50%
	<i>Épreuve unique</i>	20%	15%	15%	50%

In the present study, students’ results on each available individual competency test as well as their conflated overall scores were taken into consideration. These measures

provided the grounds for analyses drawing links between students' proficiency, their sociolinguistic attitudes, and their ethnolinguistic identity.

6.4 Procedure

6.4.1 Preparation and pilot testing

Before any data was collected, verifying the validity and accuracy of the questionnaires and testing them on individuals not participating in the main study was vital. The preparation and pilot testing involved three major steps and several volunteers. First, the equivalency of the French-English translation was verified with a focus group. Second, the clarity, content, and length of each version were scrutinized by adults with similar linguistic and scholastic profiles to the participants in the main study. Finally, the nearly-finalized questionnaires were tested by Secondary V Francophone and Anglophone students who provided their feedback. Collectively, these steps ensured valid questionnaires for data collection.

6.4.1.1 Verification of translation and interpretation of questionnaire

As previously mentioned, the questionnaire used in this study was administered to ESL students in French and FSL students in English. By eliciting information in students' L1, their understanding of the questions and items was better ensured. However, due to certain cultural references contained within them, the French and English versions of the questionnaires are not direct translations of each other but rather equivalents. For example, in the section regarding attitudes toward language policy and planning in Quebec, Anglophone FSL students were asked to rate their agreement with a statement that reads, "It bothers me when I can't be served in English in Quebec," while Francophone ESL students were given "*Ce n'est pas grave si je me fais servir en anglais au Québec* [It's no big deal if I'm served in English in Quebec]." Although these statements are semantically quite different, in both cases, how much a student agrees (or disagrees) with the given statement provides an indication of how much he/she disagrees (or agrees) with language policy in

Quebec that makes French the default language of service. This example is but one of many. A further complication was that because the questionnaire used in the present study was largely based on questionnaires used in previous research studies (see Section 6.3.1 above), and because some of these source questionnaires were originally in French while others were in English, translations and interpretations were made bidirectionally.

Evidently, it was necessary to verify that each version of the questionnaire was a valid translation and interpretation of the other. To that end, after each item was freely translated and interpreted from the source language to the target language, the two versions were verified by a focus group. This group consisted of four English-French bilingual, university graduate, residents of Quebec who were between the ages of 24 and 30. All of them had significant contact with both the English and French linguistic communities in Quebec through their different familial and schooling backgrounds, and all of them considered themselves more or less equally comfortable in both languages.

Equipped with a copy of each version of the questionnaire, members of the focus group first individually reviewed each question/item and its proposed equivalent checking their validity and noting any inconsistencies, faulty translations, suggestions, questions, and so forth when appropriate. Once this individual task was completed, the group was led in a discussion to examine each of the questions/items together and share their notes. Any questionable translations and interpretations were discussed as a group, and once a consensus was reached about the most appropriate solution, the changes were integrated into the questionnaire.

Using a focus group consisting of linguistically and culturally qualified individuals to verify the French and English versions of the questionnaire was integral in ensuring that equivalent information would be elicited amongst both groups of participants. This step also minimized the number of modifications that would need to be made in the subsequent steps of the pilot test.

6.4.1.2 Pilot testing of questionnaire

Once the focus group verified the French and English versions of the questionnaire for their linguistic and cultural equivalency, each questionnaire underwent a two-step series of pilot tests. The first step entailed having young adults (aged 21-35) respond to the questionnaire corresponding to their native language and eliciting their feedback regarding its clarity, the appropriateness of the questions and items, and the amount of time it took to complete. This group of participants consisted of nine Francophones and nine Anglophones who tested and evaluated the French and English versions of the questionnaire respectively. As they were located in various regions of the province, the participants were sent the questionnaire and instructions by e-mail and were asked to return the completed questionnaire along with their responses to the following questions:

1. Are there any items/questions that are unclear or ambiguous? Please specify which ones and explain why.
2. Are there any items that are difficult to answer because you agree or disagree with only part of the statement? Please specify which ones and explain why.
3. Are there any questions/items that made you feel uncomfortable or that you were uncomfortable responding to?
4. Are there any questions/items that you feel should be added to the questionnaire that would give a better indication of your linguistic background, sociolinguistic attitudes, and/or ethnolinguistic identity?
5. How long did the questionnaire take you to complete?
6. Do you have any other comments, questions, concerns, or suggestions?

Question 1 was the source of the majority of the feedback from both the Francophone and Anglophone young adult pilot test groups. Certain questions were deemed unclear due to their formulation or the level of language used. These resulted in minor changes such as avoiding negatively worded statements (e.g., “I do not think *x*” became “I think *y*” where possible). They also involved using more specific vocabulary to ensure a correct interpretation of the item. For example, one Anglophone respondent mentioned that

the item which originally read, “Most Quebec Francophones are so unfriendly and difficult to get along with that Canada would be better off without them” was unclear because he was unable to determine what “better off without them” actually meant; in fact, he questioned whether the statement inferred that he would like to see Francophones literally and physically banished from Canada. In reality, of course, although the statement is strong, there was no intention of insinuating such brutality. To clarify the meaning of the statement, it was changed to: “Most Quebec Francophones are so unfriendly and difficult to get along with that it’s unfortunate that they are a part of Canada.” Evidently, the feedback provided at this stage was instrumental in ensuring the questionnaire’s clarity.

Based on the responses to questions 2 and 3, there were no items/questions in the questionnaire that contained conflicting elements in the same statement nor were there any that rendered the participants uncomfortable. There were also no suggestions for further questions that would contribute to a better understanding of individuals’ linguistic background, sociolinguistic attitudes, and/or ethnolinguistic identity, nor were there any additional concerns or suggestions.

Collectively, the answers to these questions served to improve the quality of the questionnaire as concerns its clarity and to give a general indication of the expected time to allot for students completing the second round of the pilot testing (20 to 30 minutes). Any modifications made during round one were resubmitted to the translation and interpretation focus group for approval via e-mail. Once approved, they were integrated into the questionnaires that were distributed to the second group of pilot testers.

The second round of pilot testing was done with students similar to those who would be participating in the actual study. In two separate instances, a group of Secondary V Francophone students and a group of Secondary V Anglophone students were gathered to complete the French and English questionnaire respectively and share their feedback. The Francophone group consisted of five female and five male core ESL students from a public high school in the Quebec City region, an area that is 93.8% Francophone and 1.4% Anglophone (Statistics Canada, 2012a). Therefore, they closely resembled the participants from Saguenay-Lac-Saint-Jean in terms of their ESL curriculum and degree of contact with the L2 community. The Anglophone group consisted of three female and three male

enriched FSL students from a public English-language high school in the same region. Although these students digressed from the profile of their Gatineau counterparts who have a substantially lower amount of FSL instruction and higher proportion of Anglophones in their immediate community, they nevertheless were adequate for the purposes of the pilot test. Indeed, the pilot test simply intended to evaluate the clarity and length of the questionnaire in students' L1; therefore, their L2 competency, sociolinguistic attitudes, and ethnolinguistic identity were virtually irrelevant.

The Anglophone and Francophone student pilot test groups separately met with the researcher outside of school hours to complete the questionnaire and subsequently discuss its content. The students were provided with a paper copy of the questionnaire and its corresponding instructions and were asked to complete it individually, without communicating with other members of the pilot test group who were simultaneously participating in the task. They were also asked to mark any questions that were not clear or that they did not feel comfortable answering. After all of the students in the group had completed the questionnaire, they were then asked to participate in a group discussion regarding their impressions of the questionnaire. The same questions used for the adult pilot test groups (see above) were used again here. But, as the questionnaire had already been thoroughly reviewed and revised during the translation and interpretation focus group session as well as during the first round of the pilot testing, the students had relatively few comments. One Francophone student, however, suggested including a question about students' attendance of English summer camps as these experiences are common among Quebec English learners and qualified as significant L2 learning experiences; as such, a question to this effect was added to the original questionnaire. The Anglophones saw no need for this question as attending a L2 French camp was viewed to be a true rarity amongst the population; it was, therefore, not included in the English questionnaire. With the exception of this criticism, the students found the items in the questionnaire a fair measure of their linguistic background, sociolinguistic attitudes, and ethnolinguistic identity.

A major objective in testing the questionnaire among Secondary V students prior to actual data collection was to ensure that the questions regarding attitudes toward language policy and planning in Quebec did not touch upon issues beyond students' knowledge.

Therefore, verifying the comprehensibility of items in this section of the questionnaire was particularly important because the previous questionnaire (Oakes, 2010) from which a large number of items were borrowed was used among university students, not high school students. At the time, the extent of participants' knowledge of legislation like the *Charter of the French Language* was unknown. It was important to ensure that the attitudes being evaluated were ones toward elements in society that students were aware of, not for them to formulate new opinions on elements they knew little to nothing about. In other words, the questionnaire was not to contain information about language policy and planning that would have been unknown to the students prior to reading the questionnaire. To achieve this objective, the two groups of students participating in the pilot test were asked to explain what they knew about *Bill 101* and language policy and planning in general in Quebec. They were able to cite restrictions regarding the language of schooling, public signage, service in public places, as well as indicate that the purpose of these restrictions were to protect and promote the French language in Quebec. The items in the questionnaire therefore reflect these elements of language policy and planning in Quebec (see Appendices A and B) and all of the students assertively testified that any of the information provided in the questionnaire regarding these elements was known to them before having read it. One even cited that, "a student who wouldn't be familiar with these elements would have a serious problem with general culture," (own translation) a statement with which his peers earnestly agreed.

With these two rounds of pilot testing, the grounds for a smooth execution of the actual study were paved. The older groups were able to provide a critical linguistic and content-based revision of the original questionnaires that was informed by both their knowledge of the goals of the study and their experience as students having grown up in similar educational and social contexts as those who would be participating in the study. The younger groups allowed for a dry-run of the data collection that was to be carried out in Gatineau and Saguenay-Lac-Saint-Jean amongst their peers and to ensure that any problems with clarity and content in the questionnaire were resolved before doing so. All three steps of the pilot test—the translation/interpretation focus group, the testing of the questionnaire among the young adults, and the testing among the Secondary V students—were instrumental in ensuring effective data collecting during the actual study.

6.4.2 Administration of the questionnaire

Upon the completion of the pilot testing, the questionnaires were finalized and ready for data collection. The two teachers who agreed to have their classes participate in the study were sent all of the necessary materials by mail: student information sheets (see Appendices H and I), consent forms (see Appendices J and K), questionnaires (see Appendices A and B), and instructions on how to proceed (see Appendices L and M). The decision for data collection to take place in the absence of the researcher was motivated by two principal reasons. Firstly, allowing the teachers to be in complete control of the time and date of the questionnaire's administration facilitated their participation in the study which took place at a particularly busy period of the school year (May/June)¹⁵. Secondly, and more importantly, it was feared that having the researcher present would intensify the observer's paradox phenomenon (see Labov, 1972) and response bias, which could incite students to respond differently to certain items knowing that they are being observed. To prevent students from feeling unnecessary anxiety or pressure, and from worrying about offending or seeking to please the clearly Anglophone researcher, the students completed the questionnaire only in the distant presence of their regular L2 teacher during regularly scheduled L2 class time. The teacher ensured that the students did not speak to one another while they carried out the task and provided them with as much time as they needed to complete the questionnaire.¹⁶

In addition to students completing the questionnaire in a familiar and non-threatening environment, they were also ensured that their anonymity and confidentiality would be protected. To that end, a coding system was used that prevented the researcher from seeing the students' names throughout the duration of the study but that permitted their questionnaire responses to be linked to their results on the L2 competency tests. In addition, their teachers deposited the students' completed questionnaires in the mailing box

¹⁵ Because the Ministry's L2 exams took place in June, it was necessary to have students complete the questionnaire close to the end of the school year so that the portrait of their attitudes and sense of identity captured by the questionnaire would accurately reflect what they possessed during the time of testing.

¹⁶ Based on the teachers' reports, the vast majority of participating students took approximately 25 minutes to complete the task.

immediately upon their submission as they were instructed that they were not to read the students' answers. In sum, the procedure used to administer the questionnaire promoted accurate data collection and the protection of students' rights.

6.4.3 Collection of student results on L2 competency tests

The sections of the Ministry's L2 exams that were used as a measure of students' L2 competency (oral interaction and written production) were evaluated by the students' teacher who subsequently recorded the marks and sent them by e-mail to the researcher. Only those students who agreed to have their marks released for the purposes of the study were included in the data analysis.

6.5 Coding

As explained earlier, when students responded to items in the questionnaire on the one to seven Likert scale, they were rating how strongly they agreed or disagreed with the statement presented before them. A "1" indicated that the student "strongly disagreed," while a "7" indicated that the student "strongly agreed." However, a "1" did not necessarily correspond with a negative attitude/sense of identity and a "7" with a positive. Depending on the formulation of the item, the level of agreement inversely corresponded with the valence of the attitude. For example, a student who responded "1" to the statement "I hate French" was showing evidence of a positive attitude. Conversely, a student who responded "7" (strongly agree) was indicating the presence of a negative attitude. In order to make all data uniform, for all negatively formulated items in the attitudes and identity sections of the questionnaire, students' responses were recoded to reveal the strength and valence of the attitude/identity they were revealing rather than their level of agreement/disagreement with the item. For the items in question, therefore, a "1" became a "7," a "2" a "6," and a "3" a "5;" a "4" ("neither agree nor disagree") continued to represent the neutral position on the scale. Consequently, scores of one to three indicate negative attitudes while five to seven,

positive. This recoding of the data permitted data analyses to take place on uniform and comparable scales.

6.6 Data Analysis

Statistical analyses of the collected data were conducted on multiple levels. First, measures of central tendencies were calculated in order to obtain a general overview of students' sociolinguistic attitudes, ethnolinguistic identity, and L2 proficiency as well as of the quantifiable covariates (contact (both daily and occasional), orientations for learning the L2 (instrumental and integrative), and perceived ethnolinguistic vitality). Second, in order to determine the basic relationships between each of the main variables under investigation, univariate regression analyses were performed. Third, to verify the significance, or lack thereof, of these relationships, multiple regressions were performed that included the covariates. Finally, in an attempt to determine the best possible predictors of each of the response variables, stepwise regression analyses were performed. Significance was set at $p = 0.05$ for each of the relationships.

6.7 Summary

The present study adopted a quantitative research design, making use of and developing previous measurement instruments in the field to collect anonymous and reliable data. These tools were thoroughly tested and refined through a series of pilot tests. Once finalized, the study was carried out with a carefully selected convenience sample of Francophone and Anglophone students in different regions of Quebec. The data collected underwent multiple statistical analyses, which will be presented in the following chapter.

7.0 Results

7.1 Introduction

The results of the study are divided into three main categories. First, the outcomes of the questionnaires' reliability tests are presented. Second, descriptive data pertaining to each of the predictor and response variables (attitudes toward the L2, attitudes toward the L2 community, attitudes toward language policy and planning in Quebec), covariates (instrumental orientations, integrative orientations, daily contact, occasional contact, and perceived ethnolinguistic vitality), and supplementary variables (interpretations of various civic labels) are explicated. These data provide a general snapshot of each linguistic group's general characteristics. Finally, the multiple statistical analyses examining the various relationships between each sociolinguistic attitude and L2 proficiency as well as between ethnolinguistic identity and each sociolinguistic attitude are described. The combination of this descriptive and correlational data reveal various tendencies and trends for each linguistic group.

7.2 Reliability of the Questionnaire

For each of the principal variables measured by a collection of items in the questionnaires (i.e., attitudes toward the L2, attitudes toward the L2 community, attitudes toward language policy and planning in Quebec, and ethnolinguistic identity) as well as the covariates that require an acceptable level of internal consistency (instrumental orientation, integrative orientation), the internal consistency was verified. The remaining covariates (daily contact, occasional contact, perceived ethnolinguistic vitality, and students' understanding of different civic terms) were not measured for internal consistency as the items that conflated to represent them were not required to relate to one another. For example, if students responded that they read in the L2 for pleasure on a daily basis (indicating high contact), they could have very plausibly also responded that they had little to no interaction with friends or family who are native speakers of the L2 (indicating low contact); this discrepancy would evidently not constitute unreliability on the part of the questionnaire.

For the items pertaining to the variables and covariates of concern, the internal consistency was measured using Cronbach’s coefficient alpha. The questionnaire proved to be a reliable instrument of measurement, with each of the variables possessing a raw alpha of no lower than 0.82 and as high as 0.95 (see Table 5; See Appendix N for complete calculations). These results suggest that the questionnaire measured adequately and in a reliable manner each of the variables under investigation. Despite the high level of internal consistency for each of the variables, the tables also reveal that certain items contributing to the measurement of each variable deviated from the majority of the others. However, the overall reliability of each section of the questionnaire was not compromised due to the fact that multiple items measured a single variable.

Table 5

Summary of Cronbach’s coefficient alphas for each relevant section of the questionnaire

	Francophone Questionnaire α	Anglophone Questionnaire α
Attitudes toward the L2	0.90	0.85
Attitudes toward the L2 Community	0.89	0.95
Attitudes toward Language Policy and Planning in Quebec	0.84	0.82
Ethnolinguistic Identity	0.91	0.88
Instrumental Orientation	0.48	0.87
Integrative Orientation	0.81	0.85

Note. α = Cronbach’s alpha (raw); Decimals rounded to the nearest hundredth.

7.3 Descriptive Overview of Variables and Covariates

Before delving into analyses regarding the relationships between the various variables under investigation, an overview of the data collected for each individual variable is in order. In this section, the descriptive statistical information for each variable and covariate is reported, providing the general characteristics and tendencies of the two linguistic groups, and when appropriate, the similarities and differences between them.

7.3.1 Sociolinguistic attitudes

The data presented in the following sections concerns students' attitudes toward the L2, attitudes toward the L2 community, and attitudes toward language policy and planning in Quebec. Multiple tables present the compiled data and descriptive statistical information concerning the participants' responses to each item for each type of attitude. To facilitate reading, the items have been reordered from the original questionnaires so that the negative formulation of each item follows its positive counterpart (see Section 6.3.1.3). For each item, the distribution of total responses (by percentage) is provided based on the one to seven Likert scale that was used in the questionnaire, as are the measures of central tendency. As explained in Section 6.5, it is important to note, that this scale differs from that used in the questionnaire in which one meant "strongly disagree" and seven "strongly agree." The formulation of certain items meant that if the student circled 7 ("strongly agree"), he/she would be indicating the maximal negative attitude while 1 ("strongly disagree") would be the maximal positive attitude. As such, the values pertaining to these items were inverted to correspond to the same scale as the rest of the items (1 = strongly negative attitude, 7 = strongly positive attitude).

7.3.1.1 Attitudes toward the L2

As shown in Tables 6 and 7, Francophones' attitudes toward the English language and Anglophones' attitudes toward the French language had collective averages of 5.18 and 3.84 respectively. Simply put, overall, the Francophone students collectively had a slightly positive attitude toward English while their Anglophone counterparts possessed a slightly negative attitude toward French. In terms of the proportions of attitudes across each group, 79% of Francophones possessed an overall positive attitude toward the English language, 20% negative, and only 1% neutral. For Anglophones, the dominant proportions are inverted with only 38% demonstrating an overall positive attitude toward the French language, 56% negative, and 5% neutral.

While the dominant valence of the overall collective attitude varied according to linguistic group, as can be seen in Tables 6 and 7, the entire spectrum of possible attitudes was represented to some degree within both linguistic groups. For certain items, however, students were less divided than others. For example, whereas there appears to have been a general agreement (88%) among Francophone students that learning English is not a waste of time (item #14 in Table 6), they were more divided (39% negative, 27% neutral, and 34% positive) regarding whether or not they prefer to spend their time on subjects other than English (item #12 in Table 6). Similarly, for Anglophones, a clear majority (72%) agrees that learning French is not a waste of time (item #14 in Table 7). In contrast to their Francophone counterparts however, their view regarding their desire to spend their time on other subjects than French is not divided, but rather a clear majority (77%) reported that they would indeed rather spend their time otherwise (item #12, Table 7). Therefore, while both Francophones and Anglophones seem to agree that there is a utility in learning the other official language, they differ in their tendencies regarding the desire to spend time learning it.

7.3.1.2 Attitudes toward the L2 community

As concerns students' attitudes toward the other official language community in the province, there appears to be considerable ambivalence within both linguistic groups. As shown in Table 8, for Francophones, the overall collective average attitude sits at a score of 3.89, just barely below the neutral mark on the Likert scale. For Anglophones, their collective overall average differs only incrementally, sitting at 3.83 (see Table 9). These averages may appear to indicate that students are simply indifferent toward the other linguistic community. However, the breakdown of the percentages of students possessing an overall favourable or unfavourable attitude for both groups tells a slightly different story. Indeed, these percentages indicate that students are rather divided regarding their attitudes toward the other linguistic community. In fact, for Anglophones, not a single student demonstrated a neutral attitude toward the Francophone community in Quebec; these students were split nearly directly down the middle with 49% possessing an overall negative attitude and 51% an overall positive. For Francophones, slightly more variation

was produced, with 56% possessing an overall negative attitude, 35% positive, and 9% neutral. In both cases, there are substantial numbers expressing each valence of the attitude.

This trend is visible not only for the overall attitudes but also for nearly every item constituting them. Among the 22 items, there were only three within each group that the students opined as a clear majority. Interestingly, two of the three are the same for each group, and moreover, these two items are a pair (i.e., one positively and one negatively formulated item with the same content). For Francophones, 77% of them disagree with the statement made in item #19: that is, that Francophones should not worry about learning the English language. For Anglophones, 77% of them agree that Quebec Francophones have a strong sense of group identity (item #27). Both groups have a slight majority of roughly two-thirds who have negative attitudes regarding how well the other linguistic community speaks its second official language (items #32 and 24 in both questionnaires). Again, this result does not indicate that there were insubstantial numbers of students who had favourable, unfavourable or neutral attitudes for any of the other items; rather, these items just described were the only ones for which the linguistic group expressed a clear opinion as a majority on the matter.

7.3.1.3 Attitudes toward language policy and planning in Quebec

The items in the section of the questionnaire pertaining to attitudes toward language policy and planning in Quebec touched upon seven different themes: rules regarding access to education in a certain language, learning second languages at the elementary and high school level, the language of public signage, the language of service in the public sphere, the official statuses of English and French in Quebec, the threat English poses to French, and the role of the government in protecting and promoting the French language. The general tendencies apparent for students' attitudes visibly differ within each linguistic group. Francophones had an overall collective average attitude of 4.6 (approaching slightly positive on the Likert scale), with 73% of students demonstrating an overall positive attitude, 27% an overall negative attitude, and 1% no valence (see Table 10). As for Anglophones, the results starkly contrast with an overall collective average of 2.74

(between “moderately” to “slightly” negative). A total of 97% of these students demonstrated an overall negative attitude and only 3% a positive one (see Table 11).

Regarding the first issue of education, Francophones’ responses indicated that only a minority are in favour of restrictions preventing Francophones and non-Anglophones from attending English-language educational institutions. While their opinions vary depending on the level of schooling in question—that is, those against restricting access to English-language CEGEPs (items #44 and 56, 79% and 71% respectively) are greater in number than those opposing restricting access to English-language elementary and secondary school (items #42 and 48, 41% and 62% respectively)—in general, it appears that as far as language policy regarding education is concerned, Francophones are not strong supporters of it. Anglophones appear to opine in a similar direction. Concerning the elementary and secondary school levels, a majority of Anglophone students are against restricting access to English-language school (items #42 and 48, 67% and 74% respectively). And, while they are less pronounced than their Francophone counterparts, the Anglophones’ responses regarding access to English-language CEGEPs indicate that a moderate majority of them are in favour of keeping the institutions open to Francophone students (items #44 and 56, 62% and 67% respectively).

As regards the learning of second languages in elementary and secondary school, half of the Francophone students believe that learning English more intensively at school (item #55) would not threaten their culture, while 30% do, and 20% are undecided. In a similar vein, when asked if English should be taught more intensively in French-language schools (item #57), roughly the same proportions were in favour of it (57% agreed, 23% disagreed, and 20% remained undecided). Nearly two-thirds (63%) do not believe that too much time and energy is currently being spent on English, while less than one-fifth (18%) do (item #46). However, approximately three-quarters (76%) think that English-language schools in Quebec are not currently teaching French intensively enough (item #57).

For their part, 67% of Anglophones believe that Quebec Francophones do not risk losing their culture if they learn English more intensively at school, while 13% do, and 18% are undecided (item #55). Moreover, 79% of these students believe that English should be taught more intensively in French-language elementary and secondary schools in the

province (item #49). With respect to the teaching of French in English-language schools, they are noticeably divided on the issue; as many students believe that there is too much time and energy spent on French in English-language elementary and high schools as those who do not (41%), and those who believe French should be taught more intensively in English-language schools (41%) slightly outnumber those who do now (36%). Of note, it is in response to these items regarding the teaching of French in English-language schools that Anglophones manifest positive attitudes toward in the highest numbers; while 41% is far from being a majority of students, no other item pertaining to the variable of language policy and planning in Quebec elicits as much of a positive response among Anglophone students as items 46 and 57.

When it comes to French as the public language of communication, the data shows a tendency for Francophones to be in favour of policy and planning that ensures signs and service in the public sphere prioritize the use of French. While a clear majority (91%) believes that it is unacceptable for English to be visually predominant over French in signs, substantially less (57%) are bothered by the use of English altogether. As for service, upwards of 80% of Francophones are in agreement that it is problematic if they are not served in French in Quebec (items #58 and 51). Anglophones' responses demonstrate less favourable attitudes toward the acceptance of French as the public language of communication. A strong majority (79%) are against the idea of English being less prominent than French on public signs, and 74% are bothered by it (items #50 and 41). As for service, 77% are bothered when they cannot be served in English in Quebec. However, if they know that the server is able to speak English, just over half (56%) demonstrated a negative attitude if they are served in French; 33% report to not mind (item #58).

More than three-quarters (77%) of Francophone students believe that French should be the only official language of Quebec, while only one-fifth (10%) disagree. When asked whether Quebec should be an officially French-English bilingual province, 66% responded against while 12% responded in favour of the notion. Roughly the same percentage of Anglophones are against what the Francophones reported to be in favour of for these items; 77% are against French remaining the only official language of Quebec, and 67% believe Quebec should be an officially bilingual province (items #53, 59). A total of 13% are in

favour of French remaining the only official language, while 21% are not in favour of a bilingual status for Quebec. In brief, the majority of Francophone students are in favour of French being the only language with official status in the province of Quebec, while the majority of Anglophones are not.

Regarding the notion of English as a threat to French in Quebec and the need for language policy to counteract that threat, a clear majority of Francophones (upwards of 78%) believe that English is indeed a danger and that protective legislation is necessary (items #54 and 47). Anglophones, on the other hand, are more ambivalent; a substantial number do not show a belief in the necessity of language legislation that protects French from English in Quebec. But, these numbers do not stray far from 50% (items #54 and 47). Only 13% believe such legislation is necessary, while about a third are undecided. These two items elicited the reporting of the highest number of undecided attitudes among Anglophones in the section. As to whether there should be more laws put in place to limit English (item #60), Francophones are collectively ambivalent, but they generally disagree that there are currently too many (68% disagree and 9% agree). Anglophones have stronger opinions on the matter, with 95% reporting to be against the idea that stricter laws are needed to limit the presence of English in Quebec (item #60), and 77% believing that there are currently too many laws already in place (item #45).

Finally, concerning the government's role in the protection and promotion of the French language in Quebec, there is considerable ambivalence among the Francophone students. They are divided as to whether it should be up to the government to decide the rules regarding the use of French and English in the public sphere in Quebec (item #52), but 56% agree that the government should play a role of some sort (item #43) while only 26% believe it should not. Anglophones' opinions on the matter are slightly more pronounced: 64% are in disagreement of the government being in charge of the rules, and 69% believe the use of English and French in the public sphere should be an individual choice without the government having a say.

All in all, while there is variation among Francophone students regarding the various items constituting the variable of attitudes toward language policy and planning in Quebec, most students have an overall dominant valence and are not simply neutral on the

issue; for the most part, this dominant attitude is positive. For Anglophones, there is also variation, but the overall dominant attitude toward language policy and planning in Quebec is overwhelmingly negative.

Table 6

Descriptive data for items pertaining to Francophones' attitudes toward the English language

#	Item	Distribution of Attitudes (by %)											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
1	Apprendre l'anglais est vraiment génial.	2	6	9	21	12	21	29	0	17	21	62	5.13	5.5	7	1.7
5	Je crois qu'apprendre l'anglais est ennuyant. ^a	4	5	9	18	13	23	28	0	17	18	65	5.57	5.5	7	1.71
2	L'anglais est une partie importante du programme d'études à l'école.	4	7	9	11	15	33	22	0	20	11	70	5.12	6	6	1.71
14	Apprendre l'anglais est une perte de temps. ^a	0	0	2	10	10	28	50	0	2	10	88	6.13	6	7	1.1
3	J'aime beaucoup apprendre l'anglais.	7	6	6	17	18	21	22	2	20	17	61	4.88	5	7	1.82
12	Je préférerais consacrer mon temps à des matières autres que l'anglais. ^a	7	17	15	27	12	13	9	0	39	27	34	3.94	4	4	1.72
7	Je vise à apprendre le plus d'anglais possible.	1	2	6	11	20	27	33	0	10	11	79	5.57	6	7	1.43
9	Quand je quitterai l'école, je laisserai tomber l'apprentissage de l'anglais complètement car ça ne m'intéresse pas. ^a	4	2	5	10	10	24	45	0	11	10	79	5.73	6	7	1.63
10	J'adore l'anglais.	10	9	5	23	16	21	17	0	23	23	54	4.57	5	4	1.87
8	Je déteste l'anglais. ^a	4	7	4	16	5	15	46	4	15	16	66	5.49	6	7	1.87
	Overall									20	1	79	5.18	5.4		1.21

Note. $n = 82$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; *M* = mean overall attitudinal score for group; *Mdn* = median attitudinal score for group; *Md* = Mode attitudinal score for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 7

Descriptive data for items pertaining to Anglophones' attitudes toward the French language

#	Item	Distribution of Attitudes (by %)											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
1	Learning French is really great.	15	15	18	15	10	23	3	0	49	15	36	3.69	4	6	1.85
5	I think that learning French is dull. ^a	10	23	15	8	18	13	13	0	49	8	44	3.90	4	2	1.98
2	French is an important part of the school programme.	3	10	13	15	15	26	15	3	26	15	56	4.74	5	6	1.72
14	Learning French is a waste of time. ^a	8	0	5	15	23	28	21	0	13	15	72	5.13	5	6	1.66
3	I really enjoy learning French.	18	33	13	8	18	10	0	0	64	8	28	3.05	2	2	1.69
12	I would rather spend my time on subjects other than French. ^a	31	23	23	13	3	0	8	0	77	13	10	2.64	2	1	1.69
7	I plan to learn as much French as possible.	13	5	10	18	18	21	15	0	28	18	54	4.46	5	6	1.93
9	When I leave school, I will give up the study of French entirely because I am not interested in it. ^a	15	5	15	31	10	10	13	0	36	31	33	3.97	4	4	1.87
10	I love French.	26	15	21	28	8	0	0	3	62	28	8	2.76	3	4	1.34
8	I hate French. ^a	10	8	23	26	5	13	13	3	41	26	31	4	4	4	1.83
	Overall									56	5	38	3.84	3.7		1.16

Note. $n = 39$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; *M* = mean overall attitudinal score for group; *Mdn* = median attitudinal score for group; *Md* = Mode attitudinal score for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 8

Descriptive data for items pertaining to Francophones' attitudes toward the English-language community in Quebec

#	Item	Distribution of Attitudes (by %)											M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A	-	=	+				
16	La plupart des Anglo-québécois sont si agréables et faciles à vivre que le Québec est chanceux de les avoir.	18	17	18	33	1	10	2	0	54	33	13	3.21	3	4	1.59
35	La plupart des Anglo-québécois sont si désagréables et difficiles à vivre qu'il est dommage qu'ils fassent partie du Québec. ^a	2	1	6	43	11	21	17	0	10	43	49	4.85	4	4	1.43
20	L'héritage anglo-québécois est une partie intégrante de l'identité québécoise.	18	15	21	33	7	6	0	0	54	33	13	3.15	3	4	1.43
25	L'héritage anglophone joue un rôle peu important dans l'identité québécoise. ^a	10	17	16	32	13	7	4	1	43	32	24	3.59	4	4	1.54
22	Les Anglo-québécois sont des gens sociables et chaleureux.	4	10	6	55	11	9	6	0	20	55	26	4.1	4	4	1.34
18	Les Anglo-québécois sont froids et distants. ^a	7	10	7	39	11	9	17	0	24	39	37	4.3	4	4	1.75
23	Si le Québec perdait la culture anglo-québécoise, ce serait une grande perte.	21	20	17	30	6	4	2	0	57	30	12	3.02	3	4	1.52
39	Les Anglo-québécois ne contribuent pas beaucoup à la culture québécoise. ^a	2	11	17	40	15	9	4	2	30	40	27	4.0	4	4	1.31
26	Les Anglo-québécois ajoutent de l'originalité à la culture québécoise.	12	9	13	37	20	5	5	0	34	37	29	3.77	4	4	1.54
30	Le Québec serait mieux sans la culture anglo-québécoise. ^a	9	4	13	43	11	10	11	0	26	43	32	4.17	4	4	1.59
27	Les Anglo-québécois ont une identité forte.	6	6	7	61	12	5	2	0	20	61	20	3.91	4	4	1.19
38	L'identité des Anglo-québécois est faible. ^a	2	6	5	63	10	7	5	1	13	63	22	4.15	4	4	1.16

28	J'aimerais connaître plus d'Anglo-québécois.	11	11	6	46	16	1	6	2	28	46	23	3.75	4	4	1.51
31	J'aimerais qu'il y ait moins d'Anglo-québécois au Québec. ^a	7	16	24	34	5	4	10	0	48	34	18	3.63	4	4	1.58
32	Les Anglo-québécois parlent bien le français.	28	15	23	26	5	1	1	1	66	26	7	2.73	3	1	1.41
24	Les Anglo-québécois parlent mal le français. ^a	32	17	20	26	2	2	1	0	68	26	6	2.62	3	1	1.44
33	Plus je connais d'Anglo-québécois, plus je veux être compétent(e) en leur langue.	10	7	9	35	12	16	10	1	26	35	38	4.21	4	4	1.71
21	Plus je connais d'Anglo-québécois, moins j'ai envie d'apprendre leur langue. ^a	2	4	1	35	10	20	27	1	7	35	56	5.15	5	4	1.56
36	Les Franco-québécois devraient faire plus d'efforts pour apprendre l'anglais.	6	13	17	22	20	13	9	0	37	22	41	4.1	4	4	1.67
19	Les Franco-québécois ne devraient pas se préoccuper d'apprendre la langue anglaise. ^a	1	1	5	16	15	39	23	0	7	16	77	5.51	6	6	1.32
37	Certains de nos meilleurs citoyens sont anglo-québécois.	12	10	12	56	7	1	0	1	34	56	9	3.41	4	4	1.19
29	Certains de nos pires citoyens sont des Anglo-québécois. ^a	10	0	5	60	5	10	11	0	15	60	26	4.23	4	4	1.53
	Overall									56	9	35	3.89	3.91		0.81

Note. $n = 82$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; M = mean overall attitudinal score for group; Mdn = median attitudinal score for group; Md = Mode attitudinal score for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 9

Descriptive data for items representing Anglophones' attitudes toward the French-language community in Quebec

#	Item	Distribution of Attitudes (by %)											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
16	Most Quebec Francophones are so friendly and easy to get along with that Canada is fortunate to have them.	31	8	21	31	8	3	0	0	59	31	10	2.85	3	4	1.48
35	Most Quebec Francophones are so unfriendly and difficult to get along with that it's unfortunate that they're part of Canada. ^a	8	8	21	21	13	10	21	0	36	21	44	4.36	4	4	1.88
20	The Quebec Francophone heritage is an important part of our Canadian identity.	15	10	8	28	31	5	3	0	33	28	38	3.74	4	5	1.62
25	The Francophone heritage is an insignificant part of our Canadian identity. ^a	3	10	10	28	26	8	13	3	23	28	46	4.42	4	4	1.55
22	Quebec Francophones are sociable and warm-hearted.	8	8	28	38	10	8	0	0	44	38	18	3.59	4	4	1.25
18	Quebec Francophones are cold and unfriendly. ^a	13	3	28	26	13	13	5	0	44	26	31	3.82	4	3	1.64
23	If Canada should lose the French culture of Quebec, it would be a great loss.	23	10	5	31	18	10	3	0	38	31	31	3.51	4	4	1.79
30	Canada would be a better place without the French culture of Quebec. ^a	10	5	13	26	13	15	18	0	28	26	46	4.44	4	4	1.87
26	Quebec Francophones add a distinctive flavour to the Canadian culture.	8	10	15	31	18	15	3	0	33	31	36	3.97	4	4	1.53
39	Quebec Francophones contribute little to the Canadian culture. ^a	13	8	13	23	15	21	8	0	33	23	44	4.13	4	4	1.82
27	Quebec Francophones have a strong sense of group identity.	3	0	5	15	28	28	21	0	8	15	77	5.33	5	5, 6	1.34

38	Quebec Francophones' sense of group identity is arrogant. ^a	10	26	18	23	13	10	0	0	54	23	23	3.33	3	2	1.51
28	I would like to know more Quebec Francophones.	21	10	21	41	5	0	3	0	51	41	8	3.10	3	4	1.41
31	I wish there were fewer Quebec Francophones around me. ^a	8	21	18	15	3	23	13	0	46	15	38	4.05	4	6	1.97
32	Quebec Francophones speak English well.	21	23	26	15	5	8	3	0	69	15	15	2.95	3	3	1.61
24	Quebec Francophones speak English poorly. ^a	10	21	38	10	8	10	3	0	69	10	21	3.26	3	3	1.53
33	The more I get to know Quebec Francophones, the more I want to be fluent in their language.	18	13	13	26	23	3	3	3	44	26	28	3.42	4	4	1.62
21	The more I get to know Quebec Francophones, the less I want to be fluent in their language. ^a	8	13	21	23	10	13	13	0	41	23	36	4.05	4	4	1.81
36	Quebec Anglophones should make a greater effort to learn the French language.	15	15	15	23	18	10	0	3	46	23	28	3.45	4	4	1.61
19	Quebec Anglophones should not worry about learning the French language. ^a	3	5	15	13	23	26	15	0	23	13	64	4.87	5	6	1.59
37	Some of our best citizens are Quebec Francophones.	10	18	13	51	5	3	0	0	41	51	8	3.31	4	4	1.22
29	Some of our worst citizens are Quebec Francophones. ^a	8	8	21	28	5	13	18	0	36	28	36	4.26	4	4	1.85
	Overall									49	0	51	3.83	4.05		1.11

Note. $n = 39$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; M = mean overall attitudinal score for group; Mdn = median attitudinal score for group; Md = Mode attitudinal score for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 10

Descriptive data for items pertaining to Francophones' attitudes toward language policy and planning in Quebec

#	Item	Distribution of Attitudes (by %)											M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A	-	=	+				
42	Je crois que c'est bon qu'il y ait des règles qui empêchent des Francophones et des non Anglophones d'aller à l'école anglaise au niveau primaire et secondaire au Québec.	13	18	10	21	6	9	22	1	41	21	37	4.02	4	7	2.13
48	L'accès à l'école publique primaire et secondaire anglophone devrait être ouvert à tous au Québec, y compris les Francophones. ^a	29	17	16	13	6	6	12	0	62	13	24	3.17	3	1	2.06
44	Les CEGEPs de langue anglaise au Québec ne devraient pas être ouverts aux Francophones.	46	24	9	9	0	5	6	1	79	9	11	2.3	2	1	1.78
56	L'accès aux CEGEPs de langue anglaise au Québec devrait rester ouvert à tous, y compris les Francophones. ^a	33	18	20	18	4	2	5	0	71	18	11	2.68	2	1	1.66
55	Si les Franco-québécois apprennent l'anglais plus intensivement à l'école, ils risquent de perdre leur culture.	13	23	13	20	9	10	12	0	50	20	30	3.65	3.5	2	1.94
46	On investit trop de temps et d'énergie à l'anglais aux écoles francophones primaires et secondaires au Québec.	18	27	18	17	6	7	5	1	63	17	18	3.83	3	2	1.71
57	Il faut enseigner le français de façon plus intensive à l'école primaire et secondaire anglophone au Québec.	2	2	2	17	15	17	44	0	7	17	76	5.66	6	7	1.55
49	Il faut enseigner l'anglais de façon plus intensive à l'école primaire et secondaire francophone au Québec. ^a	15	17	26	20	7	10	6	0	57	20	23	3.41	3	3	1.72

50	L'usage de l'anglais dans l'affichage public me dérange.	15	2	6	20	18	12	27	0	23	20	57	4.68	5	7	2.04
41	C'est correct si l'anglais est plus visible que le français dans l'affichage public. ^a	0	0	2	5	10	16	66	1	2	5	91	6.4	7	7	1.02
58	Ça me dérange quand je suis dans l'impossibilité de me faire servir en français au Québec.	5	1	5	7	4	17	60	1	11	7	80	5.98	7	7	1.69
51	Ce n'est pas grave si je me fais servir en anglais au Québec. ^a	5	0	1	6	6	18	63	0	6	6	88	6.17	7	7	1.51
53	Le français devrait rester la seule langue officielle du Québec.	4	2	4	13	12	9	56	0	10	13	77	5.78	7	7	1.69
59	Le Québec devrait être officiellement bilingue (français-anglais). ^a	5	2	5	22	17	21	28	0	12	22	66	5.18	5	7	1.66
54	La législation linguistique (la loi 101, par exemple) est nécessaire pour protéger le français face à l'anglais au Québec.	1	2	5	13	11	17	50	0	9	13	78	5.82	6.5	7	1.51
47	On n'a pas besoin de la législation (ex. : la loi 101) pour protéger le français de l'anglais au Québec. ^a	1	0	4	10	6	22	56	1	5	10	84	6.14	7	7	1.29
60	Il faut avoir des mesures légales plus strictes pour limiter la présence de l'anglais au Québec.	5	6	6	46	15	10	12	0	17	46	37	4.38	4	4	1.5
45	Il y a trop de lois limitant la présence de la langue anglaise au Québec. ^a	2	4	2	22	18	21	29	1	9	22	68	5.32	6	7	1.54
52	Je crois que c'est au gouvernement de décider les règles concernant l'usage de l'anglais et du français dans la vie publique au Québec.	18	7	9	35	17	6	6	1	34	35	29	3.69	4	4	1.72
43	L'usage de l'anglais et du français dans la vie publique au Québec devrait relever d'un choix individuel; le gouvernement ne devrait pas avoir son mot à dire. ^a	9	5	12	17	18	23	15	1	26	17	56	4.62	5	6	1.79
	Overall									27	1	73	4.6	4.6		0.94

Note. $n = 82$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; M = mean overall attitudinal score for group; Mdn = median attitudinal score for group; Md = Mode attitudinal score for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 11

Descriptive data for items pertaining to Anglophones' attitudes toward language policy and planning in Quebec

#	Item	Distribution of Attitudes (by %)											M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A	-	=	+				
42	I think it's good that there are rules that restrict Francophones and non-Anglophones from going to English elementary and high school.	31	21	15	13	10	3	8	0	67	13	21	2.9	2	1	1.87
48	Access to English elementary and secondary public schools in Quebec should be open to all, including Francophones. ^a	33	23	18	18	3	0	5	0	74	18	8	2.54	2	1	1.59
44	English CEGEPs should not be open to Francophones.	26	26	10	18	5	5	10	0	62	18	21	3.08	2	1	1.97
56	Access to English CEGEPs in Quebec should remain open to all, including Francophones. ^a	23	28	15	10	10	3	8	3	67	10	21	2.95	2	2	1.83
55	If Quebec Francophones learn English more intensively in school, they risk losing their culture.	38	18	10	18	13	0	0	3	67	18	13	2.47	2	1	1.5
46	There is too much time and energy spent on French in English elementary and high schools in Quebec. ^a	10	13	18	18	18	18	5	0	41	18	41	3.95	4	6	1.75
57	French should be taught more intensively in English elementary and high schools in Quebec.	13	10	13	18	23	5	13	5	36	18	41	4	4	5	1.89
49	English should be taught more intensively in French elementary and secondary schools in Quebec. ^a	33	26	21	13	8	0	0	0	79	13	8	2.36	2	1	1.29
50	I think that English should have a limited place in public signs in Quebec and that French should be the most visible language.	56	10	13	10	8	0	3	0	79	10	10	2.13	1	1	1.58

41	The lack of English in public signage or its smaller size than the French text in Quebec bothers me. ^a	36	21	18	8	5	8	5	0	74	8	18	2.69	2	1	1.85
58	I don't mind if someone serves me in French in Quebec, even if I know they speak English.	28	13	15	10	10	10	13	0	56	10	33	3.44	3	1	2.16
51	It bothers me when I can't be served in English in Quebec. ^a	49	10	18	10	3	8	3	0	77	10	13	2.41	2	1	1.76
53	French should remain the only official language of Quebec.	54	10	13	10	8	3	3	0	77	10	13	2.26	1	1	1.68
59	Quebec should be an officially bilingual (French-English) province. ^a	49	13	5	13	8	3	10	0	67	13	21	2.67	2	1	2.09
54	Legislation (e.g., Bill 101) is necessary to protect French from English in Quebec.	26	13	10	36	13	0	0	3	49	36	13	2.97	3.5	4	1.46
47	There is no need for legislation (e.g., Bill 101) to protect French from English in Quebec. ^a	28	13	18	28	13	0	0	0	59	28	13	2.85	3	4	1.44
60	There need to be stricter laws in place to limit the presence of English in Quebec.	64	21	10	5	0	0	0	0	95	5	0	1.56	1	1	0.88
45	There are too many laws limiting the presence of English in Quebec. ^a	31	21	26	18	3	3	0	0	77	18	5	2.49	2	1	1.32
52	I think it is up to the government to decide the rules about the use of English and French in Quebec society.	36	18	10	23	13	0	0	0	64	23	13	2.59	2	1	1.5
43	The use of English and French in public should be an individual choice in Quebec; the government should not have a say. ^a	44	15	10	15	5	5	5	0	69	15	15	2.59	2	1	1.86
	Overall									97	0	3	2.74	2.9		0.81

Note. $n = 39$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of attitude; 1 = strongly negative attitude; 2 = moderately negative attitude; 3 = slightly negative attitude; 4 = neutral attitude; 5 = slightly positive attitude; 6 = moderately positive attitude; 7 = strongly positive attitude; N/A = no answer; - = negative attitudes; = = neutral attitudes; + = positive attitudes; M = mean overall attitudinal score for group; Mdn = median attitudinal score for group; Md = Mode attitudinal score for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

7.3.2 Ethnolinguistic identity

Based on the results of the questionnaires, both Francophones and Anglophones had a positive sense of ethnolinguistic identity, though the former more so than the latter. Indeed, Francophone students produced an overall collective average of 5.86 on the Likert scale (approaching “moderately” positive), with 98% demonstrating an overall positive sense of ethnolinguistic identity and 2% an overall negative one. Anglophone students produced an overall collective average of 4.85 on the Likert scale (approaching “slightly” positive), 90% of whom indicated an overall positive sense of ethnolinguistic identity and 8% an overall negative one. Of note, no students of either linguistic group produced a neutral overall score. A noticeable difference between the two groups, however, is that Francophones demonstrate a clear majority possessing a positive sense of ethnolinguistic identity for nearly every item in the questionnaire (the exception being item #71 for which there is considerable heterogeneity regarding students’ passivity in their community) whereas Anglophones tend to be substantially represented in the negative, neutral, and positive categories for most items (the exception being items #67 and #71, for which a clear majority of students express pride in their community). (See Tables 12 and 13 for details.)

Table 12

Descriptive data for items pertaining to Francophones' ethnolinguistic identity

#	Item	Distribution of Sense of Identity (by %)											M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A	-	=	+				
61	J'aime mettre en évidence mon appartenance à la communauté franco-québécoise.	1	0	1	13	13	27	44	0	2	13	84	5.94	6	7	1.24
70	Je préfère que les gens ne sachent pas que je suis franco-québécois(e). ^a	1	0	0	10	1	10	78	0	1	10	89	6.51	7	7	1.11
65	J'aimerais faire partie de la communauté franco-québécoise dans l'avenir.	1	1	4	28	5	11	49	1	6	28	65	5.65	6	7	1.56
73	Je voudrais m'éloigner de la communauté franco-québécoise dans l'avenir. ^a	1	0	1	15	2	7	73	0	2	15	83	6.31	7	7	1.29
67	Je considère que la communauté franco-québécoise a beaucoup de raisons d'être fière.	0	1	0	12	7	17	62	0	1	12	87	6.26	7	7	1.15
72	Je considère que la communauté franco-québécoise a beaucoup de raisons d'avoir honte. ^a	0	2	10	2	12	73	0	0	12	2	85	6.41	7	7	1.18
74	J'ai un sentiment d'attachement à la communauté franco-québécoise.	0	0	2	11	11	15	61	0	2	11	87	6.21	7	7	1.16
85	Je me sens isolé(e) de la communauté franco-québécoise. ^a	2	0	1	26	5	22	44	0	4	26	71	5.72	6	7	1.48
75	J'ai beaucoup en commun avec les membres de la communauté franco-québécoise.	1	0	1	16	12	18	51	0	2	16	82	5.98	7	7	1.31
64	Je n'ai pas beaucoup de points en commun avec les Franco-québécois. ^a	0	0	1	13	6	22	57	0	1	13	85	6.21	7	7	1.12

77	Je me sens engagé(e) envers la communauté franco-québécoise.	1	0	1	21	24	20	33	0	2	21	77	5.57	6	7	1.29
71	Je crois être un membre passif de la communauté franco-québécoise. ^a	17	9	10	48	4	4	7	2	35	48	15	3.54	4	4	1.65
79	Je me perçois comme étant semblable aux membres de la communauté franco-québécoise.	0	2	2	17	13	21	44	0	5	17	78	5.79	6	7	1.36
81	Je me perçois comme étant différent(e) de la plupart des autres franco-québécois. ^a	0	4	6	22	4	22	41	1	10	22	67	5.60	6	7	1.54
83	Je pense que la communauté franco-québécoise est représentative de qui je suis.	0	1	2	16	20	26	35	0	4	16	80	5.72	6	7	1.24
87	Je crois que la communauté franco-québécoise est une pauvre représentation de qui je suis. ^a	6	1	2	22	7	21	40	0	10	22	68	5.46	6	7	1.74
90	Je suis à l'aise avec mon identité franco-québécoise.	0	0	1	4	5	11	77	2	1	4	93	6.63	7	7	0.85
62	Je préférerais être associé(e) à un groupe linguistique autre que les Franco-québécois. ^a	1	0	1	23	5	17	52	0	2	23	74	5.91	7	7	1.39
	Overall									2	0	98	5.86	6		0.83

Note. $n = 82$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of identity; 1 = strongly negative sense of identity; 2 = moderately negative sense of identity; 3 = slightly negative sense of identity; 4 = neutral sense of identity; 5 = slightly positive sense of identity; 6 = moderately positive sense of identity; 7 = strongly positive sense of identity; N/A = no answer; - = negative sense of identity; = = neutral sense of identity; + = positive sense of identity; M = mean overall score for group; Mdn = median response for group; Mod = Mode response for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 13

Descriptive data for items pertaining to Anglophones' ethnolinguistic identity

#	Item	Distribution of Sense of Identity (by %)											M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A	-	=	+				
61	I like people to know that I am a Quebec Anglophone.	3	3	5	46	15	10	15	3	10	46	41	4.66	4	4	1.42
69	I don't like people knowing that I'm a Quebec Anglophone.	3	3	5	38	8	23	18	3	10	38	49	4.92	4.5	4	1.51
65	I would like to be part of the Quebec Anglophone community in the future.	13	10	0	49	13	10	3	3	23	49	26	3.82	4	4	1.56
72	I would like to detach myself from the Quebec Anglophone community in the future.	8	3	3	28	5	13	38	3	13	28	56	5.18	6	7	1.92
67	I believe the Quebec Anglophone community has many reasons to be proud.	0	3	0	18	28	13	36	3	3	18	77	5.61	5.5	7	1.31
71	I believe the Quebec Anglophone community has many things to be ashamed of.	0	0	0	13	5	21	59	3	0	13	85	6.29	7	7	1.06
73	I feel a bond with the Quebec Anglophone community.	8	5	0	36	21	13	15	3	13	36	49	4.61	4.5	4	1.67
84	I feel disconnected from the Quebec Anglophone community.	0	0	10	41	21	15	8	5	10	41	44	4.68	4	4	1.13
74	I have a lot in common with members of the Quebec Anglophone community.	5	3	0	33	15	13	28	3	8	33	56	5.08	5	4	1.67
64	I don't have much in common with Quebec Anglophones.	0	5	3	23	13	15	36	5	8	23	64	5.46	6	7	1.54
76	I feel that I am an active member of the Quebec Anglophone community.	3	3	10	38	15	3	21	8	15	38	38	4.64	4	4	1.55

70	I believe that I am an inactive member of the Quebec Anglophone community.	8	8	13	28	8	10	23	3	28	28	41	4.47	4	4	1.91
78	I consider myself similar to members of the Quebec Anglophone community.	3	0	3	31	18	23	18	5	5	31	59	5.14	5	4	1.38
80	I consider myself different from most other Quebec Anglophones.	3	5	18	26	3	28	13	5	26	26	44	4.65	4	6	1.65
82	I believe the Quebec Anglophone community reflects who I am.	13	8	5	46	15	3	5	5	26	46	23	3.76	4	4	1.53
86	I feel that the Quebec Anglophone community is a poor representation of who I am.	8	3	10	38	15	8	13	5	21	38	36	4.32	4	4	1.62
89	I feel comfortable with who I am having a Quebec Anglophone identity.	3	3	3	26	18	18	26	5	8	26	62	5.22	5	4	1.53
62	I would prefer to be associated with a different linguistic group than the Quebec Anglophone one.	8	3	5	36	13	18	15	3	15	36	46	4.63	4	4	1.68
	Overall								2	8	0	90	4.85	4.92		0.90

Note. $n = 39$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of identity; 1 = strongly negative sense of identity; 2 = moderately negative sense of identity; 3 = slightly negative sense of identity; 4 = neutral sense of identity; 5 = slightly positive sense of identity; 6 = moderately positive sense of identity; 7 = strongly positive sense of identity; N/A = no answer; - = negative sense of identity; = = neutral sense of identity; + = positive sense of identity; M = mean overall score for group; Mdn = median response for group; Mod = Mode response for group; SD = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

7.3.3 Covariates

The covariates taken into consideration in the data analyses included sex, contact (both daily and occasional), orientations for learning the L2 (instrumental and integrative), and perceived ethnolinguistic vitality. The influence of these secondary variables on the relationships between the principal explanatory and response variables under investigation will be described later in the chapter. In the following sections, a simple overview of how the students are characterized by these covariates is provided.

7.3.3.1 Contact with the L2 and the L2 community

7.3.3.1.1 Daily contact

As shown in Tables 14 and 15, on a Likert scale of one to seven (1 = almost never, 7 = everyday), when all of the items constituting the daily contact variable are taken collectively, the average level of contact for Francophones and Anglophones is 2.52 and 2.49 respectively; these figures equate to between “a few times a year” to “monthly” in the questionnaire. Although the groups are seemingly similar in terms of their average overall contact, it is worth noting that there appears to be considerable difference between the two groups as regards types of contact. For Francophones, the heaviest contact appears to take place in the passive activities of reading and watching T.V./listening to music: that is, activities that require no face to face contact with English speakers. Indeed, direct interaction with English speakers constitute the lowest average types of contact with the language and its speakers (see Table 14). For Anglophones, the reverse situation appears to be the norm, the highest average scores figuring among interaction with strangers and friends/family in French (see Table 15). Therefore, while the two groups appear to be comparable in terms of their overall level of contact as measured by the questionnaire, the forms of this contact seem to differ.

7.3.3.1.2 Occasional contact

As shown in Table 16, there were both some Francophones as well as some Anglophones who were taking part in private second language lessons at the time of the study. The proportion of these students was higher for Anglophones (18%) than it was for Francophones (5%), and could have been even higher for both groups as there was a notable percentage of non-response. As concerns short visits to the L2 community, about one-quarter of each group reported to have visited a city where the L2 is spoken predominantly several times. There is variation regarding those who have visited such a place a few times or once. Interestingly, 41% of Anglophones report to have never visited a place where French is spoken predominantly (constituting the highest proportion of the group's responses), while 13% of Francophones report to have never visited a city where English is spoken predominantly (constituting the lowest proportion of the group's responses).

7.3.3.2 Orientations

7.3.3.2.1 Instrumental orientation

The average scores and proportions of students demonstrating an instrumental orientation for learning the L2 appear to be relatively similar for both linguistic groups. The overall collective average score on the Likert scale is 4.44 for Francophones and 4.67 for Anglophones (see Tables 17 and 18). Among the Francophone students, 57% showed evidence of an instrumental orientation, 12% were neutral, and 30% of students' orientations seemed to have orientations that are in opposition with the instrumental orientation. Among the Anglophones, 69% showed evidence of an instrumental orientation, 8% were neutral, and 23% seemed to have orientations that are in opposition with the instrumental orientation. Therefore, whereas for both groups, the majority of students appear to somewhat possess an instrumental orientation, its presence seems to be slightly more pronounced among the Anglophone students.

7.3.3.2 Integrative orientation

The scores pertaining to the presence of an integrative orientation resemble those of the instrumental orientation. Francophones generated an overall collective average score of 4.6 on the Likert scale, just slightly above the neutral mark of 4 (see Table 19). Anglophones' overall average is even closer to the mid-mark at 4.31 (see Table 20). For both groups, the division of those possessing (positive), not possessing (neutral), and possessing a contradictory orientation (negative) is similar for both groups; for Francophones the proportions are 32%, 10%, and 59% respectively and for Anglophones 31%, 5%, and 64%.

7.3.3.3 Perceived ethnolinguistic vitality

When analyzing the overall average scores for Francophones' and Anglophones' perceived ethnolinguistic vitality, a divergence according to linguistic group was noticed. Francophones displayed overall positive perceived ethnolinguistic vitality (4.93 on the Likert scale) while Anglophones displayed an overall negative perception (3.46) (see Tables 21 and 22). This difference between the two groups is accentuated by the proportion of students who expressed overall positive perceived ethnolinguistic vitality. For Francophones, it was as high as 96%; for Anglophones, only 21%. Inversely, while only 2% of Francophones had an overall negative sense of perceived ethnolinguistic vitality, a comparatively high 74% of Anglophones did. Notably, while the Francophones' responses were predominantly on the positive side of the scale for most items, the two items pertaining to the majority-minority status of Francophones within Canada were the exception to this rule (items #63 and 68).

For Anglophones, negative responses often outnumber—though not necessarily constitute a majority over—positive and neutral ones. However, the most obvious counterexample to this rule is the item which inquired as to whether students believed that there is a significant Anglophone population in Quebec (item #90). Here, the majority (67%) of Anglophones agreed, though 64% also asserted that said population is a minority (item #77). The other two items for which these students did not predominantly respond to

in the negative inquired whether Anglophones have a strong sense of group identity (item #79) and whether Quebec Anglophones are a group that is dispersed across the territory with little sense of unity (item #83); in response to these statements, there was considerable ambivalence. In sum, while Francophones appear to have relatively strong perceived ethnolinguistic vitality within Quebec, their Anglophone counterparts do not mirror this sentiment regarding their own linguistic group.

Table 14

Descriptive data for items representing Francophones' level and type of daily contact with the English language and Anglophones

#	Item	Distribution of responses by %								<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A				
1	Parler à des étrangers anglophones (caissiers, chauffeurs d'autobus, serveurs, bibliothécaires, touristes, etc.) en anglais	33	61	0	4	0	0	0	2	1.74	2	2	0.65
2	Parler à des amis/proches anglophones en anglais	65	17	5	5	1	5	2	0	1.85	1	1	1.55
3	Écrire pour le plaisir en anglais (courriels, messages sur Facebook, Twitter, sms, blogs, journal personnel, etc.)	35	29	6	16	2	2	9	0	2.62	2	1	1.86
4	Lire pour le plaisir en anglais (livres, journaux, bandes dessinées, sites web, etc.)	43	21	9	5	2	4	17	0	2.83	2	1	2.27
5	Écouter la télévision, des films ou la radio en anglais	16	22	9	22	17	7	7	0	3.54	4	2,4	1.83
	Overall									2.52	2.2		1.25

Note. *n* = 82; # = order of item as it appeared in the questionnaire; 1 = almost never; 2 = a few times a year; 3 = once a month; 4 = A few times a month; 5 = once a week; 6 = a few times a week; 7 = almost everyday; N/A = no answer; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 15

Descriptive data for items representing Anglophones' level and type of daily contact with the French language and Francophones

#	Item	Distribution of responses by %								M	Mdn	Md	SD
		1	2	3	4	5	6	7	N/A				
1	Talk to Francophone strangers (store clerks, bus drivers, servers, tourists, librarians, etc.) in French	15	8	13	15	10	33	5	0	4.18	4	6	1.94
2	Talk to Francophone friends/family in French	33	21	15	13	10	8	0	0	2.69	2	1	1.66
3	Write for fun in French (e-mails, Facebook messages, Twitter, text messages, blogs, journals, etc.)	46	23	10	5	8	8	0	0	2.28	2	1	1.64
4	Read for fun in French (books, newspapers, comics, websites, etc.)	56	31	10	3	0	0	0	0	1.59	1	1	0.79
5	Watch T.V./movies or listen to the radio/podcasts in French for fun	62	15	21	0	0	0	3	0	1.72	1	1	1.19
	Overall									2.49	2.4		1.05

Note. $n = 39$; # = order of item as it appeared in the questionnaire; 1 = almost never; 2 = a few times a year; 3 = once a month; 4 = A few times a month; 5 = once a week; 6 = a few times a week; 7 = almost everyday; N/A = no answer; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 16

Descriptive data pertaining to Francophones' and Anglophones' exposure to private lessons and short visits in the L2 community

Linguistic Group	<i>n</i>	Private Lessons by %			Visits to the L2 Community by %			
		Yes	No	N/A	Several Times	A Few Times	Once	Never
Francophones	82	5%	94%	1%	26%	38%	22%	13%
Anglophones	39	18%	77%	5%	28%	26%	3%	41%

Table 17

Descriptive data for items pertaining to instrumental orientation for Francophones learning English

#	Item	Distribution of responses by %											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
4	Étudier l'anglais peut être important pour moi uniquement parce que j'en aurai besoin pour mon futur emploi.	11	12	7	24	13	15	17	0	30	24	45	4.29	4	4	1.94
6	Étudier l'anglais peut être important pour moi parce que je pense qu'un jour ça va être utile pour trouver un bon emploi.	2	1	6	15	20	22	34	0	10	15	76	5.5	6	7	1.50
11	Étudier l'anglais peut être important pour moi parce que ça va me rendre une personne plus connaissante.	1	4	2	18	22	32	21	0	7	18	74	5.34	6	6	1.36
13	Étudier l'anglais peut être important pour moi parce que d'autres personnes vont plus me respecter si je connais une deuxième langue.	32	22	13	27	2	0	4	0	67	27	6	2.61	2	1	1.52
	Overall									30	12	57	4.44	4.25		1.0

Note. $n = 82$; # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 18

Descriptive data for items pertaining to instrumental orientation for Anglophones learning French

#	Item	Distribution of responses by %											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
4	Studying French can be important to me only because I'll need it for my future career.	13	3	8	10	10	21	36	0	23	10	67	5.08	6	7	2.11
6	Studying French can be important to me because I think it will someday be useful in getting a good job.	13	0	0	13	5	33	36	0	36	23	41	5.41	6	7	1.97
11	Studying French can be important for me because it will make me a more knowledgeable person.	13	5	13	15	21	28	5	0	13	13	74	4.31	5	6	1.81
13	Studying French can be important for me because other people will respect me more if I have knowledge of a second language.	21	5	10	23	18	15	8	0	31	15	54	3.90	4	4	1.93
	Overall									23	8	69	4.67	5.25		1.66

Note. $n = 39$; # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 19

Descriptive data for items pertaining to Francophones' integrative orientation for learning English

#	Item	Distribution of Responses by %											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
15	Étudier l'anglais peut être important pour moi parce que ça va me permettre d'être plus à l'aise avec d'autres citoyens du Québec qui parlent anglais.	7	9	5	17	22	18	22	0	21	17	62	4.8	5	5,7	1.84
17	Étudier l'anglais peut être important pour moi parce que ça va me permettre de participer plus librement à des activités d'autres groupes culturels.	2	13	15	18	22	16	13	0	30	18	51	4.45	5	5	1.67
34	Étudier l'anglais peut être important pour moi parce que ça va me permettre de mieux comprendre et apprécier l'art et la littérature anglo-québécois.	17	11	10	24	17	11	9	1	38	24	37	3.81	4	4	1.87
40	Étudier l'anglais peut être important pour moi parce que ça va me permettre de rencontrer et converser avec une plus grande diversité de personnes.	2	2	6	15	28	16	29	1	11	15	73	5.31	5	7	1.51
	Overall									32	10	59	4.60	4.71		1.37

Note. *n* = 82; # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 20

Descriptive data for items pertaining to integrative orientation for Anglophones learning French

#	Item	Distribution of responses by %											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
15	Studying French can be important to me because it will allow me to be more at ease with fellow Quebec citizens who speak French.	5	5	5	13	28	26	18	0	15	13	72	5.03	5	5	1.63
17	Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.	18	3	8	15	28	21	5	3	28	15	54	4.18	5	5	1.87
34	Studying French can be important for me because it will enable me to better understand and appreciate Quebec Francophone art and literature.	28	8	13	26	21	3	3	0	49	26	26	3.21	4	1	1.72
40	Studying French can be important for me because it will allow me to meet and converse with more and varied people.	13	3	3	18	15	31	18	0	18	18	64	4.85	5	6	1.91
	Overall									31	5	64	4.31	5		1.48

Note. $n = 39$; # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 21

Descriptive data for items representing Francophones' perceived ethnolinguistic vitality

#	Item	Distribution of Perceptions (by %)											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
68	Il y a une population forte de Francophones au Canada.	22	24	15	22	9	5	4	0	61	22	18	3	3	2	1.66
63	Les Francophones sont une minorité au Canada. ^a	41	17	16	18	1	1	5	0	74	18	7	2.44	2	1	1.63
92	Il y a une population forte de Francophones au Québec.	0	1	2	16	15	17	49	0	3	16	81	5.90	6	7	1.30
78	Les Francophones sont une minorité au Québec. ^a	6	5	4	18	11	17	39	0	15	18	67	5.30	6	7	1.85
88	Le gouvernement québécois respecte l'usage de la langue française au Québec.	5	7	24	21	17	17	7	1	36	21	41	4.20	4	3	1.58
66	Le gouvernement québécois ne reconnaît pas le français comme étant une langue importante dans la province. ^a	7	11	9	35	11	15	12	0	27	35	38	4.24	4	4	1.72
86	Le français est considéré une langue importante et prestigieuse au Québec.	1	0	1	10	11	22	55	0	2	10	88	6.15	7	7	1.21
82	Parler en français est mal vu au Québec. ^a	0	0	0	4	2	10	84	0	0	4	96	6.74	7	7	0.68
80	Les Franco-québécois ont une identité forte.	0	1	1	16	20	18	43	1	2	16	81	5.83	6	7	1.25
84	Les Franco-québécois sont un groupe qui est dispersé et qui a peu de sens d'unité. ^a	0	0	2	33	9	22	33	1	2	33	64	5.51	6	7	1.32
	Overall									2	1	96	4.93	4.9		0.59

Note. $n = 82$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of perception; 1 = strongly negative; 2 = moderately negative perception; 3 = slightly negative perception; 4 = neutral perception; 5 = slightly positive perception; 6 = moderately positive perception; 7 = strongly positive perception; N/A = no answer; - = negative perception; = = neutral perception; + = positive perception; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 22

Descriptive data for items pertaining to Anglophones' perceived ethnolinguistic vitality

#	Item	Distribution of Perceptions (by %)											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
90	There is a significant Anglophone population in Quebec.	8	3	10	8	21	23	23	5	21	8	67	5.03	5	7	1.83
77	Anglophones are a minority in Quebec. ^a	28	15	21	8	15	8	5	5	64	8	23	3.05	3	1	1.97
87	The Quebec government respects the use of English in the province.	26	13	21	21	3	10	0	8	59	21	13	2.92	3	1	1.63
66	The Quebec government doesn't recognize English as being an important language in the province. ^a	41	26	5	13	8	5	0	3	72	13	13	2.34	2	1	1.58
85	English is considered an important and prestigious language in Quebec.	26	21	26	5	15	3	0	5	72	5	18	2.70	3	3	1.49
81	Speaking English is looked down upon in Quebec. ^a	21	18	36	5	8	3	5	5	74	5	15	2.89	3	3	1.61
79	Quebec Anglophones have a strong sense of group identity.	8	5	3	33	21	8	18	5	15	33	46	4.57	4	4	1.72
83	Quebec Anglophones are a group that is spread out and has little sense of unity. ^a	3	8	13	41	13	10	5	8	23	41	28	4.14	4	4	1.36
	Overall								3	74	3	21	3.46	3.5		0.89

Note. $n = 39$; # = order of item as it appeared in the questionnaire; ^a = responses to item recoded in Table because level of agreement correlates inversely with valence of perception; 1 = strongly negative; 2 = moderately negative perception; 3 = slightly negative perception; 4 = neutral perception; 5 = slightly positive perception; 6 = moderately positive perception; 7 = strongly positive perception; N/A = no answer; - = negative perception; = = neutral perception; + = positive perception; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

7.3.4 Proficiency

Table 23 summarizes the oral interaction, written production, and overall L2 proficiency scores for each linguistic group. While there are evident differences between the two linguistic groups—notably, the higher scores obtained by the Francophone students—the results cannot be directly cross-compared given the different curriculums, exams, evaluation grids, and evaluators used for each. A notable relevant commonality however, is that within their own group, both Anglophones and Francophones obtained higher scores for oral interaction than for written production. As evidenced by the standard deviation scores, a wide range of scores was present for all types of proficiency within both linguistic groups.

Table 23

Oral, written and conflated proficiency scores for Francophones and Anglophones

Linguistic Group	Type of L2 Proficiency	<i>M</i>	<i>Mdn</i>	<i>SD</i>
Francophones	Oral interaction	77	80	13.25
	Written production	77	76	11.91
	Overall	77	77	10.77
Anglophones	Oral interaction	69	71	12.80
	Written production	67	67	13.22
	Overall	68	70	10.08

Note. *M* = mean; *Mdn* = median; *SD* = standard deviation; Scores expressed as percentages and rounded to the nearest whole number.

7.3.5 Supplementary items: interpretations of civic labels

The items regarding students' identification with the polities of Quebec and Canada were additions to the questionnaire that were considered separately from the principal variables and covariates. The desire to determine whether the two different ethnolinguistic groups, despite their full-fledged civic belonging to both Quebec and Canada, identify more with one or the other was to obtain an indication of whether they distinguish the two communities solely by linguistic differences or if larger distinctions are at work. Of course,

given the limited data collected, few conclusive findings can be made. Nonetheless, the following sections outline the major trends.

7.3.5.1 Students' identification with Quebec

Based on the data collected, 94% of Francophone students see themselves as *Québécois*, while only 2% do not. These percentages correspond to an overall collective average score of 6.63 (approaching the extreme positive pole of “strongly” on the Likert scale). As regards how they view their Anglophone counterparts, there appears to be little consensus. When asked whether Quebec Anglophones are *Québécois*, those who disagreed (38%) slightly outnumbered those who agreed (34%), but 28% were undecided (collective average score = 3.94). When a more nuanced item asking if Quebec Anglophones are *Québécois* on the same level as Quebec Francophones, 50% disagreed, 17% agreed, and 33% neither agreed nor disagreed. Therefore, while they viewed themselves as fully-fledged *Québécois*, the Francophone students were more ambivalent as to whether Quebec Anglophones are also members of this group. (See Table 26 for details.)

What is more, the Quebec Anglophones did not prove to disagree with this interpretation. Only a minority of them (18%) reported to view themselves as *Québécois*, while 64% indicated that they did not. As many as 44% of them even strongly disagreed that they identify with this label (collective average score = 2.44). Of note, more Francophone students reported to view Quebec Anglophones as Quebecois than did the Anglophones themselves. For the English equivalent “Quebecker,” a few more identified with the term (28%), though still more than half (51%) did not. The term “Quebec Anglophone” distinguishes itself from “*Québécois*” and “Quebecker,” as 64% of Anglophones felt they belong to the first group (collective average score = 5.24). Still, 26% were undecided, and 8% disagreed. In brief, it appears that any term involving a form of the word “Quebec” creates ambivalence among the Anglophones. However, with the qualifier “Anglophone,” substantially more Anglophone students are at ease identifying as a member of Quebec society. This difference perhaps implies that for these Anglophones, “Quebec”

on its own, regardless of the language in which it is written, implies Francophone. (See Table 27 for details.)

7.3.5.1.1 Interpretations of “Québécois,” “Quebecker,” and “Quebec Anglophone”

Cronbach alpha and Pearson correlation coefficients were calculated to determine the significance of the differences among the interpretations of the three different terms related to Quebec with which the Anglophone students were asked to rate their level of identification. As shown in Table 24, the term “Quebec Anglophone” correlates the least with the other two terms, and the alpha increases when the term is deleted from the pool. The Pearson correlation coefficients confirm the distinctiveness of “Quebec Anglophone” from “Québécois” and “Quebecker.” There is a significant correlation between the terms “Quebecker” and “Québécois ($R = 0.53, p = 0.0009$), albeit not a perfect one. In contrast, there is no significant relationship between the terms “Quebec Anglophone” and “Quebecois.” While there is a significant relationship ($p = 0.0229$) between the terms “Quebec Anglophone” and “Quebecker,” the coefficient R measures only 0.37, indicating that the two may be related, but not in a substantial manner. In sum, while all three terms contain a form of “Quebec,” that which clearly designates an Anglophone person is interpreted in a significantly different manner.

Table 24

Cronbach alpha coefficient values for civic terms relating to Anglophones living in Quebec with and without deleted variables

#	Deleted Item	Correlation with Total	α
	-		0.62
63	Quebecker	0.61	0.20
68	Quebec Anglophone	0.28	0.69
88	Québécois	0.42	0.53

Note. α = Cronbach’s alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted.

Table 25

Pearson correlation coefficients for civic terms relating to Anglophones living in Quebec

	Quebecker	Quebec Anglophone	Québécois
Quebecker		0.37*	0.53*
Quebec Anglophone	0.37*		0.11
Québécois	0.53*	0.11	

Note. * = $p < 0.05$.

7.3.5.2 Students' identification with Canada

While the Francophone students were nearly unanimous in their identification with Quebec, they were more divided when it came to their identification with Canada. A total of 41% felt Canadian, while 49% did not, and 10% neither did nor did not (collective average score = 3.67). Conversely, every Anglophone student who responded to the item regarding his/her identification as a Canadian responded positively, with 95% of those who responded (92% including those who opted out) answering “strongly agree” (collective average score = 6.92). (See Tables 26 and 27 for details.)

Table 26

Descriptive data for items pertaining to Francophones' perceptions of the definitions of various civic labels

#	Item	Distribution of responses by %											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
89	Je me sens québécois(e).	1	0	1	4	1	11	82	0	2	4	94	6.63	7	7	1
76	Je me sens canadien(ne).	27	16	6	10	13	12	16	0	49	10	41	3.67	4	1	2.26
69	Les Anglophones du Québec sont des québécois.	12	10	16	28	16	5	13	0	38	28	34	3.94	4	4	1.8
91	Les Anglophones du Québec ne sont pas des Québécois au même titre que les Francophones du Québec.	7	6	4	33	26	10	15	0	17	33	50	4.51	4.5	4	1.63

Note. # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

Table 27

Descriptive data for items pertaining to Anglophones' perceptions of the definitions of various civic labels

#	Item	Distribution of responses											<i>M</i>	<i>Mdn</i>	<i>Md</i>	<i>SD</i>
		1	2	3	4	5	6	7	N/A	-	=	+				
88	I feel Québécois.	44	15	5	10	13	5	0	8	64	10	18	2.44	2	1	1.73
63	I feel like a Quebecker.	31	15	5	18	8	15	5	3	51	18	28	3.24	3	1	2.06
68	I feel like a Quebec Anglophone.	5	3	0	26	13	26	26	3	8	26	64	5.24	6	4	1.63
75	I feel Canadian.	0	0	0	0	3	3	92	3	0	0	97	6.92	7	7	0.36

Note. # = order of item as it appeared in the questionnaire; 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = moderately agree; 7 = strongly agree; N/A = no answer; - = disagree; = = neither agree nor disagree; + = agree; *M* = mean overall score for group; *Mdn* = median response for group; *Md* = Mode response for group; *SD* = standard deviation; Overall = all items taken together for the variable; Percentages rounded to the nearest whole number.; Decimals rounded to the nearest hundredth.

7.4 Relationships between Sociolinguistic Attitudes and L2 Proficiency

In order to measure the various relationships between students' different sociolinguistic attitudes and their L2 proficiency, a number of regression analyses were performed. First, univariate regressions determined the basic relationships between each of the predictor (i.e., attitudes) and response (i.e., proficiency) variables under investigation. Subsequently, significant covariates were integrated into the models in order to determine whether or not the relationship—or lack thereof—determined by the univariate regressions was retained. These covariates included students' sex, level of daily contact, level of occasional contact (i.e., private lessons in the L2 and visits to the L2 community), orientations for learning the L2 (instrumental and integrative), and perceived ethnolinguistic vitality. Of note, only when the covariates had a significant effect on the predictor and response variables is the data included in the present chapter. Finally, stepwise regressions were performed for each type of proficiency (overall, oral, and written) in order to determine the most significant combination of predictor variables out of all of those considered in the present study. Ultimately, as shown in Tables 28 and 30, a great deal of variation was determined between the two linguistic groups and across the different types of sociolinguistic attitudes.

Table 28

Variation and parameter estimates for sociolinguistic attitudes as predictors of proficiency based on univariate regression analyses

Predictor Variable	Linguistic Group	Proficiency Type	<i>n</i>	Variation	Parameter Estimates				
				R^2	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>	
Attitudes toward the L2	Francophones	Overall	82	0.07	1	2.35	2.44	0.0171*	
		Oral	82	0.07	1	2.99	2.52	0.0136*	
		Written	82	0.03	1	1.72	1.59	0.1169	
	Anglophones	Overall	36	0.01	1	-0.79	-0.54	0.5911	
		Oral	38	0.02	1	-1.34	-0.74	0.4633	
		Written	36	0.00	1	0.32	0.16	0.8751	
Attitudes toward the L2 Community	Francophones	Overall	82	0.00	1	0.51	0.34	0.7363	
		Oral	82	0.00	1	0.10	0.05	0.9587	
		Written	82	0.00	1	0.92	0.56	0.5790	
	Anglophones	Overall	36	0.01	1	-1.04	-0.69	0.4954	
		Oral	38	0.01	1	-0.94	-0.49	0.6279	
		Written	36	0.02	1	-1.66	-0.82	0.4188	
Attitudes toward Language Policy and Planning	Francophones	Overall	82	0.01	1	1.01	0.72	0.4765	
		Oral	82	0.01	1	1.67	0.96	0.3405	
		Written	82	0.00	1	0.36	0.23	0.8179	
	Anglophones	Overall	36	0.14	1	-4.67	-2.43	0.0203*	
		Oral	38	0.02	1	-2.26	-0.87	0.3905	
		Written	36	0.23	1	-7.64	-3.20	0.0030*	

Note. *n* = number of participants included in the calculations; R^2 = coefficient of determination; *df* = degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = *p*-value; *=significant effect ($p \leq 0.05$); R^2 , parameter estimates, and *t* rounded to the nearest hundredth.

7.4.1 Attitudes toward the L2 and L2 proficiency

The analyses of students' attitudes toward the L2 and their L2 proficiency produced divergent results according to linguistic group (see Table 28). For Anglophones, no significant relationship was found between their attitudes toward the French language and their overall, written, or oral proficiency in French. For Francophones, on the other hand, a significant relationship between attitudes toward the English language and L2 proficiency was confirmed (R-square = 0.07, $p = 0.0171$). The parameter estimates predict that for each unit on the one to seven Likert scale that a student's overall attitude toward the English language approaches the positive pole, his/her overall proficiency grade in English increases by 2.35%. Further analyses indicated that this relationship is stronger for students' oral proficiency than it is for their written proficiency; in fact, when the two types of competences are considered independently, only the relationship between attitudes toward the English language and oral proficiency reaches a level of significance (R-square = 0.07, $p = 0.0136$). The parameter estimates predict a 3% increase in the oral proficiency score with a one unit improvement of favourability toward the English language. Regression analyses which included the covariates proved to have no significant effect on this relationship. In sum, based on these analyses, attitudes toward the L2 appear to have a significant relationship only with Francophones' oral L2 proficiency. However, further regression analyses indicated that this sociolinguistic attitude is a significant predictor for all types of L2 proficiency among Francophones (see section 7.4.4).

7.4.2 Attitudes toward the L2 community and L2 proficiency

As indicated in Table 28, linear regression analyses indicated no significant relationship between students' attitudes toward the L2 community and their L2 proficiency. These results were constant across both linguistic groups and for all types of proficiency. In addition, the inclusion of covariates in the model still failed to reveal any significant relationships.

7.4.3 Attitudes toward language policy and planning and L2 proficiency

When relying on the univariate linear regressions alone, there appears to be a significant relationship between students' attitudes toward language policy and planning in Quebec and their L2 proficiency among Anglophones only (see Table 28). For these students, a simple linear regression demonstrates the existence of a significant negative relationship between their attitudes toward language policy and planning in Quebec and their overall proficiency scores (R-square = 0.14, $p = 0.02$). Parameter estimates predict that with each unit that a student's overall attitude toward language policy and planning approaches the positive pole, his/her overall proficiency score decreases by approximately 4.7%. However, when proficiency types were separately analyzed, this relationship remained significant for written proficiency scores only (R-square = 0.23, $p = 0.0003$). These analyses predict that for each unit that an Anglophone student's attitudes toward language policy and planning in Quebec approach the positive pole, his/her written proficiency score diminishes by 7.64%.

When significant covariates are taken into account, these relationships between Anglophones' attitudes toward language policy and planning in Quebec and L2 proficiency remain unaffected. However, for Francophones, the consideration of covariates in the model results in a relationship between attitudes toward language policy and planning in Quebec and oral proficiency that approaches significance. Indeed, as shown in Table 29, when the daily contact variable is accounted for, parameter estimates predict that for every unit a Francophone student's attitude approaches the positive pole, his/her oral proficiency score increases by approximately 3% (R-square = 0.13, $p = 0.0801$). Again, while this relationship is not significant at the threshold of $p = 0.05$, perhaps with more observations a significance would be attained.

Of notable importance, while significant and near-significant relationships were found between attitudes toward language policy and planning in Quebec and L2 proficiency among both linguistic groups, the direction of the effects differs for each. Whereas for Anglophones the relationship is negative, for Francophones it is positive (see Figure 3). Figure 3 also illustrates that the strength of the effect between the two variables is noticeably stronger for the Anglophones than it is for the Francophones.

Table 29

Parameter estimates for Francophones' oral proficiency scores as predicted by attitudes toward language policy and planning with significant covariates included in the model

	Parameter Estimates			
	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Attitudes toward Language Policy and Planning	1	3.00	1.77	0.0801
Daily Contact	1	3.76	3.27	0.0016*

Note. R-square for this model is 0.13; *df* = degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = *p*-value; *=significant effect ($p \leq 0.05$); *R*², parameter estimates, and *t* rounded to the nearest hundredth.

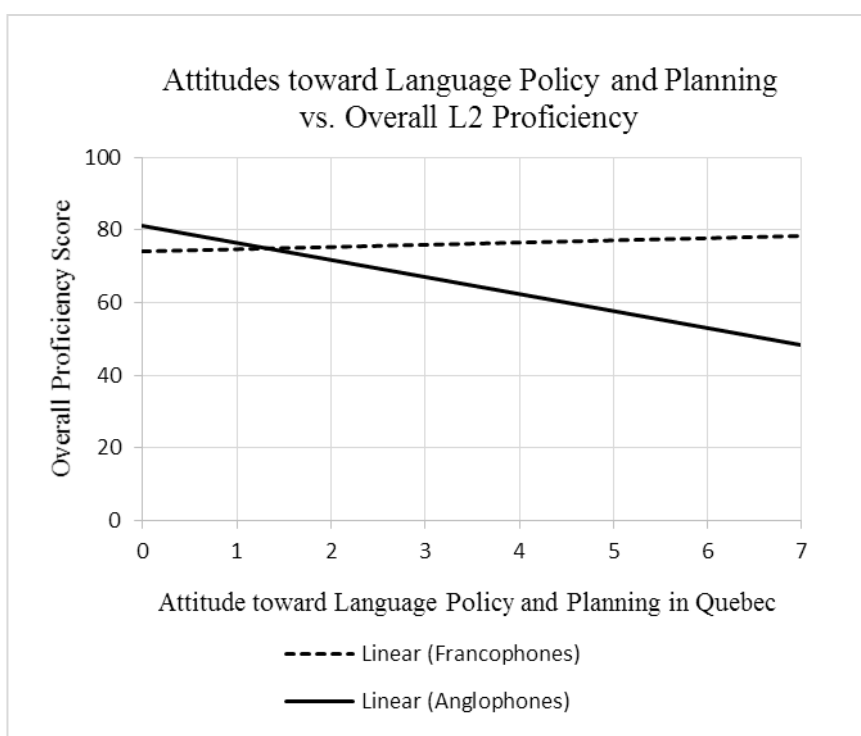


Figure 3: The Effect of Attitudes toward Language Policy and Planning in Quebec on Overall L2 Proficiency for both Linguistic Groups

7.4.4 Predictor variables of L2 proficiency

While the above regression analyses indicated the simple presence or absence of significant relationships between each of the predictor and response variables under investigation, the analyses described in the present section point to the set of predictors that are able to best

account for the variation in each of the response variables. In order to determine these sets of predictors, stepwise regressions were performed that tested all of the variables taken into account in the study (i.e., attitudes toward the L2, attitudes toward the L2 community, attitudes toward language policy and planning in Quebec, ethnolinguistic identity, sex, daily contact, private lessons, visits to the L2 community, perceived ethnolinguistic vitality, the instrumental orientation, and the integrative orientation). As illustrated in Table 30, students' attitudes toward the L2 and toward language policy and planning were retained as significant predictor variables for certain types of proficiency in each of the linguistic groups, at times as the only significant variable, at times in combinations with another.

Table 30

Predictors of L2 Proficiency as determined by stepwise regression analyses

Linguistic Group	Proficiency Type	<i>n</i>	Predictor Variable(s)	Variation	Parameter Estimates			
				<i>R</i> ² for Model	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Francophones	Overall	82	Attitudes toward the L2	0.07	1	2.35	12.62	0.0171*
	Oral	82	Attitudes toward the L2	0.13	1	4.24	3.33	0.0013*
			Attitudes toward Language Policy and Planning					
Anglophones	Written	82	Attitudes toward the L2	0.03	1	1.72	1.59	0.1169
	Overall	36	Attitudes toward Language Policy and Planning	0.25	1	-4.62	-2.50	0.0178*
			Private Lessons					
			Private Lessons					
Written	36	Attitudes toward Language Policy and Planning	0.23	1	-7.64	-3.20	0.0030*	

Note. *n* = number of participants included in the analyses; *R*² = coefficient of determination; *df* = degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = *p*-value; * = significant effect (*p* ≤ 0.05); *R*², parameter estimates, and *t* rounded to the nearest hundredth.

For Francophones, the recurring variable is attitudes toward the English language. For overall proficiency, it was selected as the only significant predictor variable (R-square = 0.07, $p = 0.0171$) and estimates indicate that for every unit a Francophone student's attitudes toward English improve, his/her overall proficiency score also does by 2.35%. When the oral proficiency score is taken individually, the stepwise selection revealed the significant predictors to be a combination of attitudes toward the English language and attitudes toward language policy and planning in Quebec (R-square = 0.13). This model predicts that for every unit that a Francophone student's attitudes toward the English language augments, his/her oral grade improves by 4.24% ($p = 0.0013$) (roughly double what the model for overall proficiency predicts for this variable). In addition, for every unit a student's attitude toward language policy and planning in Quebec increases by one unit, his/her oral proficiency grade is predicted to improve by 4.2% ($p = 0.0226$). However, these predictor variables lose their value when the students' written scores are analyzed individually; in this model, no significant predictor variables were determined. The most dominant variable is, again, attitudes toward the English language (R-square = 0.03), but this relationship is not statistically significant ($p = 0.1169$).

For Anglophones, the significant predictor variables for proficiency revealed through the stepwise regression selection differed from those selected for the Francophone students. As far as overall proficiency goes, attitudes toward language policy and planning and private lessons in French were retained as the significant contributors to the model (R-square = 0.25). Parameter estimates predict that for every unit attitudes toward language policy and planning increase in favourability, a student's grade decreases by 4.62% ($p = 0.0178$). Similarly, a student who takes private lessons in French is expected to have a grade with a 9.66% decrease ($p = 0.0212$).¹⁷ For oral proficiency, private lessons again stood out as a significant contributing variable (R-square = 0.24, $p = 0.0026$), indicating that none of the principal variables under investigation significantly influenced Anglophones' oral French proficiency. Finally, the analyses revealed that Anglophones' written proficiency is significantly affected by their attitudes toward language policy and planning, with parameter estimates predicting that for every unit an Anglophone student's attitudes toward

¹⁷ The direction of this relationship is questionable; it is more likely that a student with a lower grade seeks private lessons.

language policy and planning increase in favourability, his/her written proficiency score decreases by 7.64% ($R\text{-square} = 0.23, p = 0.003$).

In sum, while certain sociolinguistic attitudes—namely, attitudes toward the L2 and attitudes toward language policy and planning—retained a significant relationship with students' L2 proficiency, other variables are also clearly often at work. Moreover, based on the statistical analyses conducted, attitudes toward the L2 community do not have any significant relationship with L2 proficiency for these young Francophone and Anglophone students in Quebec.

7.5 Relationships between Ethnolinguistic Identity and Sociolinguistic Attitudes

In order to measure the various relationships between students' sense of ethnolinguistic identity and their various sociolinguistic attitudes, the series of regressions used to analyze the variables of sociolinguistic attitudes and L2 proficiency was duplicated for the new response (i.e., attitudes toward the L2, the L2 community, and language policy and planning in Quebec) and predictor (i.e., ethnolinguistic identity) variables under investigation. Univariate regressions first determined any basic significant relationships between ethnolinguistic identity and each of the three sociolinguistic attitudes among both linguistic groups. Significant covariates were then included in the models to determine if the significance found in any relationship was retained or if any non-significant relationships were rendered significant. Finally, a stepwise regression analysis was performed to determine the most significant combination of predictor variables for ethnolinguistic identity among each linguistic group. As shown in Tables 31 and 35, ethnolinguistic identity proved to be a significant predictor variable of sociolinguistic attitudes among the Francophone students, and only for attitudes toward the L2 community and attitudes toward language policy and planning. For the Anglophone students, other variables appear to be at work.

Table 31

Variation and parameter estimates for ethnolinguistic identity as a predictor of sociolinguistic attitudes based on univariate regression analyses

Response Variable	Linguistic Group	Variation		Parameter Estimates			
		<i>n</i>	R^2	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Attitudes toward the L2	Francophones	82	0.00	1	-0.09	-0.53	0.5969
	Anglophones	38	0.01	1	0.14	0.67	0.5062
Attitudes toward the L2 Community	Francophones	82	0.16	1	-0.39	-3.89	0.0002*
	Anglophones	38	0.02	1	0.15	0.75	0.4581
Attitudes toward Language Policy and Planning	Francophones	82	0.24	1	0.50	5.01	<0.0001*
	Anglophones	38	0.07	1	0.22	1.58	0.1220

Note: *n* = number of participants included in the analyses; R^2 = coefficient of determination; *df* = degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = *p*-value; *=significant effect ($p \leq 0.05$); R^2 , parameter estimates, and *t* rounded to the nearest hundredth.

7.5.1 Ethnolinguistic identity and attitudes toward the L2

Based on the univariate regression analyses, for neither Francophones nor Anglophones was students' sense and strength of ethnolinguistic identity a predictor of their attitudes toward the L2 (see Table 31). Moreover, when significant covariates were included in the model, the relationships remained non-significant.

7.5.2 Ethnolinguistic identity and attitudes toward the L2 community

As shown in Table 31, as concerns the relationship between students' ethnolinguistic identity and their attitudes toward their L2 community, the univariate regressions exposed differences between the two linguistic groups. Among the Francophone students, a significant effect (R -square = 0.16, $p = 0.0002$) was determined to exist between the two

variables. Parameter estimates predict that for every unit on the Likert scale that a Francophone student's ethnolinguistic identity approaches the strong and positive pole, his/her attitudes toward the Anglophone community approach the negative pole by 0.37 units. However, these results are altered, albeit slightly, when covariates are taken into account. The inclusion of the integrative orientation, a covariate that significantly correlated with Francophones' attitudes toward the Anglophone community, permitted the effect of ethnolinguistic identity to remain significant ($p = 0.0071$, see Table 32); but, the parameters set more modest predictions. For every unit ethnolinguistic identity increases, attitudes toward Anglophones are expected to decrease by 0.22 units. In total, this corrected model accounts for 50% of the variation (R-square = 0.50).

Table 32

Parameter estimates for Francophones' attitudes toward the Anglophone community as predicted by ethnolinguistic identity with significant covariates included in the model

	Parameter Estimates			
	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Ethnolinguistic Identity	1	-0.22	-2.77	0.0071*
Integrative Orientation	1	0.36	7.36	<.0001*

Note: $n = 82$; R-square for this model is 0.50; *df* = degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = p-value; * = significant effect ($p \leq 0.05$); R^2 , parameter estimates, and *t* rounded to the nearest hundredth.

Among the Anglophone students, no statistically significant relationship between ethnolinguistic identity and attitudes toward the Quebec Francophone community was found based on the univariate regression analysis. However, when the significant covariates of perceived ethnolinguistic vitality and the integrative orientation are included in the model, the effect of ethnolinguistic identity approaches significance ($p = 0.0654$, see Table 33). In this model, 66% of the variance is accounted for (R-square = 0.66), and parameter estimates predict that for every unit an Anglophone student's ethnolinguistic identity reaches the positive end of the scale, his/her attitudes toward the Francophone community decrease by approximately a quarter of a unit (-0.26). In brief, while a near-significant relationship was found between ethnolinguistic identity and attitudes toward the Quebec Francophone community for the Anglophone group, the practical impacts of it are minimal.

Table 33

Parameter estimates for Anglophones' attitudes toward the Francophone community as predicted by ethnolinguistic identity with significant covariates included in the model

	Parameter Estimates			
	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Ethnolinguistic Identity	1	-0.26	-1.90	0.0654
Perceived Ethnolinguistic Vitality	1	0.67	4.07	0.0003*
Integrative Orientation	1	0.32	3.56	0.0011*

*Note: n = 38; R-square for this model is 0.66; df = degrees of freedom; PE = parameter estimate; t = t-value; p = p-value; * = significant effect ($p \leq 0.05$); R^2 , parameter estimates, and *t* rounded to the nearest hundredth.*

7.5.3 Ethnolinguistic identity and attitudes toward language policy and planning

As shown in Table 31, similar to the relationship between ethnolinguistic identity and attitudes toward the L2 community, the notion of the former as a predictor of attitudes toward language policy and planning in Quebec proved statistically significant only among the Francophone students ($R\text{-square} = 0.24$, $p = <.0001$). Parameter estimates predicted that for each unit that a Francophone student's ethnolinguistic identity approaches the strong and positive pole of the Likert scale, his/her attitudes in favour of language policy and planning in Quebec increase by 0.5 units. When the significant covariates of the instrumental and integrative orientations are included in the model (which negatively correlate with attitudes toward language policy and planning), the parameter estimates decrease, estimating that attitudes toward language policy and planning in Quebec improve by 0.37 units for every unit ethnolinguistic identity reaches the strong and positive end of the scale ($p = <.0001$, see Table 34). In this corrected model with significant covariates included, 47% of the variation is accounted for ($R\text{-square} = 0.47$). For Anglophones, any modification to the model based on significant covariates did not change the non-significance of the relationship between ethnolinguistic identity and attitudes toward language policy and planning in Quebec.

Table 34

Parameter estimates for Francophones' attitudes toward language policy and planning in Quebec as predicted by ethnolinguistic identity with significant covariates included in the model

	Parameter Estimates			
	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Ethnolinguistic Identity	1	0.37	4.21	<.0001*
Instrumental Orientation	1	-0.17	-2.22	0.0296*
Integrative Orientation	1	-0.24	-4.18	<.0001*

*Note: n = 82; R-square for this model is 0.47; df = degrees of freedom; PE = parameter estimate; t = t-value; p = p-value; * = significant effect ($p \leq 0.05$); R^2 , parameter estimates, and *t* rounded to the nearest hundredth.*

7.5.4 Predictor variables of sociolinguistic attitudes

To determine the best predictor variable(s) of each sociolinguistic attitude, stepwise regression analyses were performed that took into account students' ethnolinguistic identity, perceived ethnolinguistic vitality, instrumental orientation, integrative orientation, daily contact, private lessons, visits to the L2 community, and sex. The two other types of sociolinguistic attitudes were not considered in the analysis of each of the other attitudes as any relationship among them could at best be attributed to collinearity, not a logical predictor-response relationship. As illustrated in Table 35, significant predictor variables differed by linguistic group and type of attitude, but ethnolinguistic identity only had significance among the Francophone students.

Table 35

Predictors of sociolinguistic attitudes as determined by stepwise regression analyses

Attitude Type	Linguistic Group	<i>n</i>	Predictor Variable(s)	Variation	Parameter Estimates			
				<i>R</i> ² for Model	<i>df</i>	<i>PE</i>	<i>t</i>	<i>p</i>
Attitudes toward the L2	Francophones	82	Daily Contact	0.41	1	0.43	4.95	<.0001*
			Int. Orientation		1	0.31	3.93	0.0002*
	Anglophones	38	Int. Orientation	0.56	1	0.58	6.86	<.0001*
Attitudes toward the L2	Francophones	82	Int. Orientation	0.50	1	0.36	7.36	<.0001*
			EL Identity		1	-0.22	-2.77	0.0071*
Community	Anglophones	38	PEV	0.64	1	0.73	5.43	<.0001*
			Inst. Orientation		1	0.26	3.63	0.0009*
Attitudes toward Language Policy and Planning	Francophones	82	Inst. Orientation	0.47	1	-0.17	-2.22	0.0296*
			Int. Orientation		1	-0.24	-4.18	<.0001*
			EL Identity		1	0.37	4.21	<.0001*
	Anglophones	38	PEV	0.48	1	0.62	5.79	<.0001*

Note. *n* = number of participants included in the analyses; *R*²=coefficient of determination; *df*= degrees of freedom; *PE* = parameter estimate; *t* = t-value; *p* = *p*-value; Int. =integrative; EL =ethnolinguistic; PEV = perceived ethnolinguistic vitality; Inst. = instrumental; * = significant effect (*p* ≤ 0.05); *R*², parameter estimates, and *t* rounded to the nearest hundredth.

7.5.5 Predictor variables of attitudes toward the L2

As shown in Table 35, based on the stepwise regression selection, Francophones' attitudes toward the English language are best predicted by a combination of their level of daily contact and of the integrative orientation (R-square = 0.41). In this model, parameter estimates predict that for every unit a student's level of daily contact increases by one, his/her attitude toward the English language improves by 0.43 units ($p = <0.0001$). As for the role of the integrative orientation, for every unit the presence of this orientation increases by one, the student's attitude toward the English language is expected to increase by 0.31 units ($p = 0.0002$). In this model, therefore, ethnolinguistic identity does not play a significant role in predicting Francophone students' attitudes toward the English language.

As is the case for their Francophone counterparts, Anglophones' level of the presence of the integrative orientation is a significant predictor of their attitudes toward the French language (R-square = 0.56). Based on the stepwise regression model, the parameter estimates predict that for every unit a student's level of the integrative orientation increases, his/her overall attitude toward the French language improves by 0.56 units ($p = <0.0001$). As such, for Anglophones also, this model indicates that ethnolinguistic identity does not play a significant role in predicting students' attitudes toward the L2.

7.5.6 Predictor variables of attitudes toward the L2 community

Unlike for the variable of attitudes toward the L2, there is no overlap between the two linguistic groups in terms of the significant variables that predict attitudes toward the L2 community (see Table 35). For Francophones, the stepwise regression analysis revealed the integrative orientation and ethnolinguistic identity are the significant contributors to the model (R-square = 0.50). Parameter estimates predict that for every unit a student's integrative orientation approaches the positive absolute end of the scale, his/her attitudes toward the Anglophone community increase by 0.36 units ($p < .0001$). In contrast, for every unit that a student's ethnolinguistic identity approaches the strong and positive end of the scale, his/her attitudes toward the Anglophone community decrease by 0.22 units (p

=0.0071). Therefore, while the effect may be modest, this model provides evidence that ethnolinguistic identity is a significant predictor of Francophone students' attitudes toward the Anglophone community in Quebec.

For Anglophones, a parallel claim cannot be made. The stepwise regression model performed on their data revealed perceived ethnolinguistic vitality and the instrumental orientation as the only significant predictors of their attitudes toward the Francophone community. Together, these variables account for 64% of the variation (R-square = 0.64). Parameter estimates predict that for every unit a student's perceived ethnolinguistic vitality increases by one unit, his/her attitudes toward the Francophone community increase by 0.73 units ($p < .0001$). As for the extent of the relationship between the instrumental orientation and Anglophones' attitudes toward the Francophone community, for every unit the former increases the latter increases by 0.26 units ($p = 0.0009$). As such, while ethnolinguistic identity appears to play a significant role in the prediction of Francophones' attitudes toward the Anglophone community, the equivalent relationship among Anglophone students was not observed.

7.5.7 Predictor variables of attitudes toward language policy and planning in Quebec

Again, for the variable of attitudes toward language policy and planning in Quebec, there is no overlap between the two linguistic groups in terms of significant predictor variables (see Table 35). However, for Francophones, the integrative orientation and ethnolinguistic identity are again significant contributors to the model, in addition to the instrumental orientation (R-square = 0.47). Parameter estimates predict that for every unit a Francophone's instrumental orientation reaches the positive absolute pole of the scale, his/her attitudes toward language policy and planning approach the unfavourable pole by 0.17 units ($p = 0.0296$). The parameter estimates for the integrative orientation in this model are the most modest amongst all of the three types of sociolinguistic attitudes, with a student's attitudes toward language policy and planning approaching the negative pole by 0.24 units for every unit his/her integrative orientation approaches the positive pole ($p <$

.0001). However, the parameter estimates pertaining to ethnolinguistic identity in this model are larger than they are in the model for attitudes toward the L2 community; for every unit a Francophone's sense of ethnolinguistic identity approaches the strong and positive pole, his/her attitudes toward language policy and planning in Quebec approach the favourable pole by 0.37 units ($p < .0001$). Here again, therefore, ethnolinguistic identity is a significant predictor of a sociolinguistic attitude.

As is the case for their attitudes toward the Francophone community, perceived ethnolinguistic vitality is a significant predictor of attitudes toward language policy and planning in Quebec among Anglophones (R-square = 0.48). Based on the parameter estimates, for every unit an Anglophone's perceived ethnolinguistic vitality increases, his/her attitudes toward Quebec's language policy and planning improve by 0.62 units ($p < .0001$).

In brief, these stepwise regression analyses indicate that a number of variables are at work in terms of predicting students' sociolinguistic attitudes. Whereas ethnolinguistic identity is a significant predictor variable for two out of the three attitudes of Francophones (i.e., attitudes toward the L2 community and attitudes toward language policy and planning in Quebec), it proved to have no significant relationship with any of the Anglophone students' sociolinguistic attitudes. In addition to ethnolinguistic identity, the integrative orientation is a reoccurring significant predictor variable of Francophones' sociolinguistic attitudes. For Anglophones, on the other hand, perceived ethnolinguistic vitality is a common significant predictor of attitudes. As such, while there appears to be certain trends within each linguistic group as concerns the construction of sociolinguistic attitudes, there are few commonalities between them.

7.7 Summary

These results provide an objective and statistical analysis of the data collected from the Francophone and Anglophone participants. Some of the principal findings include that the Francophone students, though generally positive in their views of the English language,

were more divided on their attitudes toward the Anglophone community. For their part, Anglophones were considerably divided as a group with respect to their attitudes toward the French language as well as its community. As regards language policy and planning in the province, the data revealed Francophones' general positive attitudes and Anglophones' almost unanimous negative attitudes. As concerns the relationship between each of these attitudes and students' L2 proficiency, the only significant results appear to be for Francophones' attitudes toward the English language (positive relationship) and each group's attitudes toward language policy and planning. For Francophones, this relationship predicts higher L2 proficiency when positive attitudes are present whereas for Anglophones, the reverse relationship was found.

In terms of ethnolinguistic identity, although both groups expressed a generally positive sense of identity, only among the Francophones was evidence found that this identity contributed to the construction of certain sociolinguistic attitudes (notably, attitudes toward the Anglophone community and attitudes toward language policy and planning). For Anglophones, perceived ethnolinguistic vitality appears to be the relevant predictor. Again, these results are the product of objective statistical analyses and do not, on their own, explain the reasoning behind the findings. In the following chapter, reflections upon these data are discussed.

8.0 Discussion

8.1 Introduction

Before addressing how the preceding chapter's results align with the study's research questions and hypotheses, it is valuable to discuss some of the general characteristics of students' sociolinguistic attitudes and ethnolinguistic identity that emerged through the questionnaire. Indeed, considerable time has passed since empirical research has investigated these variables among the youth population in Quebec. Providing a portrait and analysis of attitudes surrounding how young Francophones and Anglophones learn the other community's language may help to shed light on the current state of intergroup relations in the province.

Following this overview, a discussion of the explanations for the various relationships found among sociolinguistic attitudes, ethnolinguistic identity, and L2 proficiency within the Francophone and Anglophone groups is developed. Making links with previous research conducted in the field and proposing alternative reasons for the findings when warranted, a more thorough understanding of the statistical analyses is provided.

8.2 Students' Attitudes toward the Second Language

Based on the conclusions drawn in Winer's (2007) study, Francophone students in the present study may have been expected to hold at best ambivalent and as bad as hostile attitudes toward the English language. However, the results indicate that a majority of them actually possess an overall positive attitude toward English. These results resemble those of Oakes (2010) in that, although there is substantial evidence of positive attitudes among students, they are not invariably nor categorically positive. As a general trend, the Francophone students strongly perceived the utility of learning English, but were divided regarding the time they desired to invest in learning it. Of course, students preferring to spend their time on subjects other than English is hardly cause for alarm as concerns their attitudes toward the English language; they may not enjoy learning English as much as they

do art or science, for example, but they generally believe that it is worthwhile to learn and intend to continue studying it after high school.

Considering that Oakes (2010) examined university Francophone students up to 35 years of age and that Winer (2007) focussed on secondary Francophone students, it could be somewhat surprising that the results in the present study align more closely with those of the former rather than of the latter. Granted, Winer's students are from Montreal and the surrounding areas and, therefore, presumably have more contact—perhaps negative contact—with Anglophones than the students from Saguenay-Lac-Saint-Jean, feeling more threatened as a result. However, Oakes (2010) found that Montrealers held the most positive beliefs out of all of the participants he studied, undermining the hypothesis that negative experiences of contact are at the root of the negative attitudes reported in Winer's study. It might also be suggested that the students from Saguenay-Lac-Saint-Jean in the present study may have fallen prey to social desirability (or prestige) bias or self-deception (see Dörnyei, 2003, pp. 12-13). However, this possibility is also unlikely given that these students were willing to voice their generally negative attitudes toward the Quebec Anglophone Community. The most plausible explanation for the differences between Winer's suggestions that ambivalent and hostile attitudes toward English are common among Francophone students and the results of Oakes's and the present study is a difference in methodology. Whereas Winer relied upon the perceptions of a selection of pre-service ESL teachers to report student attitudes, present study as well as Oakes' went directly to the source by questioning the bearers of the attitudes directly and analyzing the results quantitatively. Of course, negative attitudes toward English have been reported among Francophones in studies other than Winer's, including this one and Oakes's, and the pre-service students' perceptions are not to be dismissed. However, based on the results of the present study which corroborate those of Oakes, negative attitudes toward English among Francophones are held by the minority, not the majority of students.

This difference in perception is crucial; social psychologists have explained that, in the case of intergroup relations, positive perceptions of characteristics of the in-group and negative perceptions of characteristics of the out-group are often maintained even when there is contradicting evidence (see Maass & Arcuri, 1992; Maass, Salvi, Arcuri, & Semin,

1989; Maass, Milesi, Zabbini, & Stahlberg, 1995). Given this concept, considering that presumably at least some of the pre-service teachers in Winer's study were members of the Anglophone community (in-group), a few negative experiences they had concerning some Francophone students' (out-group's) ambivalent or hostile attitudes toward the English language may have overshadowed the majority of their students' positive attitudes. Of course, it is impossible to confirm this hypothesis with the limited data provided in Winer's article. However, the results from the present study suggest that these Francophone students from Saguenay-Lac-Saint-Jean hold positive attitudes toward the English language.

As for Quebec Anglophones, the limited research conducted on their attitudes toward the French language provided little direction to predict the attitudes of the Anglophone students from Gatineau in the present study. Evidence from Adsett and Morin's (2004) meta-analysis indicated that Quebec Anglophones were strongly—and in much higher numbers than other regional populations in the country—in favour of linguistic duality in Canada. However, given Quebec Anglophones' minority status, it was unclear whether this high regard for linguistic duality was an expression of positive attitudes toward the French language or instead toward the protection of the status of the English language within the predominantly Francophone province of Quebec. The results of the present study seem to support the latter proposition. Indeed, the Anglophone students from Gatineau expressed generally negative attitudes toward the French language, although the proportions of students possessing overall negative and positive attitudes did not differ drastically: 56% to 38% respectively.

Thus, the question begs: Why do Quebec Francophones possess generally positive attitudes toward English while Quebec Anglophones possess generally negative ones toward French? Indeed, one might expect that given the contact the Anglophones have with their L2 in their immediate social environment, and the role that contact has been shown to play in constructing positive attitudes (e.g., Belemehri & Hummel, 1998; Oakes, 2010), that if the two linguistic groups were to diverge in any sense, it would be the Anglophones with more positive attitudes than the Francophones. However, the widely accepted "Contact Hypothesis" (see Allport, 1954) has long-claimed that in order for contact to be a fruitful benefactor of positive intergroup attitudes, certain conditions must be met. Specifically,

there must be personal and sustained interaction with a member of the out-group who is perceived as being of equal status as the member of the in-group, representative of the larger out-group, and participatory in the process of working toward a common goal for both groups (Blaine, 2012, p. 231). Recall that the only high-level of contact during which the Anglophone students reported to engage with the out-group is talking to Francophone strangers, mostly in the service industry (e.g., store clerks, bus drivers, servers, and so forth). Consequently, it is unlikely that sustained personal interaction with a member of the out-group of equal status (for example, a classmate or peer with whom friendship is formed) is taking place for the majority of these students.

For the Francophone students, on the other hand, while they have minimal face-to-face contact with Anglophones, they have higher levels of contact than their Anglophone counterparts for non-obligatory L2 language activities, such as reading, writing, and watching T.V. for fun in the L2. As such, there is little risk for negative contact experiences, and unlike the Anglophone students, the contact they have is of their own volition. Furthermore, the results indicated that the best predictor variable for attitudes toward the L2 for Anglophones was an integrative orientation whereas for Francophones it was a combination of the integrative orientation and contact. Consequently, there is evidence that the type of contact the Francophone students experience is facilitative of positive attitudes toward the construction of positive attitudes toward the L2 while the type of contact the Anglophone students experience is not.

Another factor to consider is the Francophone students' participation in the grade six intensive English program. Such programs have been reported to foster both positive attitudes toward learning English and improved L2 proficiency (e.g., Lightbown & Spada, 1994; Netten & Germain, 2005; Spada & Lightbown, 1989), and it is entirely possible that these students' experience has had some lingering effects on the results of the present study. Although the Anglophone students have benefited from 250 more hours of L2 instruction at the secondary level than their Francophone counterparts in the equivalent core program (Régime pédagogique, 2012, c. I-13.3, r. 8), the form of this instruction starkly differs from the communicative, content-focussed type of instruction in an intensive language environment. Consequently, the Francophone students' past L2 learning experience in an

intensive environment may have shaped their attitudes toward their L2 in a way not possible for the Anglophone students.

A final possible, though less probable, variable contributing to the discrepancy between the attitudes toward the L2 of the two linguistic groups are the students' proficiency scores. Indeed, the Francophones' test scores were significantly higher than those of the Anglophones. According to Gardner's (1985) socio-educational model, linguistic outcomes (i.e., L2 proficiency) may have a circular effect; in other words, perhaps poor linguistic outcomes have resulted in poor attitudes toward the L2. However, this hypothesis cannot be determined for certain as previous grades for the students are unavailable.

In sum, the results of the present study showed that Francophone ESL students from Saguenay-Lac-Saint-Jean had generally positive attitudes toward English while Anglophone FSL students from Gatineau had generally negative attitudes toward French. Based on the data collected, it is likely that this difference between the two groups can be attributed not to the level but to the type of contact that each group receives. Whereas the Francophones engage in voluntary non-face-to-face contact with their L2, the Anglophones engage in impersonal involuntary face-to-face contact with theirs. As such, there is little opportunity for the Anglophones to develop positive intergroup attitudes based on their contact experiences. As for the Francophones, while they also lack access to high-quality, personal, face-to-face contact, they engage in more pleasant and leisurely, minimal risk contact with the L2 than their Anglophone counterparts. Moreover, Francophones' exposure to intensive L2 instruction, an opportunity not afforded to the Anglophone participants in the study, may also have had a role in the construction of their attitudes.

8.3 Students' Attitudes toward the Second Language Community

Based on the previous research available, predictions about Francophones' attitudes toward the Anglophone community could have gone in either direction. On the one hand, Clément (1997) and Belemehri and Hummel (1998) found that Francophone high school students

living in monolingual contexts in eastern Quebec had either neutral or positive attitudes toward Anglophones. On the other hand, a more recent study, the Ethnic Diversity Survey (2002-2003) conducted by Statistics Canada and Canadian Heritage discovered that 25% of Quebec Anglophones felt they had been victim to discrimination citing language and accent as the number one basis, a percentage higher than anywhere else in the country. Of course, the issue of whose perspective is being considered is again of concern, as the study collected data on the Anglophones' views, not the Francophones'. In the present study, the Francophone students actually possessed more negative than positive attitudes toward the Quebec Anglophone community, but there was some considerable division among the group with about a third possessing positive attitudes and a tenth possessing neutral ones.

As for Anglophones, it was also difficult to predict what their attitudes toward the Quebec Francophone community would be. Based on the Ethnic Diversity Survey (2002-2003), the proportion of Francophones who felt victim to linguistically based discrimination in Quebec were fewer than Anglophones (7%). But, it would be unreasonable to venture that Quebec Anglophones' attitudes toward Francophones would be more positive as a result for the differences in percentages could be due to differences in population sizes; Francophones may simply not have experienced the manifestation of negative attitudes on the part of Anglophones as much as the other way around because Anglophones are fewer in number and higher in contact. They may still nonetheless possess negative attitudes even if most Francophones had not felt personally victimized by it. The results of the present study showed that Anglophones were essentially split down the middle when it came to their attitudes toward their L2 community; but, unlike the Francophones, no student was neutral on the issue. There was also a larger proportion who manifested positive attitudes toward the L2 community among the Anglophones than the Francophones.

Interestingly, what is common to both groups is that a majority of them feel that the other linguistic community does not speak their second official language (i.e., the language of the other group) well. These attitudes are, to a certain degree, in step with the perceptions of members of each group who felt they had been a victim of linguicism in the EDS (2002-2003). That being said, based on the data collected, it would be presumptuous to equate attitudes—a structure of beliefs—with the outright manifestation of discrimination.

Nevertheless, it is logical to believe that at the root of any form of linguisticism would be negative attitudes toward the linguistic community in question.

8.4 Students' Attitudes toward Language Policy and Planning in Quebec

The fact that items from Oakes (2010) questionnaire were the basis for the present investigation of attitudes toward language policy and planning make it an appropriate starting point for comparison, at least as regards the Francophone participants. On the seven points of language policy and planning addressed in the questionnaire (rules regarding access to education in a certain language, learning second languages at the elementary and high school level, the language of public signage, the language of service in the public sphere, the official statuses of English and French in Quebec, the threat English poses to French, and the role of the government in protecting and promoting the French language), the high school students from Saguenay-Lac-Saint-Jean tended to have similar attitudes to those of the university students surveyed by Oakes. However, on a few occasions, there were considerably more “neutral” responses on the part of the high school students. In his study, Oakes suggests that neutral responses indicate a lack of knowledge of the details of the official policy on the part of the respondents (p. 281). In the context of the present study, this explanation is less plausible as the items included in the questionnaire were screened by a focus-group of high school students during the pilot testing to ensure that only common knowledge would be addressed (see Section 6.4.1). A more likely explanation for this increased number of neutral responses among the high school participants is that they have simply yet to form an opinion on the matter given their age; they are not yet even legally allowed to vote. While political views begin to form in the adolescent years, they typically do not solidify until one's thirties (Jennings, 1989 cited in Lerner & Steinberg, 2004, p. 736).

Of particular interest among the results discovered was the Francophone students' general favourable attitudes toward language policy and planning in Quebec but their equally unfavourable attitudes toward those elements of policy and planning that touch access to English language schooling. The general favourability, or at least substantial

favourability, of more open access to English public school at the primary and secondary levels, and the strong majority's agreement that English-language CEGEPs should remain open to all, contrast with the general positive attitudes toward language policy and planning in the spheres of public signage, language of service, the sole official status of French, and the need to protect French from English through official legislation. In a similar vein, the Francophone students were also generally in favour of more intensive English teaching in primary and elementary school—with only a minority opposed to it—and half of them do not believe that learning English more intensively would threaten their culture (with less than a third of them believing it would).

These results point to an interesting trend in the data: the Francophone students from Saguenay-Lac-Saint-Jean make a distinction in the way they view policy and planning that affects them on an individual level and that which impacts society on a macro-level. In particular, they seem to favour individual bilingualism though not societal. This finding is not unique or surprising. Although only approximately 5% of Francophones who are schooled in French at the primary and secondary levels in Quebec proceed to complete their junior college studies at an English-language CEGEP (CSLF, 2011), research has shown that their principal reason for doing so is to improve their English language skills (Sabourin, Dupont, & Bélanger, 2010). This desire for individual bilingualism is also corroborated by the generally positive attitudes the students hold toward the English language and the fact that the majority of them aim to learn as much English as possible (see Table 6 in Section 7.3.1.3). Thus, in light of the recent and contentious debate on extending *The Charter of the French Language* to the CEGEP level (see Forcier, 2011) and of the *Parti québécois's* desire to decrease the amount of English instruction at the primary school level (see Séguin, 2012, 2013), these Saguenay-Lac-Saint-Jean Francophone students' attitudes seem to indicate that such changes would not tally well with their points of view.

As for Anglophones, they were generally unfavourable of language policy and planning in the province. However, there were substantial numbers of students who supported certain notions. The issue that they were the most divided on was French instruction in English-language schools. Just over 40% of them believe that the amount of time currently dedicated to French instruction is not excessive and that it should even be

taught more intensively. Although this number does not represent a majority, it is the highest proportion of positive attitudes toward language policy and planning that the Anglophone students manifested in the questionnaire. These students are also less categorical regarding their views of the need for language legislation to protect French. While there is evidence that just over half of them do not agree that there is a need for such legislation, this proportion of dissent is lower than it is for the majority of the other items. While there is not a noticeable difference concerning those who agree, there is a substantial number of those who are “neutral” on the issue. A possible interpretation of this lack of decisiveness is that although a fair number of them recognize the value of French in Quebec society and that it requires some form of protection, they are hesitant to lend their support to current policy like *The Charter of the French Language*, legislation that, based on the results, they find, in most respects, contradictory to their beliefs.

Regarding issues of access to English-language schools and CEGEPs, Anglophone students from Gatineau appear to be generally in favour of open access. Interestingly, while they are in favour of opening primary and secondary schools to all members of Quebec society in greater proportions than are their Francophone counterparts, the percentage of Francophones who are in favour of maintaining English-language CEGEPs open to all exceeds that of Anglophones. In fact, 21% of Anglophones in the study were unfavourable toward the idea of keeping CEGEPs open to all linguistic groups compared to 11% of Francophones. There are several possible explanations that could account for this divergence. First, it is important to note that the percentage of Anglophones who agreed with maintaining the status quo with regards to Francophones’ access to English-language CEGEPs resembles the percentage of those who dissented from other elements of language policy and planning in the group; that is, the Francophone students’ responses are the apparent anomaly in the data. Nonetheless, it is worth discussing why Francophones would be more opposed to strengthening legislation that would protect their L1 than Anglophones would be.

The first possibility is simply a mathematical one. There are approximately two times the number of Francophones than Anglophones who participated in the study; as such, one Anglophone’s response alters the percentages of his/her group twice as heavily as

a Francophone's would. Perhaps then, the roughly 10% that distinguishes the two groups is simply due to a handful of outlying individuals in the Anglophone group. Assuming, however, that the difference is not a matter of statistics, it is also possible that certain Anglophones' lack of a desire to keep access to English-language CEGEPs open to Francophones is not an affirmation of stronger linguistic policy but an expression of negative attitudes toward the Francophone community. As students on the verge of beginning their junior college studies (should they decide to pursue them), perhaps certain Anglophones with negative attitudes toward the Francophone community prefer to avoid sharing their educational institution with members of the other linguistic group. A third possibility is that some Anglophone students fear for the vitality of English-language institutions due to Francophone infiltration. English-language institutions are viewed as the heart of the Anglophone community in Quebec, and with the generally low perceived ethnolinguistic vitality of the Anglophone students from Gatineau, perhaps they are concerned about the livelihood of their community. The irony of such logic is that, according to Jedwab and Maynard (2008), there are at least two English CEGEPs in Quebec that may have trouble keeping their doors open without the enrolment of Francophone students: among these is the English-language CEGEP in Gatineau (Heritage College) (p. 168). Moreover, English-language community groups, like the Quebec Community Groups Network, have expressed their discontent with the idea of restricting entry to CEGEPs based on linguistic background as they worry such a policy would ghettoize the institutions (Bryan Baines, 2013). However, all three of these explanations are speculative at best; further data collection and analyses are required in order to confirm the validity of any of them.

In sum, as regards language policy and planning in Quebec, the Francophone students have generally positive attitudes while the Anglophones have generally negative ones. However, the Francophones manifested a distinction between their attitudes toward policy and planning that would limit opportunities for the development of their personal bilingualism and those that would preserve the French nature of the province on a macro-level. Anglophones, though generally negative in their outlook toward language policy and planning, showed a certain degree of evidence for a recognition of the importance of the French language in Quebec and the need to learn it. In brief, within both groups, policy and

planning that promotes the acquisition of the other group's first language seems to be favoured over that which would prevent it.

8.5 Students' Sense of Ethnolinguistic Identity

In general, both Francophone and Anglophone students possessed a positive sense of ethnolinguistic identity. For Francophones, these results align with what was expected and found in Remyson's (2004) study. The only item in the questionnaire to which the Francophone students expressed in substantial numbers a sense of negative identification with the in-group was one that inquired about them being a "passive member" of the Quebec Francophone community (item #71). Here, the students were considerably divided in their responses. Given that in the positively formulated counterpart of the same item – which inquired about students' engagement in the community – they responded as a strong majority in agreement with the statement, this division regarding their passivity in the community is likely indicative of an ambiguously or unclearly formulated item. For example, perhaps some students had interpreted "passive" to mean "not militant," whereas others believed it conveyed the notion of apathy. Because a fair number of students responded that they neither agreed nor disagreed with the statement that they were "passive members of the Quebec Francophone community," the aforementioned supposition is further supported; they were perhaps unable to indicate an opinion as they did not completely understand the meaning of the item. This anomaly aside, the Francophone students consistently indicated a generally positive sense of ethnolinguistic identity for each item in the questionnaire.

For Anglophones, while it was difficult to at all anticipate the outcomes of their data, based on Caldwell's (2002) affirmation that the Anglophone community of Quebec lacked a cultural component and Magnan's (2010) findings that young Quebec Anglophones do not have the sense of attachment to English-language institutions or their ancestral roots like the older generation does, it would have been reasonable to expect the young Anglophones of the present study to have a more or less absent sense of ethnolinguistic identity. Indeed, if ethnolinguistic identity is the sense of social belonging and attachment to the in-group (see Giles & Johnson, 1987 in Section 3.3), a poorly delineated in-group with few communal cultural referents would make identification with

that group hardly conceivable. In a sense, this phenomenon indeed manifested itself. Although most Anglophone students possessed an overall positive sense of ethnolinguistic identity, the collective average was much closer to the neutral mark than was the Francophones'. Furthermore, substantial numbers of students responded that they neither agreed nor disagreed, indicating the absence of any type of identification with the in-group.

A possible explanation for this weaker sense of ethnolinguistic identity among the Anglophones is the terminology used to identify the group in the questionnaire. Recall that in the English version of the questionnaire, Anglophones from Quebec were referred to as "Quebec Anglophones." This terminology was presumed to be the most objective since it ostensibly identifies merely the geographic and linguistic boundaries of the group without implying any cultural traits (see Section 6.3.1.3.1). However, as illustrated in the analyses pertaining to students' identifications with the polities of Quebec and Canada (see Section 7.3.5), only 64% of students identified themselves as a "Quebec Anglophone." Thus while, objectively speaking, all of the students are Anglophones from Quebec—that is, Quebec Anglophones—they may not consider this label to convey a social category that marks their collective sense of identity, in the same way that "person from the Northern hemisphere" would not; the description is valid and true, but it is not one that most students would associate with their collective sense of identity. Instead, the results unanimously indicated that "Canadian" would be a better marker.

If Francophones clearly and positively identified with Quebec society, why did Anglophones not? Oakes and Warren (2007) may shed some light on this division between the two groups: "...Although Anglophones might not have any objections to participating in Quebec society, they may well feel a certain reticence (*sic*) to being part of the Quebec civic nation" (p. 162). Drawing upon the work of Seymour (2005) to expand on this assertion, Oakes and Warren explain that there are several reasons why Quebec Anglophones may feel this way. First, some might fear that allegiance to Quebec would supersede allegiance to Canada and that if they subscribe to a Quebec-based identity, they might have to renounce their Canadian identity. Second, some worry that subscription to the Quebec nation might contribute to the success of the sovereignty movement. Third, some feel that Francophones of the province view the Quebec nation as ethnocultural, not civic and, as

such, do not feel included in the nation by their Francophone counterparts. Finally, some Anglophones do not feel that their rights are adequately recognized in Quebec (Seymour, 2005, p. 61, cited in Oakes & Warren, 2007, p. 162). Given these students' strong allegiance to Canada and ardent opposition to language policy and planning in the province, there is reasonable support for some of Seymour's assertions.

Whatever the reasons may be, the impact of some Anglophones' lack of identification with the term "Quebec Anglophone" may have led to the substantial "neutral" responses in the questionnaire. The students may have simply been unable to answer whether they agreed or disagreed with the item at hand because they did not identify with the social group to which the item referred. Further evidence in support of this hypothesis is contained within the data for the only two items to which the Anglophone students showed a clear majority in agreement or in disagreement. These two items inquired as to whether Quebec Anglophones had many reasons to be proud and as to whether they had many reasons to be ashamed. To these, the students agreed with the former and disagreed with the latter. These responses are significant because they relate to the only two items in the ethnolinguistic identity portion of the questionnaire that refer to the Quebec Anglophone community in general without asking the student to situate his/her personal relationship with respect to that community. Consequently, they are more able to express an opinion as it is not imperative for them to identify as a Quebec Anglophone in order to do so. In contrast, items such as "I like people to know that I am a Quebec Anglophone" presuppose that the students identify as such.

While this lack of identification as a Quebec Anglophone may have resulted in weaker senses of ethnolinguistic identity for some students than would have a questionnaire that used the term “Canadian,” it does not pose a problem for the integrity of the study. The intended focus of the study was, after all, on the Quebec context and on students’ identification as members of various subgroups in Quebec society. However, these results point to the interest of further investigating the issue using a Canadian-based scale of ethnolinguistic identity for Anglophones, and also possibly for Francophones.

8.6 Sociolinguistic Attitudes and Second Language Proficiency

The primary objective of the present study was to investigate the following research question: *Is there a relationship between adolescent Anglophone and Francophone students’ sociolinguistic attitudes (a. attitudes toward the L2, b. attitudes toward the L2 community, and c. attitudes toward language policy and planning in Quebec) and their L2 proficiency?* The relationship between each of the three attitudes and L2 proficiency was predicted and then measured individually. The overarching hypothesis was as follows: (H_1) *There will be a significant correlation between each sociolinguistic attitude measured and proficiency in the L2.* Each of the sub-hypotheses corresponding to H_1 are evaluated in the upcoming sections.

8.6.1 Attitudes toward the L2 and L2 proficiency

H_{1a} : *There will be a positive correlation between attitudes toward the L2 and L2 proficiency.*

Based on Gardner’s (1985) socio-educational model, it was predicted that there would be a positive correlation between attitudes toward the L2 and L2 proficiency for both linguistic groups. Results demonstrated a significant positive relationship between attitudes toward the English language and English L2 proficiency among the Francophone participants of the study. However, this relationship was only present for oral proficiency, not written. The

effect of these attitudes on oral proficiency is also stronger when attitudes toward language policy and planning are included in the statistical model. The size of the effect is relatively small (predicting 2.99-4.24% of a grade improvement per unit of improvement of attitudes, depending on the model). Nonetheless, it is statistically significant. These results are consistent with those of Clément, Gardner, and Smythe (1977) and Masgoret and Gardner (2003) who attested for the relationship between attitudes and L2 proficiency, even if it may be indirect (accounting for the modest effect).

Gardner's (1985) socio-educational model does not make the distinction between oral and written proficiency, and Gardner has been quoted as claiming that motivation is involved in all types of proficiency (Gardner, 2006); by extension the attitudes that, according to the model, contribute to the motivation construct would also influence all types of proficiency. However, in the present study, there was evidence that only oral proficiency could be predicted by attitudes toward the L2. This finding is explicable by the nature of the testing process used. The format of the oral interaction skills evaluation requires students to actively contribute to a four-member group discussion, with points attributed to how clearly and actively contributions are made (see Appendices C and D). Those with positive attitudes toward the second language are more likely to want to engage in such a L2 oral interaction experience, favouring their testing scores. The same relationship is less likely to be found in a written production test given the more abstract, academic nature of the task in which other cognitive individual differences, like aptitude, would be more likely responsible for students' variation in scores than would a social attitude. Indeed, as Gardner (1985) argues, the likelihood of a particular type of attitude influencing L2 proficiency depends on the type of L2 learning process; social attitudes are more likely to influence L2 learning in a social environment than in an academic one (p. 41).

As for the Anglophone students, attitudes toward the French language did not significantly correlate with either oral or written proficiency in French. This finding is actually similar to what Gardner, Moorcroft, and Metford (1989) found with their investigation of Anglophones learning French in an intensive program in Trois-Pistoles, Quebec. They found no direct relationship between the two variables. However, they argued that there was an indirect relationship between attitudes and proficiency because the

integrative motive (including favourable attitudes toward learning French) was related to the intention to continue studying in French which would, the researchers argued, result in increased L2 proficiency. Even this indirect relationship between attitudes toward the L2 and proficiency was tenuous, as attitudes were measured as part of a larger construct and not as an individual one. Moreover, in the context of the present study, the intention to continue studying French was included as an item in the attitudes toward the L2 construct; measuring a relationship between the two would be redundant. Furthermore, for the students who participated in the present study, the intention to continue studying French is not so much an intention as it is an obligation for most. According to data from Statistics Canada, CEGEPs have a participation rate of 64% in Quebec (Shaienks, Gluszynski, & Bayard, 2008, p. 13). Assuming, therefore, that the majority of the students investigated continue to pursue junior college studies, they will also be required to take the obligatory French language courses offered in their program.

A more plausible explanation for the lack of a relationship between Anglophones' attitudes toward the French language and their proficiency in French is that something else is at work. As will be discussed in more depth in the following section, given the strong identity connection between Quebec Francophones and the French language, there is reasonable cause to believe that, from the Anglophones' perspective, a clear border between attitudes toward the French language and attitudes toward the Francophone community does not exist. Perhaps then, the absence of a relationship is not so much between attitudes toward the L2 and L2 proficiency but rather between attitudes toward the L2 community and L2 proficiency, a trend that is consistent for both linguistic groups.

In sum, as regards the first hypothesis that there would be a positive relationship between attitudes toward the L2 and L2 proficiency, there is supporting evidence that, when certain factors are taken into consideration, this relationship holds true in the Quebec context. First, the effect of this social attitude on linguistic outcomes will only be significant when the skill being evaluated is social in nature; when the skill requires more academic competencies, this type of social attitude appears to be insignificant. Second, in order for the relationship to be testable, attitudes toward the second language and attitudes toward the second language community must represent two mutually exclusive concepts for the

students. As such, in the context of the present study, the hypothesis is supported only for Francophones and their proficiency in English oral interaction.

8.6.2 Attitudes toward the second language community and second language proficiency

H_{1b}: There will be a positive correlation between attitudes toward the L2 community and L2 proficiency.

Similar to the hypothesis for attitudes toward the L2 and L2 proficiency, based on Gardner's (1985) socio-educational model, it was predicted that there would be a positive correlation between attitudes toward the L2 community and L2 proficiency. According to the results of the present study, there is no evidence to support this hypothesis for either linguistic group and for any type of proficiency that was measured. These results differ from the conclusions of Clément, Gardner, and Smythe (1977), Gardner, Moorcroft, and Metford (1989), and Masgoret and Gardner (2003). Reasons for the diverging results can be explained individually for each linguistic group considered in the present study.

For Francophone students from Saguenay-Lac-Saint-Jean, there is considerable difference between the group's valence of attitudes toward English and that of their attitudes toward the Quebec Anglophone community. Indeed, while these students generally possess positive attitudes toward their L2, they hold generally negative attitudes toward the L2 community. The question therefore begs: why would their attitudes toward the L2 be significantly correlated with their L2 proficiency but not their attitudes toward the community attached to that L2? Quite possibly, these students simply do not associate their learning of the English language with the Quebec Anglophone community. There is no doubt that English is the dominant language of contemporary culture (e.g., Internet, music, movies, television, books). And, the Francophone students from Saguenay-Lac-Saint-Jean have much more contact with this culture in their immediate environment than they do with Quebec Anglophones (see Section 7.3.3.1.1). Consequently, it seems logical that negative attitudes toward the English language would influence students' degree of success in

learning the language than would negative attitudes toward the Quebec Anglophone community. Whereas the former is an attitude that deals with an entity available in their everyday, immediate environment, the latter is a distant reality for them. As such, having a negative attitude toward the Quebec Anglophone community might be analogous to having a negative attitude toward the colour green—even if the student strongly dislikes the colour green, it will not influence his/her English proficiency because he/she does not view the colour as being associated with the English language.

For Anglophones, this distinction between the French language and the Quebec Francophone community does not seem to be made. A look at the trends in attitudes for the Anglophone group shows that there is relatively little difference between the percentage of students holding negative and positive attitudes toward the French language and those holding negative and positive attitudes toward the Quebec Francophone community. This similarity suggests that, unlike the Francophone students from Saguenay-Lac-Saint-Jean who dissociate the Quebec Anglophone community from the English language, the Anglophone students from Gatineau do not separate the French language from Quebec Francophones. Given this tight association and the fact that Quebec Francophones are much more present in their immediate society than are Anglophones in the Francophone students' society, it might be expected that attitudes toward the Francophone community would be an important predictor variable of French proficiency among Anglophones. But, as mentioned, they are not. Gardner (2010) helps to explain this phenomenon:

[The socio-educational model doesn't propose] that integrative motivation is the only motivation that will promote second language acquisition. In fact, the model claims that there might be other foundations for motivation, even though it is anticipated that integrative motivation may be the more potent... (p. 102).

Although the integrative motivation as a whole was not examined in the present study, attitudes toward learning the L2 and toward the L2 community are subcomponents of this type of motivation. In the case of Quebec Anglophone and Quebec Francophone high school students' "other foundations for motivation" are indeed possible. For example, the proficiency tests account for 35% (Francophones) to 50% (Anglophones) of students' final grades in their respective L2 course. As such, high performance or poor performance can

have considerable effects on factors other than L2 proficiency: students' grade in the course, obtainment of high school diploma, admission into post-secondary program of the student's choice, requirement to take summer courses, and so forth. In other words, whether or not a student has favourable or unfavourable attitudes toward the L2 community may be irrelevant when other high stakes concerns are at work. Accounting for these "other foundations for motivation" was beyond the scope of the present study. But, given the evidence that attitudes toward the L2 community was not a significant predictor variable of L2 proficiency for either linguistic group and for any type of proficiency, this explanation is highly conceivable.

In brief, the hypothesis that there would be a positive correlation between attitudes toward the L2 community and L2 proficiency cannot be supported based on the data collected in the present study. For Francophones, this lack of a relationship may be due to a lack of association between the L2 and the L2 community, a community that is far from their everyday reality. However, for both groups, the high stakes nature of the proficiency tests may provide foundations for motivation that outrank the role that attitudes toward the L2 community could play. In either case, there is not enough evidence to reject the null hypothesis for either group and for either oral or written proficiency.

8.6.3 Attitudes toward language policy and planning in Quebec and second language proficiency

H_{1c}: There will be a negative correlation between Francophones' attitudes toward language policy and planning and their proficiency in English.

H_{1d}: There will be a positive correlation between Anglophones' attitudes toward language policy and planning in Quebec and their proficiency in French.

The relationship between attitudes toward language policy and planning and second language proficiency does not seem to have been previously investigated. However, given the role that other social attitudes were expected to play in L2 proficiency as well as the non-negligible role policy and planning plays in governing the linguistic landscape in

Quebec, it was hypothesized that these attitudes too would influence L2 proficiency. In particular, it was hypothesized that there would be a positive correlation between Anglophones' attitudes toward language policy and planning in Quebec and their proficiency in French as well as a negative correlation between Francophones' attitudes toward language policy and planning and their proficiency in English. Although relationships were found, they were not in the direction expected.

For Francophones, a significant relationship between attitudes toward language policy and planning and proficiency in English was not apparent from basic regression analyses. A positive relationship that approached significance for oral proficiency was found when the covariate of daily contact was included in the model. With the stepwise regressions, however, a combination of positive attitudes toward the L2 and attitudes toward language policy and planning were found to be the significant predictor variables of Francophones' oral proficiency, though the effect was modest. If language policy and planning in Quebec has protected French from the threat of English hegemony, it is curious why those in favour of it would be expected to perform better in English. Indeed, the similar, albeit not identical variable of political ethnic group affiliation—an individual's support for the in-group's views on important sociopolitical issues—was found by Gatbonton and Trofimovich (2008) to correlate negatively with L2 proficiency in English. They argued that the relationship was mediated by contact, suspecting that Francophones who supported the in-group's political goals and aspirations tended to avoid using the language of the out-group (i.e., English) as a result. In turn, their L2 proficiency suffers due to a lack of practice. However, in the case of the present study, given that students were in a context of obligatory practice, avoiding use of the L2 to a large extent was hardly an option. It may have also been that Gatbonton and Trofimovich's participants had stronger political ethnic group affiliation precisely because their skills in the L2 lacked development.

In any case, the paradoxical relationship between Francophones' positive attitudes toward language policy and planning and increased L2 oral proficiency requires an explanation. A possibility arises when examining the predictor variables of attitudes toward policy and planning for Francophones as positive ethnolinguistic identity was found to correlate with them. Even though Ethnolinguistic Identity Theory and Gatbonton and

Trofimovich (2008) claim that strong and positive ethnolinguistic identity may correlate with decreased proficiency in the language of the out-group, there is reason to believe that this relationship holds true only when learners feel threatened by the language and its community. Divergence strategies are used to distance the learner from the threat and maintain a strong in-group identity (see Giles and Johnson, 1987 in Section 3.3). For the Francophone students in the present study, there is little evidence to suggest that they feel substantially or immediately threatened; indeed, their perceived ethnolinguistic vitality is strong. As such, a strong sense of positive identification with the in-group (i.e., ethnolinguistic identity) may allow students to learn their L2 without fear of assimilation precisely because they feel a strong sense of belonging to their native language community. Regardless of the source of this relationship between Francophones' attitudes toward language policy and planning and L2 proficiency, it is important not to excessively dwell on it as the size of the effect was minimal. Further studies are needed to develop this area of research.

For Anglophones, a significant relationship was also found between attitudes toward language policy and planning and L2 proficiency. However, it was in the opposite direction of Francophones, applicable to both oral and written proficiency, and also had a larger effect. Before explaining the logic behind these relationships, it is important to caution against extrapolating the relationship beyond its limits. Recall that 97% of Anglophone students possessed an overall negative attitude toward language policy and planning in Quebec. Therefore, in reality, the negative relationship that was discovered predicts that those who have a less negative attitude toward language policy and planning have a lower proficiency level in French while those who have a more negative attitude have a higher level of proficiency. In brief, based on the data collected, it would be imprudent to suggest that Anglophones who have a positive attitude toward language policy and planning in Quebec will have lower levels of proficiency in French.

Nonetheless, the fact that there is a significant negative relationship that exists within one half of the scale is worth discussing. There are two reasonable explanations for this relationship. The first possibility regards the minority status of Anglophones in Quebec. As explained in the "Results" chapter, Anglophones' attitudes toward language policy and

planning are largely predicted by their perceived ethnolinguistic vitality; the less vital they perceive the Anglophone community, the more negative their attitudes are. Anglophones who consider themselves as part of a weak minority may feel all the more necessity to learn French, even if they do not like the legislation that protects a language they view as having a majority status. Based on Giles and Johnson's (1987) Ethnolinguistic Identity Theory, this explanation makes sense as those who have a weak and negative in-group identity would not see distinction strategies, such as not fully mastering the L2, as fruitful because they do not believe that the status of their group is changeable (p. 71).

Another possible explanation for the negative relationship between attitudes toward policy and planning and French proficiency among Anglophones is that the attitude is not predicting the proficiency level but rather the proficiency level is predicting the attitude. For example, an Anglophone who is more proficient in French may not see the need for or appeal of legislation that protects and promotes the French language from English because, as an Anglophone, he/she already feels satisfactorily competent in French and as though he/she is contributing to the protection and promotion of French. In a sense, this explanation still conforms to Gardner's (1985) socio-educational model. Indeed, the model predicts a circular effect of non-linguistic outcomes such as attitudes. Linguistic outcomes (proficiency) may lead to non-linguistic outcomes (attitudes).

In sum, the hypotheses are partially supported as relationships between attitudes toward language policy and planning and L2 proficiency were found; however, they were in the opposite directions expected for each linguistic group and, for Francophones, only applicable to oral proficiency. Further studies are of course needed in order to corroborate or infirm these findings. Should they be corroborated, it would be worth considering adding the dimension of attitudes toward language policy in planning to Gardner's (1985) socio-educational model as these attitudes reflect integral elements of certain societies and may have non-negligible effects on learners' L2 proficiency.

With all of these outcomes in mind, in response to the first research question inquiring about a possible relationship between sociolinguistic attitudes and L2 proficiency among Francophone and Anglophone high school L2 learners in Quebec, there is reasonable evidence to believe that there is indeed. However, these relationships are not

invariable across all types of attitudes, both linguistic groups, nor both types of proficiency. Numerous factors come into play in the construction of these complex relationships.

8.7 Ethnolinguistic Identity and Sociolinguistic Attitudes

As a secondary objective, the present study sought to investigate the role that students' relationship with their L1 and their L1 community may play in the construction of each of the sociolinguistic attitudes examined. Accordingly, the following research question was formulated: *What role, if any, does a student's sense of ethnolinguistic identity play in the construction of their attitudes toward the L2, the L2 community, and language policy and planning in Quebec?* The overarching hypothesis read as follows: *H₂: There will be a significant correlation between each sociolinguistic attitude measured and ethnolinguistic identity.* Ultimately, it was discovered the ethnolinguistic identity played a role in the construction of certain attitudes of the Francophone students but not of the Anglophones.

8.7.1 Ethnolinguistic identity and attitudes toward the second language

H_{2a}: There will be a negative correlation between ethnolinguistic identity and attitudes toward the L2.

Based on the results, ethnolinguistic identity is not a predictor variable of attitudes toward the second language. This finding was consistent across both linguistic groups. For Francophones, this lack of a relationship suggests that the English language in and of itself is not viewed as antithetical to the students' Quebec Francophone identity. Conversely, they do not view English as representative of this identity either. It is an element apart from it. Instead, the absence of the integrative orientation and higher levels of daily contact were found to be the significant predictor variables of Francophones' attitudes toward the L2. Because the integrative orientation is often associated with the desire to adopt the characteristics of the L2 community, this finding is not surprising. As for daily contact, the relationship can simply be explained by the contact hypothesis (Allport, 1954). The more

pleasurable contact the students have with the L2, the more positive their attitudes toward the language will be.

For Anglophones, there is also a lack of a relationship between ethnolinguistic identity and attitudes toward the French language, suggesting that French is not in contradiction with, nor does it align with, what it means to be a Quebec Anglophone. On the one hand, this finding could be considered resembling what Magnan (2010) discovered among Quebec Anglophone youth in Quebec City: the acceptance of a certain degree of duality in their identity. Why there is not a positive relationship between ethnolinguistic identity and attitudes toward the French language then could be explained by the fact that while Magnan's participants were largely bilingual, the Anglophone students from Gatineau are L2 learners. In other words, while it may not be necessary to hold positive attitudes toward the French language to feel like a Quebec Anglophone, it may also be completely acceptable. The integrative orientation was also found to be a significant predictive variable of ethnolinguistic identity among Anglophone students (although daily contact was not). Living in a predominantly Francophone society, their desire to interact with people from other backgrounds would also be achieved through the French language.

Based on these findings, therefore, there is not sufficient support for the hypothesis that ethnolinguistic identity plays a role in the construction of students' attitudes toward their second language. Indeed, for both groups, other factors appear to be at work, particularly the integrative orientation.

8.7.2 Ethnolinguistic identity and attitudes toward the second language community

H_{2b}: There will be a negative correlation between ethnolinguistic identity and attitudes toward the L2 community.

The results of the present study provide evidence for a relationship between Francophones' ethnolinguistic identity and attitudes toward the Quebec Anglophone community, but not for an equivalent relationship among Anglophones. This relationship among the

Francophone students is negative: the stronger the sense of ethnolinguistic identity the more negative the attitudes toward the Quebec Anglophone community. Therefore, this relationship suggests that strong and positive identification with the in-group (Quebec Francophones) is associated with negative attitudes toward the out-group (Quebec Anglophones).

This finding differs from Rubinfeld *et al.*'s (2006) study, which found no significant relationship between cultural representations of the L2 community and L1 identity among Francophone university students. However, their study investigated the case of minority Francophones living in predominantly English-speaking Ontario. The students were therefore in high contact with the English language and its community on a regular and immediate basis. As such, while they may have strong L1 identity—perhaps because of their minority status—their high level of contact with the L2 community has accustomed them to not view that community as being antithetical to their own identity. The Francophone students in Saguenay-Lac-Saint-Jean with strong ethnolinguistic identity may very well view Anglophones as the ominous “Other,” simply because they have had little contact with them that might promote a different view. Moreover, the fact that the university students have necessarily benefited from more education than high school students may influence their views of other cultural and linguistic groups. Indeed, higher education, particularly in the social sciences (note that Rubinfeld *et al.*'s participants were psychology students) has been shown to correlate with higher levels of tolerance and a reduction of prejudice (see for example Chatard & Selimbegovic, 2007 and Guimond, 1992). Given the legacy of negative intergroup relations between Francophones and Anglophones in the province, without experiences that might undo some negative representations of the other group, it is not surprising that there is a relationship between strong ethnolinguistic identity and negative attitudes toward the out-group community.

For Anglophones, the lack of a significant relationship between ethnolinguistic identity and attitudes toward the Quebec Francophone community suggests that positive identification with the in-group (Quebec Anglophones) is not associated with negative attitudes toward the out-group (Quebec Francophones). Instead, for Anglophones, higher perceived ethnolinguistic vitality and the presence of an instrumental orientation was found

to be the most significant combination of predictor variables for attitudes toward the Quebec Francophone community. Particularly strong parameter estimates were found for perceived ethnolinguistic vitality. The less in danger Anglophones feel their community is, the more positive are their attitudes toward Quebec Francophones. Or, if they feel less threatened by the majority group with whom they coexist in the province of Quebec, they are more likely to possess positive attitudes toward its members. As for the significance of the instrumental orientation in the construction of positive attitudes toward the Quebec Francophone community, it may reflect the students' recognition of the value of the French language and their intention to use it in the future (in their job, for example), and thereby their desire to interact with members of the Francophone community (without any intention of becoming a part of that community, as an integrative orientation might suggest, because the vitality of their L1 community is seen as strong).

Therefore, as concerns the relationship between ethnolinguistic identity and attitudes toward the second language community, the hypothesis is partially supported. There is evidence of a negative relationship between the two variables for Francophones, but not for Anglophones.

8.7.3 Ethnolinguistic identity and attitudes toward language policy and planning in Quebec

H_{2c}: There will be a positive correlation between Francophones' ethnolinguistic identity and their attitudes toward language policy planning in Quebec.

H_{2d}: There will be a negative correlation between Anglophones' ethnolinguistic identity and their attitudes toward language policy and planning in Quebec.

As concerns the relationship between ethnolinguistic identity and attitudes toward language policy and planning in Quebec, it was hypothesized that there would be a positive correlation for Francophones and a negative correlation for Anglophones. The positive relationship among Francophone students was confirmed by the results, with an increase in the strength of ethnolinguistic identity corresponding to an increase in favourable attitudes

toward the province's attempts to safeguard the French language. However, as will be discussed, this relationship was mediated by the presence or absence of instrumental and integrative orientations. For Anglophones, on the other hand, ethnolinguistic identity did not appear to play any significant role in the construction of their attitudes toward language policy and planning in the province. Instead, their perceived ethnolinguistic vitality was the primary determining factor.

In their study on adult Quebec Francophones, Gatbonton and Trofimovich (2008) found a negative relationship between ethnic group affiliation (a close equivalent of ethnolinguistic identity) and English L2 proficiency. While investigating the identity-proficiency link was not the objective of the present study, this evidence of a relationship between the two variables combined with other studies' and theories' support for a relationship between attitudes and proficiency (see Section 4.2) led to the postulation of an inherent link between identity and attitudes. As discussed earlier, the data in the present study revealed a possible relationship between Francophones' positive attitudes toward language policy and planning and oral English L2 proficiency. It was also found that ethnolinguistic identity does in fact relate to these attitudes. But, whereas Gatbonton and Trofimovich's finding supported the notion that ethnic group affiliation/ethnolinguistic identity can impede L2 proficiency, the results of the present study, albeit indirectly procured, support a contradictory claim for Francophones. Indeed, ethnolinguistic identity correlates with attitudes toward language policy and planning which may, in turn, lead to higher L2 proficiency.

As to why Francophones' ethnolinguistic identity and their attitudes toward language policy and planning would positively correlate, the explanation is plainly logical. The *raison d'être* of this policy and planning is to protect and promote the French language. The French language is the trait of "psycholinguistic distinctiveness" that, according to Giles' and Johnson's (1987) Ethnolinguistic Identity Theory, would distinguish the students from the out-group and define their sense of ethnolinguistic identity. Accordingly, Francophone students who positively identify with the in-group would view language policy and planning as affirming and protecting the trait with which they identify.

However, as mentioned, students' instrumental and integrative orientations modify the relationship between ethnolinguistic identity and attitudes toward policy and planning. In fact, the data predicts that a student who does not possess these orientations but who possesses a strong sense of ethnolinguistic identity will have more favourable attitudes toward language policy and planning than a student who does possess these orientations. A tenable explanation for this relationship regards an inherent contraction between these attitudes and orientations. To clarify, a positive attitude toward language policy and planning likely indicates a desire to protect the French L1 for utilitarian (instrumental) and intrinsic affective (integrative) reasons; presumably, Francophone students in favour of language policy and planning wish to be able to communicate and work within a French-speaking society and have a cultural attachment to the language (see Remysen, 2004). However, given their minority status in predominantly Anglophone Canada and North America, the protection of the French language comes at the cost of limiting English, the L2. Therefore, the desire to learn the L2 for instrumental and integrative reasons would be in contradiction with positive attitudes toward language policy and planning, which presupposes instrumental and integrative reasons to protect the L1 from the L2.

For the Anglophone students, the data revealed a different story. The hypothesis of a negative relationship between ethnolinguistic identity and attitudes toward language policy and planning obtained no support. In fact, no significant relationship of any sort was determined between the two variables. Instead, of all of the variables measured, Anglophones' perceived ethnolinguistic vitality was the most and only significant predictor of their ethnolinguistic vitality. These findings suggest that Anglophones do not view language policy and planning as a threat to Quebec Anglophone identity but rather as a threat to the status of the English language in the province. Recall that perceived ethnolinguistic vitality pertains to the political prestige of the language, the demographic weight of its speakers, and the degree of institutional support it receives (Giles *et al.*, 1977). Previous research, like "The Survey on the Vitality of Official-Language Minorities" (SVOLM) (Statistics Canada, 2007) has shown that Quebec Anglophones believe maintaining the vitality of their community is of utmost importance (Statistics Canada, 2007). However, like the present study, the data also revealed that substantial amounts of members of the community are pessimistic about the current and future state of this vitality.

As such, the result that Anglophones' attitudes toward policy and planning are best predicted by students' perceived ethnolinguistic vitality rather than their ethnolinguistic identity suggests that the students believe that the province's formal attempts to protect and promote the French language in the face of English-language dominance in the country and continent is perceived as a threat to their vitality as a community, but not to their identity.

8.8 Limitations and Paths for Future Research

Although this study has achieved its overall goals, there were inevitably certain methodological and analytical limitations that came into play and that should be avoided in future research on the same or similar themes. These limitations are related to the quantity and diversity of participants, the purely quantitative nature of the research design, and the measures of L2 proficiency. A reflection on how these factors may have affected the outcomes of the present study is useful in better understanding some of the findings and in fueling future research that may perhaps be able to better account for these limitations.

8.8.1 Participants

As is the case for any quantitative study, an increased number of participants would have been desirable. While there were sufficient numbers to conduct statistical analyses (82 Francophones, 39 Anglophones), more data would improve the reliability/validity of it and, by extension, the presence or absence of relationships discovered, particularly among the Anglophones whose sample size was especially limited. In addition, the sample would have ideally included Anglophone and Francophone L2 learners from a variety of regions in Quebec. Indeed, although Gatineau and Saguenay-Lac-Saint-Jean contain substantial pockets of the Quebec Anglophone and Francophone communities respectively, the province of Quebec is vast and diverse. As explained in the methodology chapter (Section 6.2.2), including participants from at least three schools (in high-, mid-, and low-contact with the L2 community) for each linguistic group was the initial objective (as the possibility of a randomly generated sample across the entire province was ruled out for its

infeasibility). However, due to a disappointingly low response rate, this goal proved to be impossible. Therefore, whereas a sample that was more representative of the province's diversity would have been desired, a convenience sample had to be settled for. Nonetheless, a substantial group of students for each linguistic group participated in the study, permitting the collection of relevant and intriguing data that, while perhaps not entirely representative of all Quebec Anglophones and Francophones across the province, has set the ground for further research to corroborate or refine the findings discussed above.

Another issue related to participant selection concerns membership delineation for each of the two linguistic groups. In modern society, the lines between who is considered a member of Quebec's Francophone and Anglophone communities are becoming increasingly blurred. In order to control for extraneous and so-called contaminating variables in the relationships investigated between the predictor and response variables, the present study eliminated all participants not possessing familial-scholarly continuity with respect to language (see Section 6.2.2). This decision was difficult to make because it required the researcher to identify for the students whether they were "truly" Francophone or "truly" Anglophone and, therefore, implied the quasi-pre-categorization of identity—a concept that is self-defined. The homogenous ethnolinguistic background of the students who participated in the present study may not be the reality of those members of Quebec society who identify as Francophone or Anglophone. Again, it was necessary to limit the sample to a specific and well-defined subset of Quebec's population in order to ensure quality data. However, future research might investigate how the various relationships pan out in other subsets with varying familial-scholarly configurations.

Finally, another case worth investigating is the province's non-Francophone and non-Anglophone students, commonly known in Quebec as Allophones, as well as those with an Aboriginal first language. In the present study, there were too few students at the two schools who fell into these categories in order to adequately analyze their situation. However, Allophones and Aboriginals are by no means an insignificant portion of the province's population and their cases merit study. Indeed, while the present study focussed on the two "official" linguistic communities, the intention was not to presuppose that Quebec consists only of them nor that there is no overlap in community membership

between Allophones, Aboriginals, and the province's Francophone and Anglophone communities. The data collected would not have done justice to the reality of the students who ascribe to membership in non-official language communities.

In sum, enlarging the basin of participants in terms of size and characteristics would provide intriguing paths for future studies. Because the present study examines two particular populations, generalizing the results to other Francophone and Anglophone students in the province would need to be done with significant caution, especially the general characterizing of the different attitudes and senses of ethnolinguistic identity. However, as a wide range of attitudes, sense of identity, and proficiencies were represented within the data, the correlational outcomes among the three variables provide cogent evidence that similar relationships would be found in other population samples.

8.8.2 Research design

An additional area ripe for future inquiry is the investigation of attitudinal and identity variables using a quantitative-qualitative mixed methods research design. This study's quantitative data and analyses certainly had their advantages. Because of them, it was possible to investigate large numbers of participants, determine objective correlational relationships, and create an easily replicable methodology. Most importantly, perhaps, it was possible to keep students' identity anonymous, limiting response bias. However, the advantage of qualitative research is that the variables can be analyzed in greater depth. For affective variables like attitudes and identity, soliciting participants' explanations through interviews, for example, would likely provide greater insights into explaining the study's outcomes.

Moreover, evidence gathered from the present study indicates that participants wanted to provide further explanations for their responses on the questionnaire. On several occasions, participants wrote comments beside certain Likert scale items to justify their level of agreement with the statement in question. Other times, they emphasized their response by circling the number several times or putting an asterisk or other symbol (e.g., a

heart) beside it. For example, one Anglophone student who strongly agreed that Francophones should learn English more intensively in school qualified her response with a comment that read, “Only if they make us learn French.” In doing so, she indicated the value she places on equality and mutual respect between the two communities. Similarly, a Francophone student who strongly agreed that some of the province’s worst citizens are Anglophone made reference to a high-profile investigation of a gruesome murder occurring at the time the questionnaire was administered, of which the alleged perpetrator was a Quebec Anglophone. Presumably, the student’s attitude toward this one individual was not representative of his attitude toward the general Quebec Anglophone population; otherwise, he would not have felt the need to qualify his response. It was impossible to quantitatively account for such comments in the data analyses. As such, the interest of a mixed-methods approach that would reap the benefits of both quantitative and qualitative data analyses is evident.

8.8.3 L2 proficiency measures

A final factor that potentially limited the findings of this study concerns the measures of proficiency employed. Although the MELS final exams constituted the best possible measure of second language proficiency available in the context of the study, they nonetheless possessed certain flaws. First, although the exams and the evaluation grids are uniform across the province for each linguistic group, they are not standardized. Moreover, these exams are often administered and evaluated by the students’ language teacher(s). The only exception to this rule is the section on reading comprehension, for which students’ scores were not even available precisely because the MELS processes the results. Ideally, the proficiency measures would have included all four linguistic competencies (oral comprehension, oral production, reading comprehension, and written production) and would have been evaluated through standardized tests to ensure the consistency and reliable comparison of outcomes. However, as these tests have yet to be implemented for high school students in Quebec, the year-end exams were the best available option.

8.9 Summary

The above discussion of the results of the present study highlight the numerous and complex relationships between the principal variables under investigation. Figures 4 and 5 schematically represent these relationships for the Francophone and Anglophone students respectively. As illustrated, there are considerable differences among the presence and direction of certain relationships within each group. However, in response to the study's research questions, there is a certain degree of evidence of significant relationships between: a) attitudes toward the L2 and L2 proficiency, b) attitudes toward language policy and planning in Quebec and L2 proficiency, c) ethnolinguistic identity and attitudes toward the L2 community, and d) ethnolinguistic identity and attitudes toward language policy and planning in Quebec.

The relationships discovered between the two different types of sociolinguistics attitudes and L2 proficiency should by no means be interpreted as explanations for all of the variation in linguistic outcomes. There are, of course, other variables—cognitive, affective, contextual, instruction, and sociocultural—that undoubtedly play important roles in how well an individual learns his/her second language. Attitudinal variables are but one piece of the puzzle. However, based on the results of this study, they are also a non-negligible one. In the same vein, significant relationships between ethnolinguistic identity and sociolinguistic attitudes do not explain the entire story of attitudinal construction among any student. However, what they do explain cannot be ignored.

While the study achieved the objectives it sought to do, inevitable limitations in sampling, research design, and instruments of measurement were encountered. These limitations highlight the need for replication and other future studies that can corroborate or develop the findings discovered in the present study. Expansion to other types of populations, a mixed-methods approach, and more thorough L2 testing are certain elements that should be addressed in prospective research investigating the variables of attitudes, identity, and L2 proficiency.

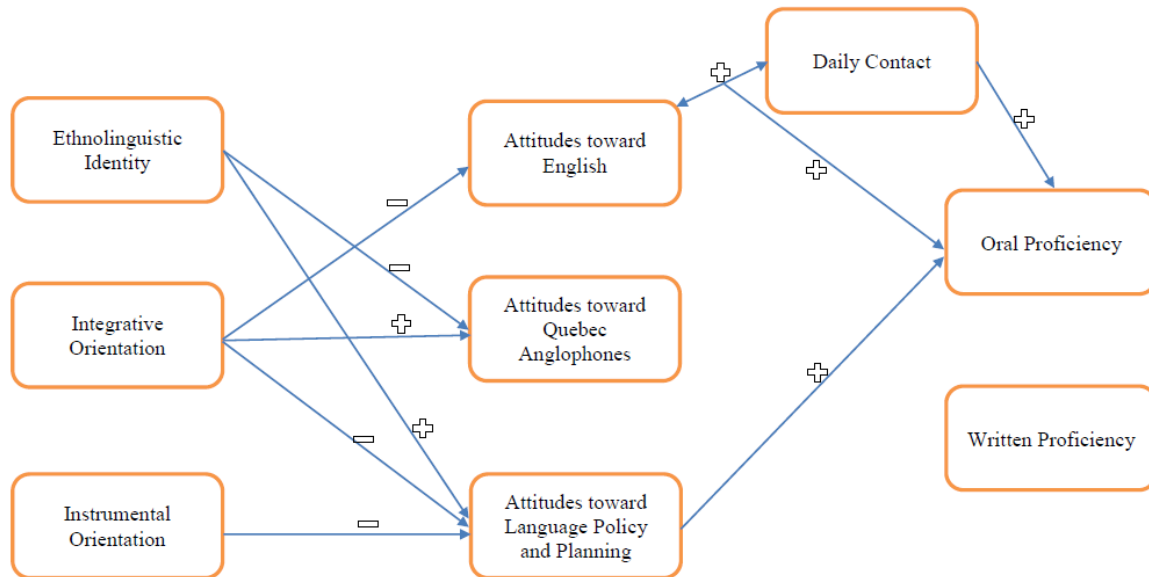


Figure 4: Schematic Representation of the Principal Relationships Found for Francophone Students

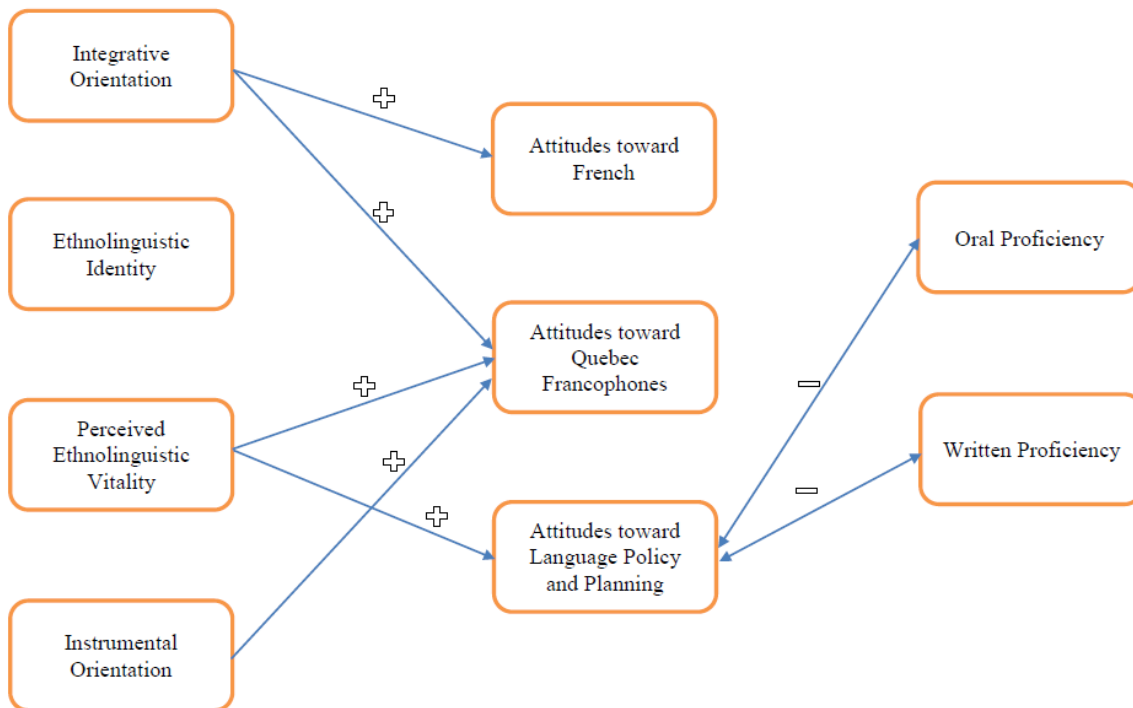


Figure 5: Schematic Representation of Principal Relationships Found for Anglophone Students

9.0 Conclusion

Informed by an understanding of what have been historically contentious intergroup relations between Quebec's official language communities, the primary objective of this study was to examine the role that social context may play in the effectiveness of classroom second language learning. Language learning in formal educational contexts can so easily, but mistakenly, be perceived as a subject no different than math or science. But, as R.C. Gardner has long argued, second language learning is not the study of a pure or abstract phenomenon; it is the adoption of another cultural community's traits—often foreign to the learners' conceptions of themselves—and is therefore embedded in a larger social context from which it cannot be dissociated. The present study highlighted the validity of this view, and more specifically, of the importance of considering socio-psychological variables in the study of the process of L2 learning.

Indeed, through quantitative analyses and analytical interpretations of considerable amounts of data, significant and complex relationships were found between certain sociolinguistic attitudes and L2 proficiency among high school students in Quebec. While some of these aligned with previous literature and theoretical models, such as the positive correlation between Francophones' attitudes toward the English language and their English L2 proficiency, others put into question the universality of such relationships, such as the absence of an equivalent correlation among Anglophones. Furthermore, the association between attitudes toward the L2 community and proficiency in that community's language has also been challenged, as no supporting evidence was found.

This study also drew attention to the particular context of societies governed by language policy and planning. Despite a very different relationship with Quebec's *Charter of the French Language*, both the Francophone and Anglophone students' data provided evidence that official attempts to protect the French language from the influence of a larger Anglo-dominant society affect how these students learn their second official language. Based on the results, the effect of attitudes toward language policy and planning in the province is more pronounced for the Anglophone group, who generally perceive the vitality of their community as weak, than for the Francophone group that the legislation aims to protect. In either case, reasonable evidence was gathered to suggest that attitudes toward

language policy and planning is an area of research worth developing in terms of exploring its influence on L2 proficiency.

In addition to its examination of the role of sociolinguistic attitudes in Francophones' and Anglophones' proficiency in their second language, the present study sought to determine whether these students' relationships with their first language, specifically their sense of ethnolinguistic identity, factored into the equation by partly constructing their sociolinguistic attitudes. This hypothesis was supported by only the Francophones' data, which revealed a link between identity and attitudes toward the Anglophone community and language policy and planning. For Anglophones, it appears that their sense of security or insecurity in the vitality of their L1 community is the primary determinant of these same sociolinguistic attitudes.

Given that relatively little quantitative research has been conducted on the variables of attitudes, identity, L2 proficiency, and the relationships among them in the particular context of Quebec—particularly among youth—this study sheds light on the reality of the province's young L2 learners in a contemporary context. This attention drawn to the adolescent population is of primary interest. The Secondary V students who participated in the study are only the second cohort to have completely undergone the province's latest educational reform, which included increased amounts of L2 instruction and the promotion of intercultural competencies. While it was beyond the scope of the present study, the descriptive findings pertaining to students' sociolinguistic attitudes may serve as a springboard to evaluating how well this new program is achieving its objectives. More broadly, examining the youth of today can help predict the trajectory of future intergroup relations in a society historically characterized by linguistic tension. Based on the results of the study, there is considerable division as to how each group views the other. Perhaps future research can attempt to find a way to improve these attitudes through the second language program, especially given that both groups appear to recognize the value of learning the other group's language. A final benefit of the selected sample is that rather than focus on a single ethnolinguistic group, both of the province's dominant linguistic communities were simultaneously investigated. Although not intended to be a direct

comparison and contrast study, the concurrent examination of both Francophones and Anglophones provides a broader overview of the province's reality.

The findings of this study have sown several seeds for future related research. It would be of course intriguing to test how the findings for the Francophone and Anglophone groups would compare to other linguistic groups in the province, including those with an Aboriginal or heritage first language as well as bilinguals and multilinguals, who are all far from being a rarity in the province's increasingly pluralistic population. It would also be fruitful to examine in more depth the relationship between ethnolinguistic identity and L2 proficiency. It was beyond the objectives and scope of the present study to do so, but future analyses could be performed in order to examine the relationship between the two variables. Similarly, a further examination of the role of students' civic identifications in the L2 proficiency process in the Quebec context could also contribute to a better understanding of the role of cultural variables in L2 learning. Finally, as with every empirical study, replication is of utmost importance. Attitudes and identity are not static but rather dynamic variables that can alter depending on the temporal and contextual space students are experiencing.

The province of Quebec is a hotbed for research pertaining to issues of language and intergroup relations. As illustrated in the present study, the intriguing, at times paradoxical, relationships that research discovers can sometimes lead to more questions than answers. But, it is only in continuously searching for answers that some can be found. This study contributes to a better understanding of the experience of Quebec's young Francophones and Anglophones, who obligatorily learn through years of schooling, the language of another group with whom their own ethnolinguistic community has traditionally been at odds. In doing so, it has highlighted the ever-increasing need to adequately account for the role of socio-psychological and cultural variables in the second language learning process. Even in the most formal of educational contexts, language learning does not take place in a social vacuum. And, as the results of this study confirm, in a polity such as the province of Quebec where matters of language permeate the daily life of every member of society, this assertion could not be more true.

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Appendix A

French Version of Questionnaire (ESL Students)

On aimerait que tu participes à une étude portant sur différents éléments concernant les jeunes francophones du Québec. Si tu acceptes, tu devras remplir un questionnaire principalement composé de questions sur tes croyances concernant l'anglais et le français et les communautés qui parlent ces langues, et ton identité culturelle. Ta participation à cette recherche pourra contribuer à mieux comprendre la réalité et les besoins d'autres jeunes francophones au Québec. Remplir le questionnaire pourrait également t'amener à mieux te connaître.

Ta participation à cette étude est strictement volontaire et tu as la liberté de te retirer à tout moment sans sanctions. Tu as le droit de refuser de répondre à toute question qui te met mal à l'aise même s'il est préférable de répondre à toutes les questions. Il n'y a aucun risque connu lié à la participation à la recherche et le tout se fait de façon confidentielle. Les noms des participantes et des participants n'apparaîtront sur aucun questionnaire ou rapport.

Si tu remplis et tu remets le questionnaire, cela sera l'indication de ton consentement à participer à cette recherche. Pour toute question, n'hésite pas à communiquer avec Siobhán Kiely par courriel : siobhan.kiely@lli.ulaval.ca .

Je comprends que je peux poser des questions à l'avenir et que je peux en tout temps mettre fin à ma participation sans avoir à me justifier. Par la présente, je consens librement à participer à ce projet de recherche selon les conditions qui viennent d'être spécifiées.

J'accepte Je refuse

Initiales de l'étudiant:

Code d'identification:

Questionnaire

Partie A: Complète les informations suivantes concernant toi-même et tes expériences linguistiques, s'il te plaît.

1	Âge: <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> autre (préciser):_____.
2	Année: <input type="checkbox"/> Sec. 4 <input type="checkbox"/> Sec. 5 <input type="checkbox"/> autre (préciser):_____.
3	Sexe: <input type="checkbox"/> Garçon <input type="checkbox"/> Fille
4	Langue maternelle (c'est-à-dire, la première langue que tu as apprise à la maison). Coche toutes les cases qui s'appliquent : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> autre (préciser)
5	Langue(s) d'usage (c'est-à-dire la langue parlée la plupart du temps à la maison aujourd'hui). Coche toutes les cases qui s'appliquent : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> autre (préciser) _____.
6	Langue maternelle de tes parents (c'est-à-dire la première langue qu'ils ont apprise à la maison). Coche toutes les cases qui s'appliquent : Mère : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Père : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Grands-parents (maternels) : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Grands-parents (paternels) : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____.
7	Langue parlée le plus souvent avec chacun des membres de ta famille listés ci-dessous. Coche toutes les cases qui s'appliquent. Si tu n'as pas ou si tu ne connais pas un certain membre de ta famille, laisse les cases vides. : Mère : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Père : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Frères/Sœurs : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Grands-parents (maternels) : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____. Grands-parents (paternels) : <input type="checkbox"/> Français <input type="checkbox"/> Anglais <input type="checkbox"/> Autre (préciser) _____.

8	Depuis combien de temps vas-tu à l'école en français? <input type="checkbox"/> depuis toujours <input type="checkbox"/> depuis l'école secondaire <input type="checkbox"/> autre (spécifie) _____ ans et _____ mois
9	Es-tu déjà allé(e) à l'école en anglais pendant une période de trois mois ou plus? <input type="checkbox"/> Oui <input type="checkbox"/> Non
10	As-tu des amis/proches anglophones avec qui tu parles en anglais la plupart du temps? <input type="checkbox"/> Oui <input type="checkbox"/> Non
11	As-tu déjà habité dans une région autre que celle où tu habites en ce moment pour une période de trois mois ou plus? <input type="checkbox"/> Oui <input type="checkbox"/> Non Si oui, où (ville, province/état, pays)? _____.
12	Prends-tu des leçons privées en anglais (c'est-à-dire, des leçons hors de l'école)? <input type="checkbox"/> Oui <input type="checkbox"/> Non
13	As-tu déjà visité une ville où tu étais obligé(e) de parler en anglais ? <input type="checkbox"/> Oui <input type="checkbox"/> Non Si oui, combien de fois? <input type="checkbox"/> une fois <input type="checkbox"/> quelques fois <input type="checkbox"/> plusieurs fois
14	Te considères-tu parfaitement bilingue ou plus fort(e) en anglais qu'en français? <input type="checkbox"/> Oui <input type="checkbox"/> Non

Partie B: La section suivante est une liste d'énoncés décrivant des activités. S'il te plaît, encerle la réponse qui indique le mieux la fréquence à laquelle tu fais l'activité dans la langue spécifiée. Tu dois encerler une seule réponse à chacun des énoncés. À noter : il n'y a aucune mauvaise réponse. Réponds à chacune au mieux de ta connaissance.

Par exemple :

		Presque jamais	Quelques fois par année	Une fois par mois	Quelques fois par mois	Une fois par semaine	Quelques fois par semaine	Presque tous les jours
0.	Parler en anglais à ton chien ou à ton chat	1	2	3	4	5	6	7

Si tu parles à ton chien ou à ton chat seulement quelques fois par année, tu encerclerais le numéro 2.

		Presque jamais	Quelques fois par année	Une fois par mois	Quelques fois par mois	Une fois par semaine	Quelques fois par semaine	Presque tous les jours
1	Parler à des étrangers anglophones (caissiers, chauffeurs d'autobus, serveurs, bibliothécaires, touristes, etc.) en anglais	1	2	3	4	5	6	7
2	Parler à des amis/proches anglophones en anglais	1	2	3	4	5	6	7
3	Écrire pour le plaisir en anglais (courriels, messages sur Facebook, Twitter, sms, blogs, journal personnel, etc.)	1	2	3	4	5	6	7
4	Lire pour le plaisir en anglais (livres, journaux, bandes dessinées, sites web, etc.)	1	2	3	4	5	6	7
5	Écouter la télévision, des films ou la radio en anglais	1	2	3	4	5	6	7

Partie C: La section suivante est une liste d'énoncés avec lesquels certaines personnes seront d'accord et d'autres non. S'il te plaît, encercle le chiffre le plus représentatif décrivant ton niveau d'accord/désaccord avec chacun des énoncés. N'indique qu'un seul choix à chacun des énoncés. Il n'y a pas de mauvaise réponse car il s'agit d'indiquer tes sentiments personnels.

Attitudes envers la langue anglaise :

		En profond désaccord	Plutôt en désaccord	Légèrement en désaccord	Ni en accord ni en désaccord	Légèrement d'accord	Plutôt d'accord	Entièrement d'accord
1	Apprendre l'anglais est vraiment génial.	1	2	3	4	5	6	7
2	L'anglais est une partie importante du programme d'études à l'école.	1	2	3	4	5	6	7
3	J'aime beaucoup apprendre l'anglais.	1	2	3	4	5	6	7
4	Étudier l'anglais peut être important pour moi uniquement parce que j'en aurai besoin pour mon futur emploi.	1	2	3	4	5	6	7
5	Je crois qu'apprendre l'anglais est ennuyant.	1	2	3	4	5	6	7
6	Étudier l'anglais peut être important pour moi parce que je pense qu'un jour ça va être utile pour trouver un bon emploi.	1	2	3	4	5	6	7
7	Je vise à apprendre le plus d'anglais possible.	1	2	3	4	5	6	7
8	Je déteste l'anglais.	1	2	3	4	5	6	7

9	Quand je quitterai l'école, je laisserai tomber l'apprentissage de l'anglais complètement car ça ne m'intéresse pas.	1	2	3	4	5	6	7
10	J'adore l'anglais.	1	2	3	4	5	6	7
11	Étudier l'anglais peut être important pour moi parce que ça va me rendre une personne plus connaissante.	1	2	3	4	5	6	7
12	Je préférerais consacrer mon temps à des matières autres que l'anglais.	1	2	3	4	5	6	7
13	Étudier l'anglais peut être important pour moi parce que d'autres personnes vont plus me respecter si je connais une deuxième langue.	1	2	3	4	5	6	7
14	Apprendre l'anglais est une perte de temps.	1	2	3	4	5	6	7

Attitudes envers la communauté anglo-qubécoise :

		En profond désaccord	Plutôt en désaccord	Légèrement en désaccord	Ni en accord ni en désaccord	Légèrement d'accord	Plutôt d'accord	Entièrement d'accord
15	Étudier l'anglais peut être important pour moi parce que ça va me permettre d'être plus à l'aise avec d'autres citoyens du Québec qui parlent anglais.	1	2	3	4	5	6	7

16	La plupart des Anglo-québécois sont si agréables et faciles à vivre que le Québec est chanceux de les avoir.	1	2	3	4	5	6	7
17	Étudier l'anglais peut être important pour moi parce que ça va me permettre de participer plus librement à des activités d'autres groupes culturels.	1	2	3	4	5	6	7
18	Les Anglo-québécois sont froids et distants.	1	2	3	4	5	6	7
19	Les Franco-québécois ne devraient pas se préoccuper d'apprendre la langue anglaise.	1	2	3	4	5	6	7
20	L'héritage anglo-québécois est une partie intégrante de l'identité québécoise.	1	2	3	4	5	6	7
21	Plus je connais d'Anglo-québécois, moins j'ai envie d'apprendre leur langue.	1	2	3	4	5	6	7
22	Les Anglo-québécois sont des gens sociables et chaleureux.	1	2	3	4	5	6	7
23	Si le Québec perdait la culture anglo-québécoise, ce serait une grande perte.	1	2	3	4	5	6	7
24	Les Anglo-québécois parlent mal le français.	1	2	3	4	5	6	7
25	L'héritage anglophone joue un rôle peu important dans l'identité québécoise.	1	2	3	4	5	6	7
26	Les Anglo-québécois ajoutent de l'originalité à la culture québécoise.	1	2	3	4	5	6	7

27	Les Anglo-québécois ont une identité forte.	1	2	3	4	5	6	7
28	J'aimerais connaître plus d'Anglo-québécois.	1	2	3	4	5	6	7
29	Certains de nos pires citoyens sont des Anglo-québécois	1	2	3	4	5	6	7
30	Le Québec serait mieux sans la culture anglo-québécoise.	1	2	3	4	5	6	7
31	J'aimerais qu'il y ait moins d'Anglo-québécois au Québec.	1	2	3	4	5	6	7
32	Les Anglo-québécois parlent bien le français.	1	2	3	4	5	6	7
33	Plus je connais d'Anglo-québécois, plus je veux être compétent(e) en leur langue.	1	2	3	4	5	6	7
34	Étudier l'anglais peut être important pour moi parce que ça va me permettre de mieux comprendre et apprécier l'art et la littérature anglo-québécois.	1	2	3	4	5	6	7
35	La plupart des Anglo-québécois sont si désagréables et difficiles à vivre qu'il est dommage qu'ils fassent partie du Québec.	1	2	3	4	5	6	7
36	Les Franco-québécois devraient faire plus d'efforts pour apprendre l'anglais.	1	2	3	4	5	6	7
37	Certains de nos meilleurs citoyens sont anglo-québécois.	1	2	3	4	5	6	7
38	L'identité des Anglo-québécois est faible.	1	2	3	4	5	6	7

39	Les Anglo-québécois ne contribuent pas beaucoup à la culture québécoise.	1	2	3	4	5	6	7
40	Étudier l'anglais peut être important pour moi parce que ça va me permettre de rencontrer et converser avec une plus grande diversité de personnes.	1	2	3	4	5	6	7

Attitudes envers le planning et la politique linguistique au Québec :

		En profond désaccord	Plutôt en désaccord	Légèrement en désaccord	Ni en accord ni en désaccord	Légèrement d'accord	Plutôt d'accord	Entièrement d'accord
41	C'est correct si l'anglais est plus visible que le français dans l'affichage public.	1	2	3	4	5	6	7
42	Je crois que c'est bon qu'il y ait des règles qui empêchent des Francophones et des non Anglophones d'aller à l'école anglaise au niveau primaire et secondaire au Québec.	1	2	3	4	5	6	7
43	L'usage de l'anglais et du français dans la vie publique au Québec devrait relever d'un choix individuel; le gouvernement ne devrait pas avoir son mot à dire.	1	2	3	4	5	6	7
44	Les CEGEPs de langue anglaise au Québec ne devraient pas être ouverts aux Francophones.	1	2	3	4	5	6	7

45	Il y a trop de lois limitant la présence de la langue anglaise au Québec.	1	2	3	4	5	6	7
46	On investit trop de temps et d'énergie à l'anglais aux écoles francophones primaires et secondaires au Québec.	1	2	3	4	5	6	7
47	On n'a pas besoin de la législation (ex. : la loi 101) pour protéger le français de l'anglais au Québec.	1	2	3	4	5	6	7
48	L'accès à l'école publique primaire et secondaire anglophone devrait être ouvert à tous au Québec, y compris les Francophones.	1	2	3	4	5	6	7
49	Il faut enseigner l'anglais de façon plus intensive à l'école primaire et secondaire francophone au Québec.	1	2	3	4	5	6	7
50	L'usage de l'anglais dans l'affichage public me dérange.	1	2	3	4	5	6	7
51	Ce n'est pas grave si je me fais servir en anglais au Québec.	1	2	3	4	5	6	7
52	Je crois que c'est au gouvernement de décider les règles concernant l'usage de l'anglais et du français dans la vie publique au Québec.	1	2	3	4	5	6	7
53	Le français devrait rester la seule langue officielle du Québec.	1	2	3	4	5	6	7
54	La législation linguistique (la loi 101, par exemple) est nécessaire pour protéger le français face à l'anglais au Québec.	1	2	3	4	5	6	7
55	Si les Franco-québécois apprennent l'anglais plus intensivement à l'école, ils risquent de perdre leur culture.	1	2	3	4	5	6	7

56	L'accès aux CEGEPs de langue anglaise au Québec devrait rester ouvert à tous, y compris les Francophones.	1	2	3	4	5	6	7
57	Il faut enseigner le français de façon plus intensive à l'école primaire et secondaire anglophone au Québec.	1	2	3	4	5	6	7
58	Ça me dérange quand je suis dans l'impossibilité de me faire servir en français au Québec.	1	2	3	4	5	6	7
59	Le Québec devrait être officiellement bilingue (français-anglais).	1	2	3	4	5	6	7
60	Il faut avoir des mesures légales plus strictes pour limiter la présence de l'anglais au Québec.	1	2	3	4	5	6	7

Identité ethnolinguistique :

		En profond désaccord	Plutôt en désaccord	Légèrement en désaccord	Ni en accord ni en désaccord	Légèrement d'accord	Plutôt d'accord	Entièrement d'accord
61	J'aime mettre en évidence mon appartenance à la communauté franco-québécoise.	1	2	3	4	5	6	7
62	Je préférerais être associé à un groupe linguistique autre que les Franco-québécois.	1	2	3	4	5	6	7
63	Les Francophones sont une minorité au Canada.	1	2	3	4	5	6	7

64	Je n'ai pas beaucoup de points en commun avec les Franco-québécois.	1	2	3	4	5	6	7
65	J'aimerais faire partie de la communauté franco-québécoise dans l'avenir.	1	2	3	4	5	6	7
66	Le gouvernement québécois ne reconnaît pas le français comme étant une langue importante dans la province.	1	2	3	4	5	6	7
67	Je considère que la communauté franco-québécoise a beaucoup de raisons d'être fière.	1	2	3	4	5	6	7
68	Il y a une population forte de Francophones au Canada.	1	2	3	4	5	6	7
69	Les Anglophones du Québec sont des québécois.	1	2	3	4	5	6	7
70	Je préfère que les gens ne sachent pas que je suis franco-québécois(e).	1	2	3	4	5	6	7
71	Je crois être un membre passif de la communauté franco-québécoise.	1	2	3	4	5	6	7
72	Je considère que la communauté franco-québécoise a beaucoup de raisons d'avoir honte.	1	2	3	4	5	6	7
73	Je voudrais m'éloigner de la communauté franco-québécoise dans l'avenir.	1	2	3	4	5	6	7
74	J'ai un sentiment d'attachement à la communauté franco-québécoise.	1	2	3	4	5	6	7
75	J'ai beaucoup en commun avec les membres de la communauté franco-québécoise.	1	2	3	4	5	6	7

76	Je me sens canadien(ne).	1	2	3	4	5	6	7
77	Je me sens engagé(e) envers la communauté franco-québécoise.	1	2	3	4	5	6	7
78	Les Francophones sont une minorité au Québec.	1	2	3	4	5	6	7
79	Je me perçois comme étant semblable aux membres de la communauté franco-québécoise.	1	2	3	4	5	6	7
80	Les Franco-québécois ont une identité forte.	1	2	3	4	5	6	7
81	Je me perçois comme étant différent(e) de la plupart des autres franco-québécois.	1	2	3	4	5	6	7
82	Parler en français est mal vu au Québec.	1	2	3	4	5	6	7
83	Je pense que la communauté franco-québécoise est représentative de qui je suis.	1	2	3	4	5	6	7
84	Les franco-québécois sont un groupe qui est dispersé et qui a peu de sens d'unité.	1	2	3	4	5	6	7
85	Je me sens isolé(e) de la communauté franco-québécoise.	1	2	3	4	5	6	7
86	Le français est considéré une langue importante et prestigieuse au Québec.	1	2	3	4	5	6	7
87	Je crois que la communauté franco-québécoise est une pauvre représentation de qui je suis.	1	2	3	4	5	6	7

88	Le gouvernement québécois respecte l'usage de la langue française au Québec.	1	2	3	4	5	6	7
89	Je me sens québécois(e).	1	2	3	4	5	6	7
90	Je suis à l'aise avec mon identité franco-québécoise.	1	2	3	4	5	6	7
91	Les Anglophones du Québec ne sont pas des Québécois au même titre que les Francophones du Québec.	1	2	3	4	5	6	7
92	Il y a une population forte de Francophones au Québec.	1	2	3	4	5	6	7

Tu viens de terminer le questionnaire. Nous te remercions de ton temps et de ta collaboration!

Appendix B

English Version of Questionnaire (FSL Students)

We would like you to participate in a study that looks at different elements concerning young Anglophones in Quebec. If you accept, you will fill out this questionnaire, which mainly asks you about your cultural identity, your beliefs regarding English and French as well as the communities who speak these languages. Your participation will contribute to a better understanding of the reality and needs of young Anglophones like yourself. You may also find that you discover things about yourself that you didn't know.

Your participation is strictly voluntary and you have the right to stop at any moment without penalty. While it is preferable that you respond to all of the questions, you may refuse to answer anything that makes you feel uncomfortable. There is no known risk associated with your participation in this study and all data will be confidential. At no point will the researchers be able to associate your answers with your name. No names will appear on the questionnaire or in the final research report.

If you complete and submit the questionnaire, you are indicating your consent to participate in this research study. For any questions or concerns, do not hesitate to contact Siobhán Kiely by e-mail: siobhan.kiely@lli.ulaval.ca. Thank you.

I understand that I can ask questions in the future and that I can stop participating at any time without having to explain my decision. I freely consent to participate in this research project according to the conditions described above.

I accept. I refuse.

Student's Initials:

Identification Number:

Questionnaire

Linguistic Background

Part A: Please complete the following information about yourself, your linguistic background, and experiences.

1	Age: <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> other (please specify):_____.
2	Grade: <input type="checkbox"/> Sec. 4 <input type="checkbox"/> Sec. 5 <input type="checkbox"/> other (please specify):_____.
3	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
4	Native Language (the language you first learned at home). Check all that apply: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____.
5	Language of Use (the language you speak most often at home). Check all that apply: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____.
6	Native language of your family members (the language <u>they</u> first learned at home). Check all languages that apply. For any family member that you do not have or do not know, please leave blank.: Mother: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Father: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Grandparents (on mother's side): <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Grandparents (on father's side): <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____.
7	Language spoken most often with family members. Check all languages that apply. For any family member that you do not have or do not know, please leave blank.: Mother: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Father: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Siblings: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Grandparents (on mother's side): <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____. Grandparents (on father's side): <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other (please specify) _____.

8	For how long have you been attending English school? <input type="checkbox"/> Since I started going to school <input type="checkbox"/> Since secondary school <input type="checkbox"/> Other (please specify) _____ years and _____ months
9	Have you ever attended school in French for a period of more than three months? <input type="checkbox"/> Yes <input type="checkbox"/> No
10	Do you have close friends or relatives who are Francophone and who you speak mostly in French with? <input type="checkbox"/> Yes <input type="checkbox"/> No
11	Have you ever lived in a place other than where you live now for a period of three months or longer? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, where (city, province/state, country)? _____.
12	Do you receive private lessons in French (i.e., other than your regular French classes at school)? <input type="checkbox"/> Yes <input type="checkbox"/> No
13	Have you ever visited a city where it was necessary for you to speak French? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times have you been there? <input type="checkbox"/> once <input type="checkbox"/> a few times <input type="checkbox"/> several times
14	Do you consider yourself to be perfectly bilingual or stronger in French than in English? <input type="checkbox"/> Yes <input type="checkbox"/> No

Part B: Following are a number of statements describing possible activities you may or may not do using French. Please circle the answer that best represents how frequently you do each activity. You should only circle one number for each statement. Note: there is no right or wrong answer. Answer each question to the best of your knowledge.

For example:

		Almost Never	A Few Times a Year	Once a Month	A Few Times a Month	Once a Week	A Few Times a Week	Almost Everyday
0.	Speak in French to your dog or cat.	1	2	3	4	5	6	7

If you speak to your pet just a few times a year, you would circle the number 2.

		Almost Never	A Few Times a Year	Once a Month	A Few Times a Month	Once a Week	A Few Times a Week	Almost Everyday
1	Talk to Francophone strangers (store clerks, bus drivers, servers, tourists, librarians etc.) in French	1	2	3	4	5	6	7
2	Talk to Francophone friends/family in French	1	2	3	4	5	6	7
3	Write for fun in French (e-mails, Facebook messages, Twitter, text messages, blogs, journals, etc.)	1	2	3	4	5	6	7
4	Read for fun in French (books, newspapers, comics, websites, etc.)	1	2	3	4	5	6	7
5	Watch T.V./movies or listen to the radio/podcasts in French for fun	1	2	3	4	5	6	7

Part C: Following are a number of statements with which some people agree and others disagree. For each statement, please circle the number that best represents your level of agreement or disagreement with that statement. You must only circle one number for each statement. Note: there is no right or wrong answer. Answer each question based on how you personally feel.

Attitudes toward the French Language:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	Learning French is really great.	1	2	3	4	5	6	7
2	French is an important part of the school programme.	1	2	3	4	5	6	7
3	I really enjoy learning French.	1	2	3	4	5	6	7
4	Studying French can be important for me only because I'll need it for my future career.	1	2	3	4	5	6	7

5	I think that learning French is dull.	1	2	3	4	5	6	7
6	Studying French can be important to me because I think it will someday be useful in getting a good job.	1	2	3	4	5	6	7
7	I plan to learn as much French as possible.	1	2	3	4	5	6	7
8	I hate French.	1	2	3	4	5	6	7
9	When I leave school, I will give up the study of French entirely because I am not interested in it.	1	2	3	4	5	6	7
10	I love French.	1	2	3	4	5	6	7
11	Studying French can be important for me because it will make me a more knowledgeable person.	1	2	3	4	5	6	7
12	I would rather spend my time on subjects other than French.	1	2	3	4	5	6	7
13	Studying French can be important for me because other people will respect me more if I have knowledge of a second language.	1	2	3	4	5	6	7
14	Learning French is a waste of time.	1	2	3	4	5	6	7

Attitudes toward the Quebec Francophone Community:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
15	Studying French can be important to me because it will allow me to be more at ease with fellow Quebec citizens who speak French.	1	2	3	4	5	6	7
16	Most Quebec Francophones are so friendly and easy to get along with that Canada is fortunate to have them.	1	2	3	4	5	6	7
17	Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.	1	2	3	4	5	6	7
18	Quebec Francophones are cold and unfriendly.	1	2	3	4	5	6	7
19	Quebec Anglophones should not worry about learning the French language.	1	2	3	4	5	6	7
20	The Quebec Francophone heritage is an important part of our Canadian identity.	1	2	3	4	5	6	7
21	The more I get to know Quebec Francophones, the less I want to be fluent in their language.	1	2	3	4	5	6	7
22	Quebec Francophones are sociable and warm-hearted.	1	2	3	4	5	6	7
23	If Canada should lose the French culture of Quebec, it would be a great loss.	1	2	3	4	5	6	7
24	Quebec Francophones speak English poorly.	1	2	3	4	5	6	7
25	The Francophone heritage is an insignificant part of our Canadian identity.	1	2	3	4	5	6	7

26	Quebec Francophones add a distinctive flavour to the Canadian culture	1	2	3	4	5	6	7
27	Quebec Francophones have a strong sense of group identity.	1	2	3	4	5	6	7
28	I would like to know more Quebec Francophones.	1	2	3	4	5	6	7
29	Some of our worst citizens are Francophone.	1	2	3	4	5	6	7
30	Canada would be a better place without the French culture of Quebec.	1	2	3	4	5	6	7
31	I wish there were fewer Quebec Francophones around me.	1	2	3	4	5	6	7
32	Quebec Francophones speak English well.	1	2	3	4	5	6	7
33	The more I get to know Quebec Francophones, the more I want to be fluent in their language.	1	2	3	4	5	6	7
34	Studying French can be important for me because it will enable me to better understand and appreciate Quebec Francophone art and literature.	1	2	3	4	5	6	7
35	Most Quebec Francophones are so unfriendly and difficult to get along with that it's unfortunate that they're part of Canada.	1	2	3	4	5	6	7
36	Quebec Anglophones should make a greater effort to learn the French language.	1	2	3	4	5	6	7
37	Some of our best citizens are Quebec Francophones.	1	2	3	4	5	6	7
38	Quebec Francophones' sense of group identity is arrogant.	1	2	3	4	5	6	7
39	Quebec Francophones contribute little to the Canadian culture.	1	2	3	4	5	6	7
40	Studying French can be important for me because it will allow me to meet and converse with more and varied people.	1	2	3	4	5	6	7

Attitudes toward Language Policy and Planning in Quebec:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
41	The lack of English in public signage or its smaller size than the French text in Quebec bothers me.	1	2	3	4	5	6	7
42	I think it's good that there are rules that restrict Francophones and non-Anglophones from going to English elementary and high school.	1	2	3	4	5	6	7
43	The use of English and French in public should be an individual choice in Quebec; the government should not have a say.	1	2	3	4	5	6	7
44	English CEGEPs should not be open to Francophones.	1	2	3	4	5	6	7
45	There are too many laws limiting the presence of English in Quebec.	1	2	3	4	5	6	7
46	There is too much time and energy spent on French in English elementary and high schools in Quebec.	1	2	3	4	5	6	7
47	There is no need for legislation (e.g., Bill 101) to protect French from English in Quebec.	1	2	3	4	5	6	7
48	Access to English elementary and secondary public schools in Quebec should be open to all, including Francophones.	1	2	3	4	5	6	7
49	English should be taught more intensively in French elementary and secondary schools in Quebec.	1	2	3	4	5	6	7
50	I think that English should have a limited place in public signs and that French should be the most visible language.	1	2	3	4	5	6	7

51	It bothers me when I can't be served in English in Quebec.	1	2	3	4	5	6	7
52	I think it is up to the government to decide the rules about the use of English and French in Quebec society.	1	2	3	4	5	6	7
53	French should remain the only official language of Quebec	1	2	3	4	5	6	7
54	Legislation (e.g., Bill 101) is necessary to protect French from English in Quebec.	1	2	3	4	5	6	7
55	If Francophones learn English more intensively in school, they risk losing their culture.	1	2	3	4	5	6	7
56	Access to English CEGEPs in Quebec should remain open to all, including Francophones.	1	2	3	4	5	6	7
57	French should be taught more intensively in English elementary and high schools in Quebec.	1	2	3	4	5	6	7
58	I don't mind if someone serves me in French in Quebec, even if I know they speak English.	1	2	3	4	5	6	7
59	Quebec should be an officially bilingual (French-English) province.	1	2	3	4	5	6	7
60	There need to be stricter laws in place to limit the presence of English in Quebec.	1	2	3	4	5	6	7

Ethnolinguistic Identity:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
61	I like people to know that I am a Quebec Anglophone.	1	2	3	4	5	6	7

62	I would prefer to be associated with a different linguistic group than the Quebec Anglophone one.	1	2	3	4	5	6	7
63	I feel like a Quebecker.	1	2	3	4	5	6	7
64	I don't have much in common with Quebec Anglophones.	1	2	3	4	5	6	7
65	I would like to be part of the Quebec Anglophone community in the future.	1	2	3	4	5	6	7
66	The Quebec government doesn't recognize English as being an important language in the province.	1	2	3	4	5	6	7
67	I believe the Quebec Anglophone community has many reasons to be proud.	1	2	3	4	5	6	7
68	I feel like a Quebec Anglophone.	1	2	3	4	5	6	7
69	I don't like people knowing that I'm a Quebec Anglophone.	1	2	3	4	5	6	7
70	I believe that I am an inactive member of the Quebec Anglophone community.	1	2	3	4	5	6	7
71	I believe the Quebec Anglophone community has many things to be ashamed of.	1	2	3	4	5	6	7
72	I would like to detach myself from the Quebec Anglophone community in the future.	1	2	3	4	5	6	7
73	I feel a bond with the Quebec Anglophone community.	1	2	3	4	5	6	7
74	I have a lot in common with members of the Quebec Anglophone community.	1	2	3	4	5	6	7
75	I feel Canadian.	1	2	3	4	5	6	7
76	I feel that I am an active member of the Quebec Anglophone community.	1	2	3	4	5	6	7

77	Anglophones are a minority in Quebec.	1	2	3	4	5	6	7
78	I consider myself similar to members of the Quebec Anglophone community.	1	2	3	4	5	6	7
79	Quebec Anglophones have a strong sense of group identity.	1	2	3	4	5	6	7
80	I consider myself different from most other Quebec Anglophones.	1	2	3	4	5	6	7
81	Speaking English is looked down upon in Quebec.	1	2	3	4	5	6	7
82	I believe the Quebec Anglophone community reflects who I am.	1	2	3	4	5	6	7
83	Quebec Anglophones are a group that is spread out and has little sense of unity.	1	2	3	4	5	6	7
84	I feel disconnected from the Quebec Anglophone community.	1	2	3	4	5	6	7
85	English is considered an important and prestigious language in Quebec.	1	2	3	4	5	6	7
86	I feel that the Quebec Anglophone community is a poor representation of who I am.	1	2	3	4	5	6	7
87	The Quebec government respects the use of English in the province.	1	2	3	4	5	6	7
88	I feel Québécois.	1	2	3	4	5	6	7
89	I feel comfortable with who I am having a Quebec Anglophone identity.	1	2	3	4	5	6	7
90	There is a significant Anglophone population in Quebec.	1	2	3	4	5	6	7

You have now completed the questionnaire. Thank you for your time and collaboration!

Appendix C

Description of L2 Testing Process

The *épreuves* for core ESL students are divided into three main steps. The first of these is the preparation stage, which consists of an unevaluated activity that allows students to become familiar with the theme of the exams that will be exploited in both the oral and written tasks. During the 45-60 minutes allotted to them during class time, students are to independently complete the activity using only the booklet provided, an English dictionary, and a bilingual dictionary (English-other language) (*Épreuves uniques: anglais*, 2012, p. 7).

Subsequently, on a later date, students begin the set of *épreuves* with the oral interaction task. In groups of four, without anyone else present but the other members of the group and the supervising teacher, students interact for 15 minutes based on questions and statements provided to them (p. 6). These conversation starters are provided by the teacher as indicated by the MELS. Students are therefore unable to prepare their responses in advance as they are only aware of the general theme of the exams. Nevertheless, like in the preparation activity, they are permitted to use an English dictionary, a bilingual dictionary, and their preparation booklet.

Although students are in groups, they are evaluated individually. The teacher assesses the quality of the interaction based on a prescribed set of criteria outlined by the MELS in an evaluation grid. The grid evaluates student performance on the basis of their participation (25%), content (25%), fluency (25%), and accuracy (25%) (see Appendix D). The participation grade refers to students' frequency of interaction and use of techniques to make the conversation progress, while the content grade encompasses the depth of this interaction and the originality of the ideas contributed. Fluency and accuracy are measures of students' articulation abilities. The former evaluates the naturalness, confidence, and completeness of ideas expressed during speech, while the latter assesses clarity, the number of errors, and the degree of these errors. However, all four measurements must be considered in the context of "interaction," which, according to the MELS, requires that the student "react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas" (p. 14) In other words, "[expressing] stand-

alone opinions and ideas (related to the issue but not to the discussion) is not interacting” (p. 14). In order to ensure fairness and a proper understanding of the grading procedures, the MELS recommends that teachers meet before the *épreuve* to discuss any ambiguities or concerns (p. 10). Students’ grade in the oral interaction activity will account for 20% of their final course grade.

After having already completed their oral interaction *épreuve*, core ESL students across the province complete their round of standardized tests with a written production task. The task requires students to compose an editorial article of roughly 225 words in length. After selecting one of the two proposed topics, which are related to the overarching theme of the *épreuves*, students are to write a piece for an internet magazine, and thus take into consideration their writing’s purpose and audience (p. 6). They are allotted 120 minutes to complete the task and are allowed to use an English dictionary, a bilingual dictionary (English-another language), a dictionary of synonyms, and an English grammar or English grammatical code (p. 7).

Similar to the evaluation of the oral interaction task, this written task is assessed by the student’s teacher according to a provided grid (see Appendix F). The grid contains four categories of evaluation. Out of the 50 points allotted for this task, five are dedicated to the introduction. Students are marked on their ability to present their topic, take a firm position on the selected issue, engage the audience while remaining faithful to the genre of the text (p. 15). Up to 15 points are accorded for content, organization, effectiveness of the arguments, and the consideration of the target audience (p. 15). The conclusion accounts for five points, and is evaluated based on its link to the question selected and the argument developed as well as the impact it has on the audience (p. 15). Finally, 25 points are allotted for language use. Students are graded on their clarity, vocabulary, mechanics, and grammatical structures (p. 15).

For both tasks, if a teacher judges a student to fall somewhere in between two echelons, he/she is to accord the student the higher of the two grades. No grade other than those listed as possibilities on the grid may be given to students; for example, half marks may not be awarded. There are, of course, special cases that require special evaluation, particularly in the case of the written task. If the vast majority of the text is written in a

language other than English or if the student writes nothing or only a few lines, he/she receives a mark of zero. In addition, if the vast majority of the text is incomprehensible for an Anglophone reader or if it is inappropriate for the target audience (based on its content or language), the student automatically receives a grade of 5/50. Regardless of their mark, this evaluation task accounts for 15% of students' final course grade.

The FSL counterpart of *les épreuves uniques*, is a four-part series of tasks. Like the ESL *épreuves*, this series begins with a preparation phase that allows the students to familiarize themselves with the theme of the tests and the vocabulary related to it. This stage involves 180-225 minutes of in-class time, and three to four days of at-home preparation (*Épreuves uniques: français*, 2012, p. 7). This longer preparation period accorded to FSL students corresponds with a longer testing period. Indeed, since all three competencies are evaluated, students have an additional exam for which to prepare.

The FSL oral interaction *épreuve* follows the same procedure as the ESL one. However, it is evaluated differently. First of all, the MELS specifies that students' examiner should be a teacher other than their own, a recommendation not made for the ESL tests. Whether or not this recommendation was respected in the context of the present study is unknown. More importantly, the evaluation grid is not identical for each language. Although the same basic skills are assessed, their categorization and weighting differs (see Appendices D and E). In the FSL *épreuve*, 40% of the grade is dedicated to the contribution of ideas during the exchange, as characterized by their relevance, originality, and development. Up to 15% is awarded for the student's engagement in the interaction, including their activeness of participation, capacity to sustain exchanges, and capacity to solicit the participation of their peers. The remaining 45% applies to students' respect for linguistic conventions during their interaction. These conventions fall into three different categories. The first of these is phonetic rules, such as intonation and pronunciation. It is important to note that a student is not required to have a native-like accent in order to receive a grade of "A"; however, comprehension must not be impeded by the accent. The second category refers to syntactic and agreement rules, in which students' grades are determined by the number of errors they commit and the extent to which these errors impede comprehension of their message. The third and final category regards vocabulary

usage. Students are rated on their accuracy and variety. Taken together, the components of the oral interaction *épreuve* account for 20% of a student's final course grade.

The FSL written production *épreuve* also differs from the ESL *épreuve* only in its evaluation; the task is comparable and the allotted time (15 minutes) and length (225 words) identical. When evaluating students' work, teachers are to follow the criteria and weighting specified in the provided grid (see Appendix G). Overall, coherence is worth 55% of the grade, of which 15% is allotted for structure and sequencing, 30% for quality of ideas and respect for the communicative task, and 10% for the progression and linking of ideas. Like the oral interaction *épreuve*, the remaining 45% for this test is dedicated to linguistic conventions; 35% accounts for the application of agreement and syntactic rules, spelling, and use of punctuation while 10% is allotted for accuracy and variety of vocabulary. Students' results on this *épreuve* count for 15% of their final course grade.

Before FSL students engage in the written production *épreuve*'s activities they undergo an additional *épreuve* not taken by their ESL counterparts: the oral and written comprehension *épreuve*. However, the results of this section were unavailable due to the fact that the MELS is responsible for evaluating them, not the school's ESL teacher.

Appendix D

Oral Interaction Evaluation Grid: ESL Students

8.2 RUBRIC FOR COMPETENCY 1, *INTERACTS ORALLY IN ENGLISH*
STUDENT VERSION, SECONDARY V CORE ESL—JUNE 2012, AUGUST 2012, JANUARY 2013

		A	B	C	D	E
Participation in oral interaction		Interacts ¹ throughout the discussion, using a variety of techniques to help the discussion move forward (e.g. asks for details, comments on what others say). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically. 3 marks	Speaks but rarely interacts with peers, if at all. OR Interacts very little unless prompted. 2 marks	
	Content of the message	Discusses the topics addressed in depth, going beyond the obvious. AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics addressed in a detailed and relevant manner (e.g. gives examples, negotiates or clarifies meaning). 4 marks	Discusses the topics addressed, but mostly on a superficial level (e.g. expresses basic or obvious ideas). 3 marks	Expresses ideas that are mostly incomplete, repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses relevant ideas but does not interact with peers. 2 marks	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR
Articulation of the message	Fluency	Speaks with natural ease and confidence when interacting. 5 marks	Speaks with a certain degree of ease and confidence when interacting. Hesitations, although present, do not interfere with interaction. 4 marks	When interacting, sometimes hesitates and/or expresses choppy/incomplete messages. 3 marks	When interacting, frequently hesitates, uses isolated words and/or expresses choppy/incomplete messages. OR Speaks with fluency but does not interact with peers. 2 marks	Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated. 4 marks total for this level
	Accuracy	When interacting, expresses messages that are clear and contain only a few minor errors, if any. 5 marks	When interacting, expresses messages that are clear but contain several noticeable errors. 4 marks	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation. 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks	

Allot 0 marks if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

¹ To interact, the student must do the following: react to /build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

Appendix E

Oral Interaction Evaluation Grid: FSL Students

Grille d'évaluation de la compétence *Interagir en français* (à l'oral)

Annexe I

CRITÈRE D'ÉVALUATION		A	B	C	D	E
Efficacité de la communication d'idées liées aux propos de l'interlocuteur	Engagement dans l'interaction	L'élève participe activement à l'interaction en français, maintient l'échange et sollicite la participation de ses pairs.	L'élève participe activement à l'interaction en français et maintient l'échange avec ses pairs.	L'élève participe ponctuellement à l'interaction en français.	L'élève participe peu à l'interaction en français et intervient lorsque sollicité .	L'élève participe de manière nettement insuffisante à l'interaction en français.
		15	12	9	6	3
	Apport d'idées lors de l'échange	Il développe des idées pertinentes et amène de nouveaux aspects .	Il développe des idées pertinentes .	Il apporte des idées pertinentes sans les développer .	Il apporte des idées plus ou moins pertinentes ou reformule les propos de ses pairs.	Il apporte des idées non pertinentes ou répète les propos de ses pairs.
		40	32	24	16	8
Efficacité de l'application des conventions linguistiques et de la communication	Respect de règles phonétiques ¹	Il utilise une intonation et une prononciation adéquates .	Il utilise une intonation et une prononciation plutôt adéquates .	Il utilise une intonation et une prononciation plus ou moins adéquates nuisant plus ou moins à la compréhension .	Il utilise une intonation et une prononciation peu adéquates nuisant à la compréhension .	Il utilise une intonation et une prononciation inadéquates nuisant beaucoup à la compréhension .
		10	8	6	4	2
	Respect de règles de syntaxe et d'accord	Il s'exprime en faisant quelques erreurs qui ne nuisent pas à la compréhension.	Il s'exprime en faisant plusieurs erreurs qui ne nuisent pas à la compréhension.	Il s'exprime en faisant plusieurs erreurs qui nuisent peu à la compréhension.	Il s'exprime en faisant plusieurs erreurs qui nuisent à la compréhension .	Il s'exprime en faisant plusieurs erreurs qui nuisent grandement à la compréhension.
	20	16	12	8	4	
	Utilisation d'un vocabulaire lié au sujet ou à la situation ²	Il emploie un vocabulaire précis et varié .	Il emploie un vocabulaire précis et plutôt varié .	Il emploie un vocabulaire plus ou moins précis et plus ou moins varié .	Il emploie un vocabulaire imprécis et répétitif .	Il emploie un vocabulaire limité .
	15	12	9	6	3	

Notes. – L'élève qui ne réalise pas la tâche, qui réagit seulement de façon non verbale ou qui interagit en anglais se voit attribuer la note zéro comme note finale.

– Il n'est pas possible d'attribuer d'autres points que ceux qui sont indiqués sous chaque échelon de chaque critère.

¹ Pour ce critère, un élève pourrait obtenir un A même si on décèle un accent, à condition que celui-ci ne nuise pas à la compréhension du message.

² Pour ce critère, le vocabulaire ne peut être jugé précis si l'élève utilise **neuf mots et plus** non conformes à la norme (anglicismes lexicaux qui ont un équivalent français, mots inventés, jurons, etc.). Dans ce cas, on lui attribue les points de l'échelon inférieur à celui qui lui aurait été attribué s'il avait utilisé moins de neuf mots incorrects.

Appendix F

Written Production Evaluation Grid: ESL Students

8.4 RUBRIC FOR OPINION PIECE—COMPETENCY 3, *WRITES AND PRODUCES TEXTS*
STUDENT VERSION, SECONDARY V CORE ESL—JUNE 2012, AUGUST 2012, JANUARY 2013

Task Requirements	A	B	C	D	E	
Evaluation criteria: content and formulation of the message	Write an introduction that presents the topic and takes a firm position on the question selected in a way that is engaging and appropriate to the text form and to the audience.	Introduction presents the topic, takes a firm position on the question AND is captivating and appropriate to text form and audience.	Introduction presents the topic, takes a firm position on the question selected AND is engaging and appropriate to text form and audience.	Introduction presents the topic and takes a firm position or states a clear opinion on the question selected BUT is clumsy, flat or not entirely suitable to text form and audience.	Topic and/or position are not clear upon first reading of the introduction, but position is pertinent to question selected. OR Introduction is not suitable to text form and audience.	Topic and/or position are unclear, missing or not pertinent to question selected. OR There is no apparent introduction.
		5 marks (A)	4 marks (B)	3 marks (C)	2 marks (D)	0 marks (E)
	Through choice and organization of content, build a case that is convincing, focused on the question selected, and developed with the target audience in mind (e.g. unfamiliar with the topic).	Reasoning is compelling and shows a strong sense of purpose and audience throughout. Supporting evidence is credible; it is skillfully developed and organized with audience in mind.	Reasoning is convincing and shows a clear sense of purpose and audience. Supporting evidence is credible; it is mostly well developed and organized with audience in mind.	Reasoning shows an uneven sense of purpose and audience. Some supporting evidence is weak (e.g. is not credible, does not support position, is repetitive), poorly developed or poorly organized.	Reasoning reveals a mostly weak sense of purpose and audience. Most supporting evidence is weak (e.g. is not credible, does not support position, is repetitive), poorly developed or poorly organized. OR Reasoning includes fallacies, is meandering or disjointed.	Reasoning does not address question selected or does not support position stated OR the body of the text is not suited to the task (e.g. student does not present a case).
		15 marks (A)	14 marks (B+) or 12 marks (B)	11 marks (C+) or 9 marks (C)	8 marks (D+) or 6 marks (D)	0 marks (E)
Write a conclusion that is linked to the question selected and to the position taken and has the desired impact on the audience (e.g. convinces audience, makes audience reflect).	Conclusion is linked to question selected and to position taken and leaves audience with a lasting impression.	Conclusion is linked to question selected and to position taken and has desired impact.	Conclusion is linked to question selected and to position taken, but is trivial, flat, clumsy or predictable.	Conclusion is linked to question selected and to position taken, but is difficult to pinpoint. OR Some content is not suitable (e.g. introduces a new argument).	Conclusion is not linked to question selected, to position taken or to task, is missing or introduces a change in position.	
	5 marks (A)	4 marks (B)	3 marks (C)	2 marks (D)	0 marks (E)	
Use a language repertoire ¹ that ensures clarity of text for the magazine's audience, which is English-speaking: use accurate vocabulary, mechanics ² and grammatical structures.	Some errors may be present but do not impede readability ³ or understanding. AND Several typical English forms are used correctly (e.g. <i>Ever since I was little . . . , Being too short, she . . .</i>).	Some errors may impede readability but not understanding.	Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation.	Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with a significant degree of interpretation.	Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with a significant degree of interpretation.	
	25 marks (A)	23 marks (B+) or 20 marks (B)	18 marks (C+) or 15 marks (C)	13 marks (D+) or 10 marks (D)	8 marks (E)	

Notes:

- Determine which descriptor best describes the student's performance. Allot the higher of the two marks for a given level if the performance demonstrates elements of the next level without quite reaching it; otherwise, allot the lower mark.
- The only marks that can be allotted for a given level are the ones indicated in the rubric.
- Refer to p. 11 of this document for special cases.

¹ Allot a maximum of 15 marks for *Use a language repertoire that ensures clarity of text* (bottom row) for a text that is too short to demonstrate a consistently proficient use of language repertoire.

² Mechanics include spelling, punctuation and capitalization.

³ Readability is affected when errors are distracting and make reading difficult, although they do not impede understanding.

Appendix G

Written Production Evaluation Grid: FSL Students

Grille d'évaluation de la compétence *Produire des textes variés en français (à l'écrit)* (version provisoire)

CRITÈRE D'ÉVALUATION		A	B	C	D	E
Cohérence du texte	Respect de la structure de la séquence textuelle	L'élève découpe son texte de façon adéquate en présentant tous les éléments requis .	L'élève découpe son texte de façon adéquate en présentant la plupart des éléments requis .	L'élève découpe son texte de façon adéquate en présentant quelques éléments requis dans chaque partie .	L'élève découpe son texte de façon plus ou moins adéquate, en omettant l'une ou l'autre des parties .	L'élève présente un texte sans structure évidente .
		15	12	9	6	3
	Expression d'idées adaptées à la situation de communication	Il exprime des idées qui se démarquent et qui respectent tous les éléments de la situation de communication.	Il exprime des idées qui respectent tous les éléments de la situation de communication.	Il exprime des idées qui respectent deux éléments de la situation de communication, dont le sujet .	Il exprime des idées qui respectent un ou deux éléments de la situation de communication.	Il écrit un texte hors sujet .
		30	24	18	12	6
	Progression des idées	Il enchaîne ses idées de façon adéquate .	Il enchaîne ses idées de façon plutôt adéquate .	Il enchaîne ses idées en établissant quelques liens entre elles.	Il présente ses idées en établissant peu de liens entre elles.	Il présente quelques idées, qui n'ont aucun lien entre elles.
		10	8	6	4	2
Efficacité de l'application des conventions linguistiques et de la communication	Application de règles d'accord, de syntaxe, d'orthographe d'usage et de ponctuation	Il produit un texte contenant de 0 à 8 % d'erreurs.	Il produit un texte contenant de 9 à 16 % d'erreurs.	Il produit un texte contenant de 17 à 24 % d'erreurs.	Il produit un texte contenant de 25 à 32 % d'erreurs.	Il produit un texte contenant plus de 32 % d'erreurs.
		35	28	21	14	7
	Utilisation du vocabulaire ¹	Il emploie un vocabulaire précis et varié .	Il emploie un vocabulaire précis et plutôt varié .	Il emploie un vocabulaire plus ou moins précis et plus ou moins varié .	Il emploie un vocabulaire imprécis et répétitif .	Il emploie un vocabulaire limité .
		10	8	6	4	2

Notes. – L'élève qui ne réalise pas la tâche, qui écrit en anglais ou qui construit son texte entièrement à l'aide de phrases copiées d'un texte se voit attribuer la note zéro comme note finale.

– Il n'est pas possible d'attribuer d'autres points que ceux qui sont indiqués sous chaque échelon de chaque critère.

¹ Pour ce critère, le vocabulaire ne peut être jugé précis si l'élève utilise **six mots et plus** non conformes à la norme (anglicismes lexicaux qui ont un équivalent français, mots inventés, jurons, etc.). Dans ce cas, on lui attribue les points de l'échelon inférieur à celui qui lui aurait été attribué s'il avait utilisé moins de six mots incorrects.

Appendix H

Letter of Information: ESL Students

Chèr(e) élève,

Tu es invité(e) à participer à une étude menée par une étudiante à la maîtrise en linguistique de l'Université Laval (Québec, Québec). Cette étude s'intitule « Attitudes sociolinguistiques, identité ethnolinguistique, et compétence en langue seconde : le cas du Québec. »

La directrice de ton école ainsi que ton enseignante d'anglais langue seconde sont d'accords pour que tu participes à cette étude si elle t'intéresse. Cependant, ta participation est strictement volontaire et est complètement indépendante du programme scolaire. Elle ne sera d'aucune façon prise en compte dans tes évaluations académiques.

Tu es invité(e) à consulter le formulaire de consentement fourni avec cette lettre afin d'avoir plus de précisions sur les implications de ta participation. Si tu choisis de participer, ce formulaire doit être signé et retourné à ton enseignant(e) d'anglais langue seconde pour confirmer ta décision de participer au projet. Si tu choisis de ne pas y participer, ton enseignante va t'informer de ce qu'elle aimerait que tu fasses pendant que tes confrères participent à l'étude.

Si tu as des questions, n'hésite pas à nous contacter :

Chercheuse: Siobhán Kiely

Étudiante à la maîtrise en linguistique

Département de Langues, linguistique et traduction de l'Université Laval

siobhan.kiely@lli.ulaval.ca

Directrice de recherche: Mme Kirsten Hummel

Professeure titulaire

Département de Langues, linguistique et traduction de

l'Université Laval

Kirsten.Hummel@lli.ulaval.ca

(418) 656-2132 ext. 2397

**Ce projet a été approuvé par le Comité d'éthique de la recherche de l'Université Laval :
No d'approbation 2012-074 / 07-05-2012.**

Un gros merci de ton intérêt et de ta collaboration !

Cordialement,

Siobhán Kiely

Appendix I

Letter of Information: FSL Students

Dear student,

You are invited to participate in a research study conducted by a M.A. student of linguistics at Laval University (Quebec City) entitled "Sociolinguistic Attitudes, Ethnolinguistic Identity, and Second Language Proficiency: The Quebec Context."

Your principal and FSL teacher have agreed to allow you to participate in the study if you so desire. Your participation is, however, strictly voluntary. Whether or not you participate will have no effect on your grades in your French class as this study is completely independent from your program of studies.

For more details about the study and what your participation would involve, please consult the attached consent form. If you choose to participate, you must sign the consent form and return it to your teacher. If you choose not to participate, your teacher will inform you of what she would like you to do during the time when your classmates are participating.

If you have any questions, please feel free to contact us:

Researcher: Siobhán Kiely

M.A. student of Linguistics

Department of Languages, Linguistics, and Translation, Laval University

Siobhan.Kiely@lli.ulaval.ca

Research Supervisor: Prof. Kirsten Hummel

Department of Languages, Linguistics, and Translation, Laval University

Kirsten.Hummel@lli.ulaval.ca

(418) 656-2132 ext. 2397

Please keep this sheet for your own records and reference. But, be sure to return the consent form to your teacher.

This project has been approved by *le Comité d'éthique de la recherche de l'Université Laval* [the Research Ethics Committee of Laval University]: Approval number 2012-074 / 07-05-2012.

Thank you for your interest and collaboration!

Sincerely,

Siobhán Kiely

Appendix J

Consent Form: ESL Students¹⁸

Formulaire de consentement

Chèr(e) élève,

À votre école, la cohorte d'anglais langue seconde de secondaire V a été sélectionnée pour participer à une étude de recherche menée par une étudiante à la maîtrise en linguistique de l'Université Laval (Québec, Québec). Afin de participer, tu dois signer ce formulaire. Avant d'accepter de participer à ce projet de recherche, prends le temps de lire et de comprendre les renseignements qui suivent. Ce document t'explique le but de ce projet de recherche, ses procédures, avantages, risques et inconvénients. Nous t'invitons à poser toutes les questions que tu jugeras utiles à la chercheure (coordonnées plus bas).

Quel est le but de cette étude ?

On aimerait connaître tes connaissances et expériences linguistiques concernant l'anglais et le français, et tes connaissances concernant les communautés qui parlent ces langues au Québec. On aimerait également connaître un peu de ton identité culturelle. Ensuite, on aimerait voir si certains de ces éléments influencent la façon dont tu apprends l'anglais.

Qui peut participer?

N'importe quel étudiant dans le programme d'anglais seconde langue de base en secondaire V à ton école. Cependant, il faut compléter le formulaire présent.

Qu'est-ce que ça implique?

En grande partie, l'étude consiste en ta participation à un questionnaire pendant ton cours d'anglais. De plus, avec ta permission, ton enseignant(e) nous transmettra les résultats que tu obtiens sur les épreuves uniques d'anglais langue seconde, administrées par le ministère de l'Éducation du Québec (celles que tu passeras vers la fin du trimestre). Cependant, ton nom ne sera pas diffusé avec les résultats.

Combien de temps est-ce que ça va prendre?

En total, le questionnaire va te prendre environ une heure.

Est-ce que ce serait possible de savoir qui a fait tel ou tel questionnaire ?

Non. Tes réponses sont anonymes. Afin de protéger la confidentialité et l'anonymat des élèves tout au long du processus de cette recherche, les données ne seront pas identifiées avec le nom des élèves, mais plutôt avec un code. La chercheure ne sera pas capable d'associer un questionnaire ou des résultats des tests à un nom. De plus, le rapport final de recherche ne contiendra aucun nom d'étudiant, d'enseignant, ou d'école. Tout le matériel de la recherche sera

***Initiales : _____ (verso→)**

¹⁸ Note that this form was originally formatted to be one page, front and back.

détruit au plus tard à l'automne 2013. Les données, pour leur part, seront conservées pour de possibles utilisations ultérieures après avoir été anonymisées de manière irréversible.

Qu'est-ce que ça me donne ?

En général, les élèves aiment participer à ce genre d'étude. Les questions sont centrées sur toi, donc tu auras l'occasion de mieux te connaître. De plus, les données que tu nous fourniras vont nous aider à mieux comprendre la réalité et les besoins des jeunes comme toi qui apprennent l'anglais au Québec. Enfin, les élèves qui participeront à cette étude seront éligibles à un tirage pour gagner un certificat-cadeau. Il y aura au moins un(e) gagnant(e) à chaque école qui participe à l'étude.

Y a-t-il des risques associés à la participation à cette recherche ?

Non, il n'y a aucun risque connu.

Suis-je obligé(e) de participer?

Non. Ta participation est strictement volontaire. Si tu décides maintenant que tu veux participer mais plus tard aimerais te retirer, tu es libre de le faire—sans avoir à te justifier. Pendant le questionnaire, s'il y a des questions qui te mettent mal à l'aise, tu peux refuser d'y répondre.

Peux-je voir les résultats finaux de l'étude?

Le rapport final sera disponible au printemps 2013. Si tu aimerais recevoir un résumé vulgarisé des résultats de la recherche, tu n'as que cocher la boîte appropriée.

Oui, j'aimerais recevoir un résumé vulgarisé des résultats de la recherche lorsqu'il est prêt. Mon adresse courriel est : _____

Non, je ne souhaite pas recevoir un résumé vulgarisé des résultats de la recherche.

Questions?

Si tu as des questions, n'hésite pas à communiquer avec nous:

Chercheuse:

Siobhán Kiely

Étudiante à la maîtrise en linguistique

Département de Langues, linguistique et traduction de l'Université Laval

siobhan.kiely@lli.ulaval.ca

Directrice de recherche:

Mme Kirsten Hummel

Professeure titulaire

Département de Langues, linguistique et traduction de l'Université Laval

Kirsten.Hummel@lli.ulaval.ca

(418) 656-2132 poste 2397

Merci de votre précieuse collaboration pour la réalisation de cette recherche !

Ce projet a été approuvé par le Comité d'éthique de la recherche de l'Université Laval :
N° d'approbation 2012-074 / 07-05-2012.

Signature :

Je soussigné(e) _____ (nom de l'élève en lettres majuscules) consens librement à participer à la recherche intitulée : « Attitudes sociolinguistiques, identité ethnolinguistique et compétence en langue seconde : le cas du Québec ». J'ai pris connaissance du formulaire et je comprends le but, la nature, les avantages, les risques et les inconvénients du projet de recherche. Je suis satisfait(e) des explications, précisions et réponses que le chercheur m'a fournies, le cas échéant, quant à ma participation à ce projet.

J'accepte que mes résultats au test du ministère (les épreuves uniques d'anglais langue seconde) soient divulgués pour l'étude et je comprends que ces résultats ne seront pas associés à mon nom.

Oui, j'accepte.

Non, je refuse.

_____ Date : _____.

Signature de l'élève

*****STP, ASSURE-TOI QUE TU AS BIEN INSCRIT TES INITIALES À LA PAGE 1 (À DROITE EN BAS)**

Appendix K

Consent Form: FSL Students¹⁹

Consent Form

The Secondary V FSL classes at your school have been selected to participate in a research study conducted by a M.A. student of linguistics at Laval University (Quebec City). In order for you to participate, you need to complete this form and return it to your teacher. Please take the time to read and understand the details concerning the goal of the project, its procedures, its risks, and its benefits, which are outlined below. If you have any questions or concerns, you are invited to contact us (see contact information below).

What's the goal of this study?

We would like to know your linguistic background and experiences, your feelings about English and French, and about the communities who speak these languages in Quebec, as well as about your cultural identity. Later on, we would like to see if some of these elements influence the way you learn French.

Who can participate?

Any student in a Secondary V French as a Second Language base program at your school who completes the present student consent form is welcome to participate.

What does it involve?

The major part of the study involves answering a questionnaire during your French class. In addition, with your consent, your teacher will transmit your results on the Ministry of Education's standardized French as a Second language tests (*les épreuves uniques*) that you will be taking toward the end of the semester. However, your name will not be associated with the results.

How long will it take?

The entire questionnaire will probably take you about an hour to complete.

Will anyone be able to identify my answers to my name?

No. Your answers are anonymous. In order to protect the confidentiality and anonymity of students' responses to the questionnaire and their results on the *épreuves uniques*, data will not be identified by students' names but rather by a number. The researcher will not be able to link any questionnaire or test result to a particular student. In addition, the final research report will not contain the name of any student, teacher, or school. All research material will be destroyed no later than the fall of 2013, but the data collected will be conserved for possible future research projects after having been made irreversibly anonymous.

What will I get out of this?

Generally, students enjoy answering these types of questionnaires. The questions are about you, so you will have the opportunity to get to know yourself better. In addition, the information you

***Student's Initials: _____(see other side)

¹⁹ Note that this form was originally formatted to be one page, front and back.

provide will help us to better understand the needs and reality of youth like yourself who are learning a second language in Quebec. Finally, if you participate, you will be entered to win a \$30 gift certificate. There will be one winner or every participating school.

Are there any risks to participating in the research?

No, there are no known risks to participating in this study.

Do I have to participate?

Participation is strictly voluntary. If you initially choose to participate but decide part-way through that you would like to stop, you may do so—no questions asked. During the questionnaire, if there are any questions that make you uncomfortable, you may skip them.

Can I see the final results of the study?

The final research report will be available in spring 2013. If you would like to receive a summary, indicate so below.

Yes, I'd like to receive a summary of the research report when it is ready. You can send it to me at the following e-mail address:

No, I don't want to receive a summary of the final report.

Questions?

If you have any questions about the study, don't hesitate to contact us:

Researcher: Siobhán Kiely

M.A. student of Linguistics

Department of Languages, Linguistics, and Translation, Laval University

Siobhan.Kiely@lli.ulaval.ca

Research Supervisor: Prof. Kirsten Hummel

Department of Languages, Linguistics, and Translation, Laval University

Kirsten.Hummel@lli.ulaval.ca

(418) 656-2132 ext. 2397

This project has been approved by the *Comité d'éthique de la recherche de l'Université Laval* [The Research Ethics Committee of Laval University]: Approval No. 2012-074 / 07-05-2012.

I _____ (first and last name in block letters) have read and understand the above information. I freely consent to answering the questionnaire that will be distributed to me. I also understand that my results on the *épreuves uniques* will be transmitted to the researcher by my teacher. I also understand that all of that data will be confidential and that my name will not appear in the research report.

I accept that my results on the MELS French as a Second Language tests (the *épreuves uniques*) will be communicated to the researcher and I understand that these results will not be associated with my name.

- Yes.
- No.

*****PLEASE MAKE SURE THAT YOU INITIALED THE FIRST PAGE OF THIS DOCUMENT
(BOTTOM RIGHT CORNER)*****

Student's Signature: _____.

Date: _____.

Appendix L

ESL Teacher Instructions

Teacher Instructions

1. Consent Forms:

Have each student complete a consent form. Please make sure that they complete all of the necessary information (including signing their initials on the bottom right-hand corner of the first page in the designated area). They may keep the information page, but the sheet with their signature must be returned to you.

2. Questionnaire:

Give each student a copy of the questionnaire. On the front page, each student must sign his/her initials and, most importantly, write his/her identification code. This code can be assigned by you or it could be the student's ID number.

IT IS EXTREMELY IMPORTANT THAT EACH STUDENT IDENTIFY HIS/HER QUESTIONNAIRE WITH HIS/HER INDIVIDUALIZED CODE. PLEASE MAKE SURE THAT EVERYONE UNDERSTANDS AND COMPLETES THIS STEP.

Most students will probably complete the questionnaire within 20-30 minutes. However, please do not rush them if they have not finished. Also, please tell them not to consult one another while doing the questionnaire.

3. Returning the Questionnaires and Consent Forms:

Once the students have completed the consent forms and questionnaires, please put them back in the box and let me know. I will come pick them up at the school (I cannot risk having them lost in the mail!).

4. Sending the results on the Ministry's English exams:

When the results are ready, please send a file with each student's results on the MELS ESL épreuves univiques that they took toward the end of the semester. I will need each student's:

- Result on the oral interaction section
- Result on the written production section
- (If possible) their global result

These results may be sent to siobhan.kiely@lli.ulaval.ca using the student codes (*not the students' names*).

**N.B.: If one or more of your students has a learning difficulty, they are welcome to participate in the study but please indicate what their difficulty is in the results table.*

5. Draw for Gift Cards:

All students who participate in the study are eligible for a draw to win one of the gift certificates included in the package sent to you. You can hold this draw at your convenience.

MANY THANKS FOR YOUR COLLABORATION!

Appendix M

FSL Teacher Instructions

Consignes pour l'enseignant(e)

1. **Étape préliminaire** : Avant de commencer, veuillez compiler une liste des noms de tous vos élèves qui participeront à l'étude (voir modèle en pièce jointe). Veuillez associer chaque nom à un chiffre (si les élèves ont un numéro d'étudiant, vous pourrez utiliser ces numéros-là, sinon vous pourrez tout simplement lister des nombres d'un à cent). Ce processus a pour but de respecter l'anonymat des étudiants car il faudra associer leurs réponses aux questions avec leurs résultats sur les épreuves uniques sans que je voie leurs noms.
2. **Avant de faire passer le questionnaire** : Donner aux élèves le formulaire de consentement et les questions concernant leur profil linguistique. Ceci doit être lu, compris, et complété par chaque élève. Ils peuvent ce faire avant le jour du questionnaire, hors de la salle de classe pour sauver du temps. **Veillez assurer que l'élève marque son numéro identifiant (selon la liste que vous avez compilé) sur la page des questions concernant leur profil linguistique.** Veuillez me renvoyer ces formulaires avec les questionnaires complétés.
3. **Le jour du questionnaire** : Donner à chaque élève une copie du questionnaire. Encore une fois, **veillez assurer que l'élève marque son numéro identifiant sur le questionnaire et qu'il signe ses initiales à la première page.** Il devrait prendre environ une heure pour les élèves de compléter toutes les questions. Il est important que les élèves ne se consultent pas pendant qu'ils répondent aux questions.
4. **Après la terminaison du questionnaire** : Mettre dans l'enveloppe fournie tous les questionnaires et les formulaires de consentement. Veuillez ensuite me l'envoyer par la poste.
5. **Les Résultats des Épreuves Uniques** : Quand les résultats sont prêts, veuillez les enregistrer dans le tableau fourni et me les envoyer par courriel (siobhan.kiely@lli.ulaval.ca). Il est essentiel que je puisse associer le questionnaire de chaque élève à ses résultats sur les épreuves uniques. Par contre, dans le but de respecter l'anonymat des élèves, veuillez enlever la colonne des noms dans le tableau avant de me l'envoyer (ce serait bien, par contre, de garder une version avec les noms et les numéros dans vos fichiers en cas de problème). **SVP, laisser les numéros identifiants.**

***S'il y a un élève avec une difficulté d'apprentissage et qui suit un programme modifié, il est la bienvenue de participer à l'étude mais veuillez indiquer son cas dans le tableau des résultats**

Tirage : Tout élève ayant participé à l'étude est éligible à un tirage pour un certificat-cadeau. Je vous ai inclus ce certificat dans le paquet envoyé. Vous pourrez donc faire un tirage avec l'ensemble de vos élèves et donner le certificat au gagnant.

Merci infiniment de votre collaboration!

Appendix N

Internal Consistency Calculations for Questionnaires

Table 36

Internal consistency of the variable Attitudes toward the L2 with and without deleted items

Deleted Item	Francophone Questionnaire		Anglophone Questionnaire	
	Correlation with Total	α	Correlation with Total	α
-		0.90		0.85
1	0.77	0.88	0.65	0.83
2	0.45	0.90	0.46	0.85
3	0.78	0.88	0.76	0.82
5	0.74	0.88	0.23	0.87
7	0.58	0.89	0.61	0.83
8	0.62	0.89	0.68	0.83
9	0.64	0.89	0.59	0.84
10	0.87	0.87	0.74	0.83
12	0.42	0.90	0.34	0.86
14	0.72	0.89	0.64	0.83

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.

Table 37

Internal consistency of the variable Attitudes toward the L2 Community with and without deleted items

Deleted Item	Francophone Questionnaire		Anglophone Questionnaire	
	Correlation with Total	α	Correlation with Total	α
-		0.89		0.95
16	0.51	0.88	0.77	0.94
18	0.55	0.88	0.78	0.94
19	0.40	0.89	0.46	0.95
20	0.58	0.88	0.58	0.94
21	0.57	0.88	0.76	0.94
22	0.49	0.88	0.80	0.94
23	0.59	0.88	0.83	0.94
24	0.33	0.89	0.36	0.95
25	0.33	0.89	0.54	0.94
26	0.52	0.88	0.46	0.95
27	0.26	0.89	0.23	0.95
28	0.60	0.88	0.46	0.95
29	0.50	0.88	0.58	0.94
30	0.69	0.88	0.85	0.94
31	0.64	0.88	0.81	0.94
32	0.44	0.89	0.36	0.95
33	0.49	0.88	0.85	0.94
35	0.56	0.88	0.87	0.94
36	0.43	0.89	0.56	0.94
37	0.40	0.89	0.73	0.94
38	0.36	0.89	0.72	0.94
39	0.40	0.89	0.78	0.94

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.

Table 38

Internal consistency of the variable Attitudes toward Language Policy and Planning in Quebec with and without deleted items

Deleted Item	Francophone Questionnaire		Anglophone Questionnaire	
	Correlation with Total	α	Correlation with Total	α
-		0.84		0.82
41	0.53	0.84	0.61	0.80
42	0.45	0.84	0.28	0.82
43	0.48	0.83	0.55	0.81
44	0.43	0.84	-0.08	0.84
45	0.45	0.84	0.69	0.80
46	-0.52	0.87	0.33	0.82
47	0.33	0.84	0.80	0.80
48	0.61	0.83	0.40	0.82
49	0.38	0.84	0.43	0.81
50	0.63	0.83	0.52	0.81
51	0.61	0.83	0.44	0.81
52	0.43	0.84	0.34	0.82
53	0.45	0.84	0.51	0.81
54	0.68	0.83	0.68	0.80
55	0.29	0.84	0.37	0.82
56	0.56	0.83	0.09	0.83
57	0.24	0.84	0.46	0.81
58	0.55	0.83	0.21	0.83
59	0.47	0.83	0.32	0.82
60	0.64	0.83	0.39	0.82

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.

Table 39

Internal consistency of the variable Ethnolinguistic Identity with and without deleted items

Francophone Questionnaire			Anglophone Questionnaire		
Deleted Item	Correlation with Total	α	Deleted Item	Correlation with Total	α
-		0.91			0.88
61	0.70	0.90	61	0.54	0.88
62	0.62	0.90	62	0.42	0.88
64	0.68	0.90	64	0.61	0.87
65	0.64	0.90	65	0.53	0.88
67	0.74	0.90	67	0.53	0.88
70	0.49	0.90	69	0.36	0.88
71	0.02	0.92	70	0.47	0.88
72	0.47	0.91	71	0.38	0.88
73	0.60	0.90	72	0.51	0.88
74	0.76	0.90	73	0.64	0.87
75	0.76	0.90	74	0.64	0.87
77	0.54	0.90	76	0.58	0.88
79	0.77	0.90	78	0.59	0.88
81	0.62	0.90	80	0.28	0.89
83	0.57	0.90	82	0.41	0.88
85	0.50	0.90	84	0.67	0.87
87	0.49	0.91	86	0.52	0.88
90	0.57	0.90	89	0.66	0.87

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.

Table 40

Internal consistency of the variable Instrumental Orientation with and without deleted items

Deleted Item	Francophone Questionnaire		Anglophone Questionnaire	
	Correlation with Total	α	Correlation with Total	α
-		0.48		0.87
4	0.34	0.34	0.78	0.80
6	0.48	0.22	0.80	0.80
11	0.21	0.46	0.83	0.79
13	0.11	0.55	0.50	0.91

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.

Table 41

Internal consistency of the variable Integrative Orientation with and without deleted items

Deleted Item	Francophone Questionnaire		Anglophone Questionnaire	
	Correlation with Total	α	Correlation with Total	α
-		0.81		0.85
15	0.65	0.74	0.75	0.80
17	0.72	0.71	0.73	0.80
34	0.64	0.75	0.60	0.85
40	0.49	0.81	0.72	0.81

Note. α = Cronbach's alpha (raw); Decimals rounded to the nearest hundredth; - = no items deleted. See Appendices A and B for complete list of items corresponding to the numbers in the table.