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Student Programming and Identity in French Language Studies at an Ontario College

Crystal Brown
The University of Western Ontario

Supervisor
Dr. Julie Byrd Clark
The University of Western Ontario

Graduate Program in Education
A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education
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Abstract

This research set out to investigate the following questions: Why do the students enroll in French, and in what ways do the students position themselves to learning French? What kinds of social issues do they confront when coming back? How do such issues impact their identities? Using the frameworks developed within sociocultural second language acquisition, identity, and motivational theories, this a mixed methods study includes semi-structured interviews and an online survey. Some of the reasons why students come back to the college system to study French include family background, political decisions, patriotism, gainful employment, cosmopolitanism, globalization and travel and retirement. Studying languages seems to be a highly personal decision and identities are impacted in many ways including the use of power, prestige, economic gain and divergent thinking. However, a key conclusion drawn from this study is that learning French opens doors for communicative purposes and being able to speak another language expands one's mind, according to the participants in the interviews. Additionally, knowing French in the Southwestern Ontario workplace enhances one's ability to attain gainful employment within the public sector specifically, and within entry-level positions within the private sector generally.

Keywords

Multilingualism, second language motivation, affective factors of second language acquisition, bilingualism, French as a Second Language, identity and language, second language acquisition, The Official Languages Act of Canada, Common European Framework of Reference.

Acknowledgments

I would like to thank my thesis supervisor, Dr. Julie Byrd Clark for her guidance and support in this journey. Her passion for literacy and languages provided me with an experience allowing me to expand my philosophy around learning and teaching languages and the complexities involved with the sociocultural, economic and social aspects of language learning. Additionally, appreciation is given to Dr. Suzanne Majhanovich for reviewing the proposal and providing edits and clarifications and focus for the research.

I would also like to thank Christine Buuck and others at the participating Ontario College for providing access to French classes along with Laura Stoutenburg who gave up time to assist in the collection of the initial survey data. Without your help, this research would not have been possible.

I would like to thank the students themselves, who shared their language journeys. Without their assistance, honesty and participation, this research would not have given me insight into their language journeys.

Finally, I would like to thank my family and children, whose dedication and freedom gave me the time needed to pursue this research and dream. I couldn't have done it without their support.

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1 Introduction

This qualitative case study seeks to investigate the impact of globalization and language ideologies on the motivations of adult students taking part in language courses at the college level, specifically those courses in or related to French as a Second Language or French as a Foreign Language. Globalization and the ways in which rapid technological advancement have influenced language learning have brought about change in recent years. Globalization has allowed people more mobility to cross national borders and considering language tended to be identified traditionally within nations, the lines are becoming blurred between which language is socially important in any given nation. At the same time, through processes of globalization, ideas are shared from other countries. For the purposes of this study, globalization is defined as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Block & Cameron, 2002, p. 1). Global language learning has influenced the development of the Canadian Language Benchmarks in both French and English and also by the Common European Framework of Reference for Languages (CEFR), developed by the Council of Europe (COE) (Eaton, 2010, p. 12). Both of these tools allow for portfolios of learning and students self-evaluate using “can do” statements. This seems to have changed how language is delivered and how language students view their learning; a much more social and active approach. As Eaton describes, “for language teachers, this means not focusing on verbs and vocabulary lists. It means recognizing students’ abilities to understand, use and produce language in a variety of forms, for a variety of purposes” (Eaton, 2010, p. 12). What is more, globalization appears to be shrinking the world of language studies and bringing together diverse groups who transcend time and space through technology (Eaton, 2010, p. 16).

Today’s language classroom is vastly different from that of the mid- to late twentieth century. The focus is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to connect to others around the globe. Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language and cultural skills to

facilitate the connections they are eager to make (Eaton, 2010, p. 16)

Clearly, technology has changed language learning and the need to learn languages has changed from a local contextual view to a more global view. This global view of studying languages, including French, may mean that students have different purposes for studying languages today than they did 20-30 years ago.

Along with globalization of languages and the shrinking of time and space to allow people to connect with those individuals who would not traditionally have had the ability before, the economics of globalization is playing a role in student language identity and commodification of language study. As Genessee states, “as the Internet makes global communication ever more widely available and more businesses become internationalized, it is increasingly important for people to have language skills in more than one language (Ministry of Ontario, 2013, p. 3). Research by Byrd Clark (2009, 2010), Heller (2003), Bourdieu (2002, 2009) and Mady (2012) all detail the impact of globalization on language education, particularly the increasing economic value of French.

Commodification is also an important term to consider in this study related to French in the Canadian economy. Commodification is the term used to describe the economic benefits of language learning, or language as a commodity in purely economic terms. It can be traded or exchanged for another item of value. As for commodification of language, much research has been done with regards to the economic benefits of language learning. Bourdieu (2002, 2009) outlines the link between education and social capital within the language sphere as an expression of power. Continuing with the idea of capital and commodification comes from Heller (2010) in her article entitled “The Commodification of Language”. As Bourdieu (1997) states in the Heller (2010) article, there are “many ways in which language forms part of the symbolic capital that can be mobilized in markets as interchangeable with forms of material capital” (Heller, 2010, p. 102). Some of the ways in which language is affected by globalization is through tourism, marketing, language teaching, translation, and communications (which includes the increase in call centres) and performance. Heller points out that the new economy needs new skills which stem from “developing linguistically mediated knowledge and service

industries” (Heller, 2010, p. 103). From the point of language teaching, Heller (2010) states that language is seen as symbolic because it gives the impression of being a value-added service, important within the knowledge economy (Heller, 2010, p. 105). “Language work and the language worker” have become central to the new globalized economy (Heller, p. 105). The term late capitalism

attempts to encourage workers to be flexible, to respond to the specific needs of niche markets, and to manage the movement of resources across linguistically diverse spaces. The commodification of language confronts monolingualism with multilingualism, standardization with variability, and prestige with authenticity in a market where linguistic resources have gained salience and value (Heller, 2010, p. 107).

Heller also discusses the idea of commodification and bilingualism in Canada. She states, “current transformations in the ideology and practice of bilingualism in Canada reveal a shift from an ideology of authentic nationhood to an ideology of commodification” (Heller, 2002, p. 47). Heller continues to go on to describe the shift of bilingualism in Canada due to the impact of globalization and the need for language education. She cites,

Globalization, neoliberalism and the new economy all have their effects [on language learning]. The state is withdrawing from the scene; not only does this mean that the discourse of nationalism is less compelling than it used to be, but it is also the case that the state is providing less funding for associations and activities connected to linguistic nationalism. At the same time, both French and English are growing in importance in the service and information sectors of the globalized economy, attached as they are not only to the regional markets of Canada, but to the worldwide markets in which each language has currency. Here there is certainly a reproduction of longstanding ideologies of bilingualism among the new globetrotting elite, ideologies reinforced by discourses of ‘quality’ and ‘standards’ in the private sector. At the same time, many bilingual jobs in the new economy are at the lower end of the scale, and require bilingualism because they involve customer service – with customers who frequently do not master the standard themselves (Heller, 2002, p. 49).

Therefore, based on Heller's research, it is important to understand how language teaching has grown in response to globalization and the importance of language learning in response to status, and therefore, how students are demanding language teaching programs which will prepare them for these so-called new markets.

1.1 Context and Background of the Study

Canada is officially bilingual (French/English). Students learn French or English in Ontario through a variety of different K-12 educational programs (French immersion, extended, and Core or French first language for Ontario francophones) depending on their native or "mother tongue", meaning the language they know best. However, globalization has also brought an increase in mobility and immigration of individuals to Canada and specifically to Ontario. Allophones, or individuals who are identified as speaking a home language other than English or French first language, have added another element to the social fabric of Canada as a nation, and therefore, to the ways in which the official languages of French/English are viewed, delivered, and the social impacts they may reveal have changed dramatically over the last few decades (Lamarre 2002; Geloso 2012; Prasad 2012). Byrd Clark states that "despite immigration, increased mobility, and the emergence of trans-global identities, official educational policies and curriculum have not expanded to include the explicit development of multilingual repertoires or societal multilingualism in classrooms" (Byrd Clark, 2012, p. 145). This appears to be evident at the college level where students' social realities and identities are not included or reflected in the current curriculum or course design, which leads to a neoliberal agenda of homogenizing language and positioning language (in this case, French) as a commodity or economic capital.

The theories upon which this study draws use a sociocultural lens from which to examine the research questions. The sociocultural lens focuses on identity theory at the intersection of second language acquisition models as outlined by Krashen, Vygotsky, Swain and Pica; motivation within languages produced by various researchers including Krashen and the more recent concepts of Rubenfeld, Dörnyei and Csizer's work; affective variables including the

work of Gardner and Clement; and the idea of economic capital and cosmopolitanism and globalization research through the works of Heller, Canale & Swain and Byrd Clark and Bourdieu. From this framework, this research frames these themes within the unique Canadian influence provided by The Official Languages Act and subsequent language requirements for Public Service Commission positions and the influences of The European Council with its Common European Framework of Reference (2001) and the Canadian Centre for Language Benchmarks (2000, 2010, 2015).

1.2 Research Questions

One main objective of the study is to identify the reasons for returning to the classroom to learn or upgrade French language skills. As such, this research seeks to investigate the following questions:

- (1) Why do the students enroll in French, and in what ways do the students position themselves to learning French?
- (2) What kinds of social issues do they confront when coming back?
- (3) How do such issues impact their identities?

1.3 Rationale

In field of FSL, social approaches are new even though they have been addressed in applied linguistics as regards English language learning and identity (e.g. Bonnie Norton has done some notable work here, 2007, 2011). Most research in FSL has focused on the postsecondary levels however, at universities rather than colleges as seen in the research of Byrd Clark (2009, 2010, 2011, 2012, and 2013). However, it is not a well-explored area in Canadian colleges, let alone Ontario colleges. In literature reviews, nothing in this area could be found at the college level in the Canadian system for French language studies. As stated earlier, research has focused on post-secondary education in university settings. This proposed research is important because not only has there been little research done at the college level, but with the increase in the number of students returning to post-secondary education, specifically in the

college system, this research will make a useful contribution, particularly for curriculum development and projection planning and hopefully, improvements in this type of programming overall to meet the needs of students in this neoliberal, bilingual, globalized context.

1.4 Significance of Study

According to Byrd Clark, for example (2012) the majority of French as second language studies have evolved and focused on K-12 education and in the university setting in places such as pre-service teacher training. Funding models for colleges are changing because of increased enrolments in provincial colleges in most programs. Hence, this research could be important to bring about funding formula changes for foreign language training programs, it might inform the type of training offered to students in order to ensure skills-based employability is achieved, and it might inform the type of teacher training required ensuring students are trained to meet their objectives. It might also help retain students in the program in general if it can be identified that a simple curriculum change might be in order to assist in meeting their social and economic needs.

The pedagogical implications of this research could help the college Dean of Language and Communications Studies, who runs these programs, to decide upon or make informed decisions on which courses to offer, how to improve programming and to develop curriculum that is potentially more focused on the workplace in addition to general language acquisition, as well as increase participation in these courses, and determine how to meet the needs of students moving forward in a much more demanding, future global workforce. Students will benefit from this research in that curriculum will be designed to meet their needs and it will be competitive with other institutions in a fiscally responsible environment. Language credit courses are currently funded by the Ministry of Training, Colleges and Universities (MTCU), and therefore, the government has shown interest in providing funding for programs that meet economic and social situations or that meet essential skills training (Ministry of Training, Colleges and Universities

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>).

1.5 Researcher's positioning

My motivation for pursuing this subject is two-fold. As a language educator with 20 years of experience in teaching both Spanish, French and English as second languages, my investment in pursuing this research becomes apparent through observation and reflection that many more students may be pursuing French language studies for economic/political and other instrumental reasons than intrinsic, personal reasons and I felt I wanted to pursue this topic formally.

Previously, when talking with students, I noticed that students would describe coming to the Ontario College Continuing Education program for personal and affective reasons, to travel abroad, to learn more about the cultural representations associated with French such as romance, sophistication, architecture, history, and the language itself, or to fulfill some other lifelong desire. Now, politics and economics seem to be driving the motivational purposes of students in attaining French as a Second Language.

There is a paucity of research in this field, notably at the college level in the Canadian educational system in which I felt there could be potential major insights gained for the industry/field in general. Upon researching this topic, I found that the majority of research in identity related to French language teacher education comes from Byrd Clark (2009) in her book entitled, *Multilingualism, Identity, and Citizenship* where she discusses in-depth the different spaces and perspectives of language learning, specifically from the perspective of Italian-speaking or youth of Italian origin toward the French language within pre-service teaching programs. Other research, which focuses on college education, comes from the United States. However, it must be noted that the terminology of college plays a different role in the United States than in Canada. In the United States, college can refer to either universities or colleges. In Canada, universities have more theoretical programs whereas the mandate of colleges through the Ministry of Training, College and Universities (MTCU) provides more in-depth, practical or applied training. Bonnie Norton (2011), a Canadian researcher, has looked at languages and identity with regards to English as a second language in the United States. In fact, most research that could be found in the United States focuses on English language and identity rather than French second language and identity (Toohey, 2000; Block, 2007; Pavlenko, 2004).

Much research has been conducted at the English and French levels in Canada for the purposes of language instruction at the community/college level from the perspectives of the Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens (2002, 2010, and 2015) developed through the Centre for Canadian Language Benchmarks. This research and the resultant frameworks for both official languages affect English and French second language teaching for adult immigrants to Canada.

Some research has been undertaken from the college or continuing education perspective as regards foreign languages or language education and identity in the work of Byrd Clark (2009, 2012) and in the work of Norton (2012). However, there exists quite a bit of research that has focused on English as a Second Language or international student perspectives as regard identity and language education including the work of Anwaruddin (2012), Block (2007), Byrd Clark (2009, 2012), Churchill (2003), Goldberg & Noels (2006) Norton (2012), Norton and Toohey (2011), Taylor et al. (2013) and Toohey (2000). For the purposes of this study, these ESL and international student perspectives are included in this study as they support some key findings. Therefore, because of the gaps in the research for language learning in the Canadian college system, specifically continuing education, curriculum has been based on what foreign language departments determine what should be offered based on supply and demand of the communities they serve. In light of perceived opportunities from increased globalization, it is important to conduct research in order to ensure curriculum meets the needs of the new globalized workforce, and to ensure that programs and MTCU funding is transferred and used appropriately for these programs from the MTCU (Ministry of Training, Colleges and Universities). In *Ontario Learns: Strengthening our Adult Education System*, it is found that “experienced workers [...] wish to upgrade their skills or learn new skills and participate in retraining opportunities in response to industry changes” (Training, Colleges and Universities, 2005, p. 15). Maybe as recently as five years ago most individuals who cited their reasons for pursuing this type of education informed me that it was for pleasure; French language learning was for travel purposes or to fulfill a lifetime wish to travel to France or Switzerland for example. Another small group would tell me they wished to have a conversation with an individual in French without the other person switching to English since their French language skills were not up to par. Now, it is observed that the majority of students state that French is a

requirement for their jobs. I see a number of people who work for either the Federal or Provincial governments (Ontario) who need to be functionally bilingual to work with the general population and their workplaces pay for the courses. A final trend that I have noted is that many teachers, mainly elementary teachers, come to French classes and state their purpose in taking the course/certificate is that they want to work towards obtaining proficiency in the language to pass their FSL French proficiency testing, and therefore be eligible to take French Second Language (FSL) Part 1 as an additional qualification through the Elementary Teacher Federation of Ontario (ETFO, <https://learn.etfo-aq.ca/register/index.asp>). Having this qualification in the teaching world would allow them to apply to more educational job opportunities than if they remained English-only teachers.

My positioning in this research also stems from my tenure as a coordinator of foreign languages in a continuing education program at an Ontario College. I have been privileged to have conversations in informal ways with my students and other students who inquire into such programming. As such, I felt it was time to formalize my observations of an increasingly diverse group of individuals in the college setting. I wanted to find out if, indeed, students are choosing these programs for economic and political reasons, or if there are other factors at play. Additionally, if they are choosing these programs for economic and political reasons, what do they say about the programs. Additionally, language studies continue to be added to other areas of programming such as diploma and degree programs as electives and general education or breadth courses. Therefore, the desire to pursue this research is not only to evaluate the reasons why such changes have taken place, but also to observe how the college is responding to these changes, and whether the college is meeting the objectives (and social realities) of these students. As such, this study looks at the motivations of students taking part in language courses at Ontario College, specifically those courses related to French as a Second language commencing fall 2015. The programming with which I have the most experience, comprises the continuing education program where students are pursuing courses in all levels of French, including the French credit courses I-V, the Conversational French – Basic course and other conversational French classes (Intermediate I and II) which run over the next two to three semesters. Included in this group will be those students interested in pursuing French I-V, which are credit courses along with French for Business, which comprise a French Certificate of

Competence. French is but one of the languages offered at the target college. Further to this, the reasons why students at the college level are choosing French as their language of study over other international languages offered such as Spanish, Chinese or German, for example will be explored. It is important to note, however, that some students do not continue on with their certificate program, or do not move on to the more advanced language courses. While my study investigates motivational aspects, it is also interesting to know there are specific factors that contribute to these students' attrition from the program. Normally there are approximately forty or more students who start the continuing education program in any given semester, but that number drops to about fifteen by the end of French V and French for Business courses, which are offered only once a year. What happens between French I and the final course in the certificate program?

On a final note, this research on students' motivational aspects will inextricably be linked to their identity/ies positions. As such, this study will address some of the identity-related factors that relate to returning to the language classroom, which for many people, seems to be occurring after a significant period of time away from formal studies.

1.6 Thesis Organization

The remaining chapters of this thesis are presented in the following manner. Chapter Two will begin with an overview of existing research related to second language acquisition and social issues, an overview of current motivational theories in the foreign language classroom, the relevant theoretical frameworks regarding French language learning and identities in second language acquisition including an overview of globalization and commodification in language learning, and will outline the official bilingualism perspective in Canada including information regarding the Public Service Commission bilingual testing, the Common European Framework of Reference as regards foreign language levels and the Canadian Language Benchmarks/Niveaux de compétence linguistique canadiens. Chapter Three will describe the methodology and methods used in this study including a description of the ethical review process, a description of the types of participants in both the survey and interview, and the instruments used in carrying out the research. Chapter Four will examine the results of the survey using question-by-question summary and important quotes from the personal interviews

while Chapter Five will lead the discussion of the results including the implications of French as a Second Language acquisition, motivation, cosmopolitanism and effects of globalization related to the research, and limitations and potential future directions of study

2 Literature Review

In the field of FSL, social approaches are new even though they have been addressed in applied linguistics as regards English language learning and identity (e.g. Bonnie Norton has done some notable work here, 2007, 2011). Most research in FSL has focused on the postsecondary levels however, at universities rather than colleges as seen in the research of Byrd Clark (2009, 2010, 2011, 2012, and 2013). However, it is not a well-explored area in Canadian colleges, let alone Ontario colleges. In literature reviews, the majority of the research is at the English second language level, regular college level learning outside the continuing education framework or in the K-12 sector. Research has focused on post-secondary education in university settings. This proposed research is important because not only has there been little research done at the college level in continuing education for French, but with the increase in the number of students returning to post-secondary education, specifically in the college system, this research will make a useful contribution, particularly for curriculum development and projection planning and hopefully, improvements for this type of programming overall.

Language teaching methodology involves the “relationship between national identities and foreign language policies and practices” (Pavlenko, 2008). National ideologies and language seem to be inseparable and causal. The language that one speaks is closely related to the place in which one speaks it. For example, in England, English is seen as the national language, but that is slowly changing to encompass other minority languages. In Canada, French and English have their place based on the nation-building history. From the methodological perspective, a study by Anwaruddin (2012) states that “naturalistic observations, participants’ autobiographical writings, and an open-ended questionnaire” were some of the methods used in collecting information and data on this topic (Anwaruddin, 2012, p. 13).

Important terms need to be defined to understand the positioning of the researcher and the context of the literature review and discussion. For the purposes of this study, French is reviewed from the position of both French as a Second Language and French as a Foreign Language and no difference was implied in the research questions or interview. French as a second language is defined as learning the language in which the language of the community in which French learners live and work is French. French as a foreign language is that language

which is studied outside of the community where the target language is spoken. It must be understood that at the elementary and secondary school context in Southwestern Ontario context, the terminology used is French as a Second Language, while the post-secondary context at most institutions and the target college in this study falls under the foreign or modern language context. In a community setting, French in the Southwestern Ontario context is typically referred to French as a foreign language since Ontario is an Anglophone environment, it is possible that participants in this study may have environments in which they live or work when they have access to and are required to use French and therefore, no distinction is made between French as a Second language and French as a foreign language. They are used interchangeably in this study.

Next, when talking about a second or foreign language, it is described as the L2 or second language of an individual as opposed to L1 which is an individual's native language or first language. The term L2 is used throughout this report to refer to French. Other terms will be defined as appropriate in the literature review section of this paper.

A discussion of the literature that follows and exists to date reflects the in-depth research on second language acquisition, motivation of language learning, foreign language, the specific issue of bilingualism in Canada and the Canadian identity perspective in particular. Following that, divergent thinking as a result of learning a foreign/second language is explored followed by the reasons for French as a second language/foreign language learning, commodification of language learning in the global economy including the idea of language as social capital and identity in learning foreign languages and the divergent thinking processes as a result of learning a second language.

2.1 Second Language Acquisition

At a minimum, it is important to understand a few theories of second language acquisition put forward by various researchers. This is by no means a comprehensive review of all the second language acquisition theories. It is meant more as an overview to track the developments that have led to today's communicative and action-oriented approach to language learning outlined

in the Common European Framework of languages designed by The Council of Europe and the Canadian Language Benchmarks/Niveaux de compétence linguistique canadiens (2000, 2010, 2015) developed by the Centre for Canadian Language Benchmarks.

Second language acquisition has been a topic of research for many decades, commencing with the Universal Grammar theory of Chomsky (1965) outlined by Omaggio Hadley (2001) when he argued there existed a difference between “an idealized native speaker’s underlying competence (referring to one’s implicit or explicit knowledge of the system of the language) and the individual’s performance (or one’s actual production and comprehension of language in specific instances of language use)” (Omaggio Hadley, 2001, p.3). Building on Chomsky’s work, second language acquisition theories moved to communicative competence models. The work of Stephen Krashen (1984) in his natural approach to language learning and his *Input Hypothesis* was important, outlining the importance of continuing input of language before language could be reproduced in any meaningful way (Harmer, 1984). Krashen’s hypothesis, in summary, identifies that natural and multiple inputs allow for language learning, processing and eventually outputs (Payne, 2011). Krashen believed that “adults should acquire a second language just as children do: they should be given the opportunity to ‘pick up’ a language, and shouldn’t be forced to ‘study’ grammar in the classroom (Brown, 2007, p. 79). Although Krashen’s input approach was important at the time, Swain (1985) counter-argued that it is not just language input that is important; language outputs and were also necessary components (Myles, 2010, p. 325). A term that is important to define for our purposes is communicative competence. It is described as the functional approach to language based on different functions and ways in which a language is learned (Canale & Swain, 1980, p. 2). For example, language will be based on functions such as apologizing, interrupting, getting someone’s attention etc. Canale and Swain (1980) and Canale (1983) theorized various components of communicative competence. In the Canale and Swain framework (1980; Canale 1983) stated that there were four main functions of learner output important in second language acquisition: those of grammatical competence, sociolinguistic competence, discourse competence and finally strategic competence (Omaggio Hadley, 2001, p. 6). The first claim was that “learners may notice their erroneous attempts to convey meaning, and that the act of producing language itself can prompt learners to recognize linguistic shortcomings” (Brown, 2007, p. 298). This is the grammatical

function. The second claim made by Swain found that learners were able to experiment or “try out” language to develop their second language (Brown, 2007, p. 299). This “sociolinguistic competence addresses the extent to which the second language can be used or understood appropriately in various contexts to convey specific communicative functions” (Omaggio Hadley, 2001, p. 6). The third function of output in second language acquisition focused on the reflectivity of the learner when interacting with peers under a social constructivist approach (Brown, 2007, p. 299). Finally, strategic competence involves the “use of verbal and nonverbal communication strategies to compensate for gaps in the language user’s knowledge of the code or for breakdown in communication because of performance factors” (Omaggio Hadley, 2001, p. 6). This framework, in summary, identifies that natural and multiple inputs allow for language learning, processing and eventually outputs (Payne, 2011).

Furthering the idea of communicative competence, the model was expanded by Pica (1994) to add the meaning that is negotiated between two individuals in any discourse. Pica’s (1994) “negotiation for meaning” added to the second language acquisition theories already developed. In this model, Pica discusses the sociocultural purposes underlying language in that a student must negotiate meaning through repetition and negotiation with their language counterparts or the “listeners” of their messages, consistent with the work of Swain (1980).

This term [negotiation of meaning] has been used to characterize the modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways (Pica, 1994, p. 494).

From there, Pienemann (1998) developed a model of processing order for second language learners, arguing that “learners are initially only able to process linguistic information in local domains before more distant ones, e.g. at word level before lexical phrase level, before clause level, before sentence level, and finally discourse level “ (Myles, 2010, p. 330).

Much research was completed around the cognitive and sociocultural theories of second language acquisition. However, these theories did not look at the affective perspective. Merrill Swain (2015) looks at this affective perspective and put forth that emotion and cognition cannot be separated and it can be argued that emotion plays a large part in defining the identity of language learners, as will be seen in the individuals who participated in this study. Swain states,

In the individual differences literature in SLA, emotions are seen as the independent (causal) variables and language learning is dependent on them. In other words, emotions influence language learning, and the reverse relationship, that language learning may influence emotions, is rarely considered (Swain, 2015, p. 197).

As will be discussed later in the discussion section, emotions play a prominent feature in second language acquisition and drive motivation to study and eventually to continue to pursue foreign languages.

Communicative competence figures prominently in both the Canadian Language Benchmarks (CLB)/Niveaux de compétence linguistique canadiens (2000, 2010) and the Common European Framework of Reference for Languages (CEFR) (2001) with focuses on receptive, productive, interactive and processes of mediation. The CEFR model extends the idea of communicative competence to include an action-oriented approach. This approach views “users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (The Council of Europe, 2001, p. 9). Language learners use strategies to complete a tasks and CEFR also takes into account the “cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent” (The Council of Europe, p. 9). In the case of both the CLB and CEFR, individuals follow levels of language learning, focusing not just on the linguistic aspects of language, but also the sociolinguistic and pragmatic skills for language exchanges. The CEFR further describes the “domains” in which a learner might find themselves, be it a public, personal, educational or occupational domain. These domains are important considerations in this study and figure into many of the reasons why participants choose to pursue French language studies.

The ranges of abilities and tasks to be achieved within each of the levels of both these frameworks will be expanded upon when discussing language learning and bilingualism in Canada.

This is the model that is expanded upon and referred to in the discussion section of this study as the particular reasons for learning French were explored in both the survey and personal interviews.

2.2 Motivation in Foreign Language Classrooms

Motivation is extensively explored in relation to second language learning in foreign language classrooms and is well-documented as multi-faceted. While an in-depth description of each of the motivational perspectives is beyond the scope of this paper, it is important to understand the larger influences and outcomes of decades of research to support the findings of this paper. To begin, it is important to define motivation. Motivation is defined as “a process whereby learning activities are sustained when these activities require effort and persistence from the learner’s part, students who are more motivated take an active role when engaging in the task than those who are less motivated (Hsieh, 2008, p. 76). It may also be defined as the effort given to achieve the bigger language learning goals both internally and externally. This paper will specifically look at the affective/integrative dimensions of Gardner (1985), Dörnyei (1994, 2008); the instrumental/pragmatic dimensions of Dörnyei (1994), Oxford & Shearin (1994); and the goal related dimension with the work of Oxford & Shearin (1994);

The first constructs of research that will be focused on for this paper include the socio-psychological ways that students are motivated to pursue languages. The sociocultural aspect was initially explored in detail by Robert Gardner and Wallace Lambert “who saw second languages as mediating factors between different ethnolinguistic communities in multicultural settings (such as Canada) and, accordingly, considered the motivation to learn the language of the other community to be the primary force responsible for enhancing or hindering intercultural communication and affiliation” (Dörnyei, 1998b). Gardner and his colleagues developed the AMBT (Attitude/Motivation Test Battery) which successfully tested motivation

from a non-linguistic perspective and the reasons for language learning, for English-speaking students learning French as a second language in the Canadian context for elementary and secondary-school students specifically (Gardner, 1985, p. 177). These researchers then coined the terms integrative and instrumental orientation in which integrative orientation focuses on the ways in which individuals can integrate within the community and culture of the L2, including the art and other cultural representations of the language, and instrumental orientation that focuses on employment opportunities or respect of knowing more than one language (Gardner, 1985, p. 177-179). From there, Dörnyei (1994) focused on the language level, the learner level and the learning situation level of motivation (Dörnyei, 1998b, p.206). The ideas of the language level and the learner level will be the focus on this paper, but there are ideas of the learning situation that can be focused on to achieve the first and second levels of motivation outlined by Dörnyei (1998b). To provide context for the language level, it is important to outline the concept. Language level, according to Dörnyei (1998b), “concerns ethnolinguistic, cultural-affective, intellectual, and pragmatic values and attitudes attached to the target language; these values and attitudes are, to a large extent, determined by the social milieu in which the learning takes place” (Dörnyei, 1998b, p. 206). The learner level includes the interest, relevance, expectancy and satisfaction of learning the language (Dörnyei, 1998b, p. 206). The learning situation level focuses on course-specific motivational aspects, teacher-specific motivational components and group-specific motivational components (Dörnyei, 1998b, p. 207). While this learning situation level is important, findings from this study focus on the first two levels most specifically.

To further describe the motivational aspects of second/foreign language learning, this study draws from existing research related to that of internal or intrinsic motivation and that of external or extrinsic motivation. Dörnyei (1998) and Csizer & Dörnyei (2005) include instrumentality in second language environments, including both internal and external components. Instrumentality is important when studying second language acquisition and motivation defined as “the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force” (Csizer & Dörnyei, 2005, p. 21). Dörnyei also determined that instrumentality also involved “a range of other incentives such as traveling, making foreign friends, and understanding the lyrics of English songs” (Csizer & Dörnyei, 2005, p. 21). The same motivations can be said about learning French that are identical to these English as second

language findings as will be discussed later in this thesis. Other affective variables include the cultural interests and appreciation of the target L2 culture, in this case, French. Dörnyei & Csizer (2005) describe the instruments of cultural interest in acquiring a second language.

Cultural Interest reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, videos, TV programs, pop music, magazines, and books). In certain learning environments—which have often been referred to as *foreign language learning contexts*—direct contact with L2 speakers is minimal, yet the L2 community may still be well-known to the learners through indirect contact with it, that is, through their exposure to a range of L2 cultural products and artifacts (Dörnyei & Csizer, 2005, p. 21).

Dörnyei & Csizer's (2005) research cited additional reasons why L2 learners pursue languages. In addition to integrativeness, instrumentality and cultural interest in the target L2, the vitality of the L2 community, the milieu, and the linguistic self-confidence of the learner also contribute to a learner's motivation to pursue and continue with language learning. The cultural interest and attitude toward the target L2 also include the learner's wish to travel to the country where the L2 is spoken. The vitality of the L2 community relates to collective importance described in Gils and Byrne's (1982) "intergroup model" (Dörnyei & Csizer, 2005, p. 22). This model describes how the target L2 community's distinctiveness is defined through status (economic, political and social) factors, the demographic of the group and the "instructional support factors" such as media, education and government supports toward that L2 community (Dörnyei & Csizer, 2005, p. 22). This is an important concept in French as a second language as defined by the cultural identity of the group and the integrativeness of the language in the Anglophone community, along with the support of learning both official languages outlined in the Bilingual Act of Canada. French is supported in Canada through these status and institutional support factors.

While milieu is important in the Dörnyei & Csizer (2005) model in the description of the role of parents in defining the importance of the L2 language, it has less relevance in this research due to the fact that the participants in this study are all adults. However, others influence language

learning so this concept of the model remains for discussion purposes. And finally, from a motivational standpoint, if the learner believes that they have the means to attain language acquisition of the target language, well within their own abilities, then they will continue to pursue second languages (Dörnyei & Csizer, 2005, p. 22). Although Dörnyei and Csizer's research provided a lot of evidence into the reasons why individuals pursue additional languages, one of the limitations of the study was that it involved adolescents. In the context of this study in which adults are the main focus, many of these conclusions can be carried forward and extrapolated to the adult learner as well.

Gardner (1985) confirms that “affective variables, such as attitude, orientations, anxiety, and motivation, have been shown to be at least as important as language aptitude for predicting L2 achievement” (Gardner, 1985). Richard Clement (1980) also describes how there is motivation to communicate with other groups, and if positive, influences attainment of a second language (Rubinfeld et al., 2007, p. 183). These positive influences are related to attitudes toward the L2 community as described by Dörnyei & Csizer (2005). Further to the cultural component described in the Dörnyei (1998, 2005) words, the research of Lussier and Bruner, Rubinfeld et al. (2007) suggest that “education is in fact an agent of enculturation through which learners are imparted not only with knowledge but also with beliefs, know-how, and values. That is, L2 learners likely develop social representations of otherness with regard to the L2 community” (Rubinfeld et al., 2007, p. 184).

Other research has compared the motivational theory of Herzberg's theory to learning a second language which is similar to the findings of Dörnyei (1998b) with the learner level. The research of Oxford & Shearin (1994) describes how second language learners who have high needs for growth “will be motivated to learn the target language as long as the process of learning involves enrichment qualities similar to the positive job qualities” of skill variety, clear and significant tasks, autonomy for the worker and feedback for the worker (Oxford & Shearin, 1994, p. 17). This traditional management theory relates the motivation to learn a language to clear directions from the teacher/instructor, providing language motivation in classes. Equity theory also relates to the motivations for learning a second language. If effort is equal or less than the perceived outcomes, that is, being able to communicate or achieve certain tasks within

the foreign language classroom, or within the target language environment, then individuals will spend the effort required to achieve their results (Oxford & Shearin, 1994, p. 19). The results of these motivational theories may help individuals set directions within the classroom setting.

Yet another aspect of motivation in foreign language classes involves self-efficacy and personal connections to the heritage language students are studying (Hsieh, 2008, p. 76), all of which are intrinsic motivational factors. Self-efficacy is the ability to believe that performance is within one's ability (Hsieh, 2008, p. 79). It determines how much effort a student will put into achieving their goals and is based on past performance, "observations of how others do, verbal persuasion from others and physiological indexes" (Hsieh, p. 80). In the Hsieh (2008) study, "successful students reported being more integratively oriented and wanting to learn the foreign language so as to interact with individuals of the target culture. Unsuccessful students on the other hand reported significantly more anxiety toward the foreign language class, feeling nervous when asked to speak in class" (Hsieh, 2008, p. 87). Successful students from non-heritage backgrounds had very positive attitudes, unsuccessful students have poorer attitudes, and heritage students had no difference in attitude (Hsieh, p. 87). These findings are important when looking at foreign language students. The more positive their attitudes and their beliefs in their own abilities to learn the target language, whether they were from heritage or non-heritage backgrounds, the more successful they were in learning the target language.

Additionally, "over the past 20 years, there have been significant advances in the fields of applied linguistics and a 'social turn' in Second Language Acquisition (SLA), as regards sociocultural and critical approaches to the study of languages and the fluidity, multiplicity, and heterogeneity of social identity construction" (Byrd Clark, 2012, p. 143). This transformation means that students have a variety of social reasons for taking and learning a language other than the purpose of becoming a native speaker for purely cognitive purposes and outside the globalization effect. Social influences may also motivate them.

After the positioning of external and internal motivations, further research outlines what second language teachers could do to help improve their students' motivations to not only learn the target language, but also to continue their language learning. Work by Dörnyei (1998b) for

example and the work of Oxford & Shearin, 1994), outlines that “teachers can help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship, and a key to world peace (Oxford & Shearin, 1994, p. 24). The focus was on the practitioners and the classroom setting or as Dörnyei (1998) concluded in his research, the focus on the learning situation level.

No matter the terminology used, motivational factors can be internal or external, focusing on the learner themselves, the learning situation or the classroom and the instructors. Motivation may be instrumental and pragmatic, or integrative and focus on the L2 community and the relationships to be had with Others, those who possess and identify with the target culture. Each of these motivational factors was found in the current study as outlined by many of the participants and will be a focus in the discussion section of this report.

2.3 Language Identities

Identity, characterized by feelings of belonging to a group, is generally considered to be self-defined as part of one’s self-concept (Goldberg & Noels, 2006). A key aspect of this study revolves around the construction of social identity as related to language learning and methodology. Language is “not only a simple identity marker, but is capable of generating imagined communities and of constructing particular loyalties” (Garcia, 2009, p. 82). When looking at the French language, there is an imagined sense of what the culture and language will do for someone. One imagines the integrative components outlined by Gardner (1985) and Dörnyei (1998a, b) of language learning such as visions of the Seine River flowing past the Eiffel tower, and long, leisurely lunches at cafés, while people-watching. The French culture is romanticized in film, literature and television as such and provides a marker of identity to individuals who wish to learn the language. What is important to note, according to Garcia (2009), is that “language use influences the identity formation of the group, while at the same time, the identity of the group influences the patterns of attitudes and language uses (Garcia, p. 83). This identity aspect relates to the teachers instructing the language to the college participants in this study.

From the point of view of identity and language construction in foreign language study, this research draws upon the work of Byrd Clark (2009) on identity construction and other studies that have looked at language and identity such as David Block's (2007) text entitled, *Second Language Identities*. Research suggests that learning a language helps individuals identify with the target culture (Noels & Clement, 1998). Further, Goldberg & Noels (2006) elaborate on the original Clement & Noels 1992 research that states "identity is constructed through language negotiations in different situations, such that the degree of identification with each group depends upon with whom one interacts and the normative expectations of that situation (Goldberg & Noels, 2006, p. 427). This is consistent with the communicative and action-oriented approaches to second language acquisition already outlined. There are other key considerations related to motivation and identity, such as the pedagogical implications of teaching students whose first language is not English. Mady & Turnbull (2012) discuss the importance and future research into bilingualism with Allophones in the Canadian context. They state, "As Canada moves forward with its agenda to promote linguistic duality and official-language bilingualism, it must consider the effect of the growing Allophone population" (p. 131). This is important when building identity in the French language classroom that it is not just this bilingual approach to identity, but that other perspectives, such as Allophones, a heterogeneous group of individuals, the majority of whom are minority language speakers, have on the identity-building process in the French language classroom. One participant in this study defined the attainment of French within the process of "selective acculturation, where immigrants consciously make choices about their language use as they try to adapt to a new life" (Garcia, 2009, p. 98). More and more students found at Ontario College have not come through the Ontario or Canadian educational system and given that they may be international students, this Allophone perspective must be considered for this research study.

As Roy (2008) describes, "learners' identities are constructed in both micro (classroom) and macro (societal) contexts. Such a critical approach, argued by Byrd Clark (2012) and Roy (2008) looks at the relationship between learners, language, and the social, economic, cultural, political, and physical contexts in which language is learned" (p. 402). Therefore, one of the questions proposed in this research study is how a student's identity/identities are related to these contexts using a critical approach. As such, over the course of the last five to seven years,

there seems to have been a shift in students' decisions to pursue French language courses at the college level in Ontario and this study looks to investigate the social constructions of students' identity/ies.

2.4 Bilingualism in Canada

The official plan for bilingualism is outlined in the *Official Languages Act* (1969, 1985, 2016) which outlines not only the ways in which both official languages are to be used in government and businesses, but also how they are to be preserved in society through their “equality of status and the use of the English and French languages within Canadian society” (p. 3). It is equally important for this research to understand what it means to be bilingual (French/English) in Canada (see Byrd Clark, 2014).

However, it is important to determine the exact nature of the term bilingualism through a definition of this term. It goes beyond knowing two languages. According to the Canadian Encyclopedia,

bilingualism is the ability to speak or write fluently in 2 languages. In Canada the term has taken on a more particular meaning: the ability to communicate (or the practice of communicating) in both of Canada's official languages, English and French. It has been formalized in language policy in an attempt by government to respond to a difficult social question: to what extent is it possible to make legal and practical accommodations that will allow the two official language communities to preserve their cultural distinctiveness and at the same time pursue common goals? "Institutional bilingualism" refers to the capacity of state institutions to operate in two languages and should not be confused with a requirement that everyone be bilingual

(<http://www.thecanadianencyclopedia.ca/en/article/bilingualism/>, Feb. 6, 2006)

Students in most regions of Ontario specifically start French language learning in Grade 4 and continue officially until the end of their grade 9 year having obtained the minimum 1 credit of high school French (Ministry of Education Ontario, 2014). In Ontario, it is mandatory for all students in publicly funded English-language schools to

receive instruction in FSL beginning in elementary school (Ministry of Education, 2013, p. 7).

The three programs are identified as Core French, in which students spend 600 hours of instruction by the end of Grade 8, Extended, which is 1260 hours in the same time period, and Immersion, which comprises 3800 hours of French language instruction (Ministry of Education, 2013, p. 39-40). Additionally, The Action Plan for Official Languages, 2013, “was set out to double the number of Canadian secondary school graduates with functional proficiency in their second official language by the year 2013” (Byrd Clark, 2012, p. 145). As such, the purpose of teaching in the elementary and secondary school levels was to develop “‘cosmopolitan’ citizens of the world in this new knowledge economy” (p. 145). As for colleges, students generally return here of their own accord to study language. There is no official requirement in their schooling per se to require them to study French as a Second language; however, more and more people continue to learn at their own expense for a variety of reasons, many of which will be explored in this study. In addition, Byrd Clark (2012) argues that “official language policies in Canada (such as Official French/English bilingualism) continue to reproduce solutions based on the language-nation-state ideology” (p. 145).

Bilingualism is not just good for children and adolescents. Adults also benefit from bilingual education since “bilingual individuals enjoy cognitive and social advantages over monolinguals” (Garcia, 2009, p. 12). As Heller (2002) describes, “bilingualism, once the mark of the compromises of the francophone elite, and of the domination of the francophone urban industrial working and service class, became a mark of middle-class status and privilege for Anglophones’ (Heller, 2002, p. 51).

When learning French from the point of view of bilingualism, it is from the position of additive bilingualism versus subtractive bilingualism. These two terms are important to describe here. Additive bilingualism refers to learning two languages for the purposes of being separately used languages or “functionally compartmentalized” (Garcia, 2009, p. 116). Subtractive bilingualism looks at bilingualism from the point of view of the minority language in that the minority language is seen as inferior to the language being learned, such as English in the allophone context, in which language learning should be assimilated with a focus on the language of

prominence (Garcia, 2009, p. 116). According to Goldberg & Noels (2006), “Anglophone students enrolled in intensive French programs (outside Quebec) can be expected to add the French language and culture to their existing cultural and linguistic frameworks, resulting in a state of additive bilingualism” (2006, p. 427). This is the perspective from which this study focuses, since the research takes place in an Anglophone majority situation and focuses on learning French which is the minority language in Southwestern Ontario.

The reality is that more and more adults are required to be bilingual for private sector positions beyond the Federal Public Service commission positions as organizations in Southwestern Ontario are doing more and more business with Quebec companies and they wish to have employees communicate in the target language of French for the purposes of business. A bonus for individuals who learn both official languages and who are considered bilingual is a higher rate of pay to perform workplace tasks in both of these official languages. Typically, bilingual candidates are paid more for the equivalent English-only position. Therefore, many students wish to pursue further studies for career advancement.

While the provision of services in Canada in both official languages is a goal of the government, a variety of industries and as a result, individuals in the workplace, Heller (2002) explains that bilingualism “is valued, [but] it is only valued as long as it takes the shape of ‘double monolingualism’” (Heller, 2002, p. 48). This double monolingualism, or additive bilingualism as defined earlier, is defined as knowing two languages separate from each other. One debate that continues and that was brought up continually by participants in the study was the idea that they wanted to be bilingual. However, the term bilingualism indicates a black and white oppositional position. Yet the frameworks referenced in this paper, including the CEFR (2001) and CLB (2000, 2010) models refer to language learning according to a continuum, not an all or nothing framework.

There are advantages and disadvantages of being bilingual, including the extent to *how* bilingual someone is. Bourdieu (1991) claims that the position of individual power and perspective determines who has the ability to claim bilingualism “by virtue of the languages spoken, the speakers who use them and the groups defined by possession of the corresponding competence [and] the whole social structure” which is present in individual interactions (Bourdieu, 1991, p.

503). In fact, Heller (2002) outlines some undesirable and unexpected outcomes of being bilingual. She states,

...communities often tend to assume that the *fact* of being bilingual will be an advantage, when new economy companies actually pay a fair amount of attention to the *nature* of that bilingualism. The kinds of economically disadvantaged communities which have an interest in these kinds of jobs also possess bilingual linguistic competence of a fairly mixed, and vernacular, nature. This ends up being a problem both for job candidates, who can be refused hiring or bilingual bonuses (as risibly low as these usually are), and for companies, who have a hard time finding people with the kinds of educated, standardized language skills they look for and who are willing to take the poorly-paid and often insecure positions on offer (Heller, 2002, p. 61).

Therefore, bilingualism is an interesting and multi-faceted concept used freely in the descriptions of the participants in the study, but essentially referring to additive bilingualism, double monolingualism, or multilingualism in some cases.

2.5 The Canadian Identity Perspective

Political agendas drive the language learning policies in Canada with regards to French/English language learning. In Byrd Clark's (2012) article about French language pedagogy, she states that "Official language discourses [emanate] from the Canadian federal government in regards to French/English bilingualism (Byrd Clark, 2012, p. 143).

The development of official language policies since the mid-1960s has been part of a deliberate effort in nation-building postulated on the need to bridge the psychological gap between French and English through official bilingualism. The concept of official bilingualism does not mean that all citizens must be bilingual but that the organs of the

state must be bilingual in order to accommodate the needs of *unilingual* citizens of the two official language groups. Official bilingualism and the promotion of official languages has become a new ideology of state (Churchill, 2003, p. 11)

Churchill outlines the reasons for the promotion of bilingual education in its pursuit of goals from both the French minority and English majority groups. She states,

For the minorities, schooling through the medium of the minority language was seen as the basis for language maintenance and community maintenance and survival. For the provincial majorities, the objective of improved second language teaching was cultural and linguistic enrichment leading to the ability to understand and communicate with speakers of the other official language. Minority community survival was considered integral to the goal of ensuring equality of rights for English-speaking and French-speaking citizens in all provinces - including the option for Francophone families with children to establish themselves in all provinces with the expectation of having their children educated in their mother tongue. Teaching English and French as second languages to the youth of the majority communities was perceived as a means of increasing contacts and understanding between the two language groups (Churchill, 2003, p. 13).

The purposes for learning the second official language in Canada continue to today. The majority of Anglophone speakers who wish to learn French cite cultural and linguistic enrichment in order to communicate with Francophone speakers. This wish was not just sociocultural; individuals realized that Federal Service policies related to the bilingual education afforded economic and employment opportunities. Knowing both official languages allows an individual to apply to government positions and employment within the public sector.

Churchill (2003) also discusses the aspect of bilingualism in terms of Canadian identity and citizenship, stating that there is a high percentage of individuals who support bilingualism as an official symbol of Canada, although the language used in many surveys determines the percentage of respondents affirmatively citing their support (Churchill, 2003, p. 27). However, an overwhelming number of respondents to the survey indicate that youth in Canada will be

advantaged by knowing both official languages (Churchill, 2003, p. 27). She further states, “acceptance of the official languages ... [will be] an enduring feature of Canadian life [and] may be considered, therefore, to be a prime marker of civic identity related directly to citizenship as a Canadian (Churchill, 2003, p. 27). Churchill’s research cites three areas for Canadian identity consideration including the language of state services, which allows for citizens to access services in both official languages, the symbolism of recognizing two languages in a multilingual country and the possibility of exclusion of individuals who do not speak one of the two official languages and third, personal knowledge of one of the two official languages (Churchill, p. 27-28). Churchill further cites that “not all citizens know one, or both, official languages equally well, so that the symbolism of personal language knowledge is potentially threatening to some individuals and their sense of identity and self-worth (Churchill, 2003, p. 27-28). These issues of identity influence many individuals in their pursuit of French as a second language in the Ontario context.

Beyond the considerations of learning French as a second language for identity perspectives or economic/social values, teaching individuals in one or both of these official language contexts is an important factor for identity. The *Action Plan for Official Languages* outlines the goals of government for students who were to graduate by 2013 with acceptable training in Canada’s two official languages (Byrd Clark, 2012, p. 145). In order for this to take place, many more teachers were needed to train these individuals. Byrd Clark states that the Action Plan for Official Languages is a roadmap and therefore the policies of government “are often directed at language teachers to contribute to producing effective human capital; in other words, well developed, ‘cosmopolitan’ citizens of the world in this new knowledge economy” (Byrd Clark, 2012, p. 145). So, political decisions may drive the desires of students to pursue French language training, not just from the perspective of participating in social activities, but to be qualified in training and teaching those individuals under the government’s political plans. As Mady & Turnbull (2012) also state, “some Allophones do desire to learn French as well as English to expand their multilingual identities and to optimize their economic and sociocultural opportunities as they settle in Canada” (Mady & Turnbull, 2012, p. 132). Mady & Turnbull’s statement further corresponds to the Churchill study in that one’s identity is directly related to Canadian identity or what is seen as the “ideal” Canadian identity as it relates to language

learning. Building on language and identity and the work of Bonnie Norton, Churchill (2003) states,

learning a new language may be conceived as an investment by the learner, an investment that alters the learner's identity and is, so to speak, an investment in that identity. The context in which learning occurs is a social context where power relationships shape the learner's behaviour, determine the opportunities for learning, and have major impact on identity formation - both in terms of private social identity and civic identity (Churchill, 2003, p. 34).

When considering identity and power relationships in relation to learning a language for work, language teaching and federal service language requirements also need to be considered. Curriculum at Ontario College currently looks at a variety of aspects of language learning, specifically listening, speaking, reading and writing abilities in order to be considered functionally bilingual from a multitude of perspectives. Careers that use French require a certain level of proficiency. For elementary school teachers who wish to add French as one of their teaching qualifications, they need to exhibit French language skills, both oral and written, through a proficiency test (consisting of a reading and writing test, followed by oral proficiency, demonstrated over the phone (Elementary Teachers Federation of Ontario, 2014). For students who are studying at the target Ontario College, many of them have the language skills needed to pursue their elementary French language proficiency test after French III, or three semesters of French.

From the Canadian Federal government perspective, it is important that employees can pass certain language tests to be designated as functionally bilingual. These language tests are ranked on an A, B, and C perspective with A considered beginning level and C the most advanced level. Within each level, candidates are marked on written comprehension, written expression and oral proficiency in the target language. "A linguistic profile identifies, for bilingual positions, the level of proficiency required for each of the language skills, in both official languages. There are three possible levels that may be required:

- 1. Level A (beginner);**

2. Level B (intermediate);
3. Level C (advanced)” (Government of Canada Public Service Commission, 2011).

In the following chart, the various skills associated with each level and what each level means in terms of language proficiency are listed and are deemed cumulative in nature. For example, learning at the C level means that A, B and C requirements are included.

Level	Written Comprehension	Written Expression	Oral Proficiency
Level A	<ul style="list-style-type: none"> • fully understand very simple texts; • grasp the main idea of texts about familiar topics; and • read and understand elementary points of information such as dates, numbers, or names from relatively more complex texts to perform routine job-related tasks. 	<ul style="list-style-type: none"> • write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person. • A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable. 	<ul style="list-style-type: none"> • ask and answer simple questions; • give simple instructions; • give uncomplicated directions relating to routine work situations. • Persons at this level make many errors and has deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.
Level B	<ul style="list-style-type: none"> • grasp the main idea of most work-related texts; • identify specific details; and • distinguish main from subsidiary ideas. 	<ul style="list-style-type: none"> • deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary. • A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style. 	<ul style="list-style-type: none"> • sustain a conversation on concrete topics; • report on actions taken; • give straightforward instructions to employees; • provide factual descriptions and explanations. • A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication. • A person at this level would have a limited ability to deal with situations involving

			<p>hypothetical ideas.</p> <ul style="list-style-type: none"> • A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.
Level C	<ul style="list-style-type: none"> • understand most complex details, inferences and fine points of meaning; and • have a good comprehension of specialized or less familiar material. 	<ul style="list-style-type: none"> • write texts where ideas are developed and presented in a coherent manner. • A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness 	<ul style="list-style-type: none"> • support opinions; and • understand and express hypothetical and conditional ideas. • A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

Table 1: Public Service Levels and Abilities. Adapted from Public Service Commission

Website: Qualification Standards in Relation to Official Languages: <http://www.tbs-sct.gc.ca/psm-fpm/staffing-dotation/rqs-qcr/oqs-anq-eng.asp>

In terms of Ontario College learners, pursuing the French Certificate program prepares them to achieve the B classification in French language proficiency in that they can sustain a conversation on fairly concrete or within some abstract concepts and write about their opinions and express hypothetical and conditional ideas. Ontario College learners are not C-level learners in that they are not able to have fully sustained conversations without some occasional deficiencies in pronunciation, grammar or vocabulary. Additionally, they do not have a grasp of all the nuances and idiomatic expressions within the French language.

It would be remiss not to mention another influence that is growing in popularity within the Canadian foreign language teaching sphere and which has now, 2015, been implemented into elementary and secondary curriculum, influencing future directions of higher education in

foreign language teaching. Similar to the Canadian Language Benchmarks, the Common European Framework of Reference, or CEFR, is influencing the way in which languages are taught. Based on the notion of “European plurilingualism”, the framework outlines the key skills and tasks that students achieve in a personal reflection of “Can Do” statements and measures language across a similar framework, creating common language for measuring how well an individual knows the target language and what individuals need to be able to do with the language with reference to language tasks. The framework uses an action-oriented approach to learning language, such that “language learners and users... [are] social agents who must accomplish tasks relevant to their life experiences” (Council of Ministers of Education, Canada, 2010, p. 10). This framework now provides structure around the level of language that should be included when examining an individual’s competence in any European language, of which French is included. The CEFR framework outlines the three levels that are possible and echoes government placement in a Level A-C framework.

1. Level A1, A2 (beginner)
2. Level B1, B2 (intermediate)
3. Level C1, C2 (advanced)

Table 2 outlines the “can do” statements for each of the A1-C2 scales.

Where the CEFR differentiates from the government tests is that it looks at Listening, Reading, Writing and two components of speaking ability: that of scripted communication and that of spontaneous conversation.

Table 2: Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and

		effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The Council of Europe (2001). CEFR Common Reference Levels: Global Scale. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. p. 24. Cambridge University Press.

Again, the French language learners at Ontario College may reach the B2 level, similar to the Public Service Commission testing, because they express themselves quite fluently, but may

still miss pieces of cultural nuances that can only be acquired through immersion and full interaction in a majority language scenario.

2.6 Divergent Thinking and Language

Divergent thinking has been one area of investigation in recent years in bilingual learners and supports the idea that bilingual learners have increased cognitive approaches because of their language learning. Vygotsky defines the term divergent thinking when describing flexible “perceptions and interpretations” (Garcia, 2009, p. 96). Divergent thinking is coming up with ideas outside the normal perspective or as described in layman’s terms “outside-the-box thinking”. Divergent thinking is considered on key result of language learning. One researcher, Kharkurin (2008), describing the work of Bialystock, stated that, “these benefits were explained by bilinguals’ extensive practice with two active language systems during which they constantly have to focus on one language, inhibit another language, or switch between the languages (Kharkurin, 2008, p.227)

One key component related to divergent thinking is a different perspective, a broadening of the mind and a variety of communication methods. Divergent thinking seems to be elicited more often through bilingual education, specifically in the young or adolescent stages. UNESCO determined that there are

observable advantage[s] of bilingual[s] over monolinguals [in] that they are ‘more used to switching thought patterns and have more flexible minds’. Their knowledge of language(s) makes them more familiar with ‘different often contradictory concepts’ and this, in turn, makes bilinguals or multilinguals more ‘tolerant than monolinguals, and more capable of understanding an argument (Mollica, 2008, p. 42).

The work of Runte (1995) outlines many further advantages of language learning including the ability to be creative and see problems and issues in novel ways. It seems to be an important component or idea that has emerged from the current study related to second language learning. This ability to think in different terms or in a divergent manner was self-reported in the current study and will be discussed further in the discussion section; however, the full extent of

divergent thinking research and French as a second language/foreign language is beyond the scope of this research study beyond the idea of being self-reported.

2.7 Commodification and Cultural Capital

Researchers state that French has become another global language and knowing French for the purposes of travel and communication allow them a unique perspective of global affairs. Cameron (2002) confirms that there is a “unity in diversity” perspective of language that allows individuals have different worldviews and knowing a common language allows for “unity” because of this shared language (Cameron, 2002, p. 69). Cameron also discusses the term communication skills as it relates to the workplace and globalization. She states,

Communication skills training is not necessarily directed at second language learners specifically: many or most recipients are either native monolingual or highly proficient bilingual speakers of the language in which (and through which) they are learning to ‘communicate’. On the other hand, there are forms of instruction, many of them in the category of language teaching for specific purposes or for business, which incorporate concerns like ‘negotiation’, ‘meeting skills’, ‘presentation skills’, etc., into programmes aimed at particular groups of L2 learners such as managers in multinational companies. In future it seems probable that a communication skills element will be incorporated into L2 teaching for less elite occupational groups, for instance those who work or aspire to work in the internationalized service sector (Cameron, 2002, p. 71)

Globalization is a key component when looking at foreign languages and at French specifically. According to Cultural and French Language Policy, French is one of the global languages.

Following the work of Bourdieu (2002, 2009) with regard to language as cultural capital, French in Canada has more recently been considered capital or a commodity. “Current transformations in the ideology and practice of bilingualism in Canada reveal a shift from an

ideology of authentic nationhood to an ideology of commodification” (Heller, 2012, 47). Whereas language in Canada was rooted in national identity and pride, today bilingualism is considered a commodity to have/possess. The more one can navigate and use another language, the better that person is able to navigate the marketplace, and job functions become more plentiful. More specifically, as purported by Heller (2012) there are “contradictions between language as a mark of authenticity and belonging or identity ... language [is] an acquirable technical skill and marketable commodity” (p. 47). Bourdieu (1991) explains the prominence of language from an economic market perspective. He defines language acquisition and learning from the perspective of attaining social capital. He states that a linguistic market creates the conditions for an objective competition in and through which the legitimate competence can function as linguistic capital, producing a *profit of distinction* on the occasion of each social exchange” (Bourdieu, 1991, p. 55). In this important work, Bourdieu continues to argue the value of competence in terms of supply (Bourdieu, 1991, p. 56). The material profits afforded to language learning within the Canadian bilingual sphere are employment situations where additional remuneration is provided to individuals who possess this economic material benefit in the manner of French (and English) linguistic abilities. If everyone had the same level of material benefit, in the line of Bourdieu’s argument, this linguistic capital would not be seen as such a precious resource or warrant additional pay. Bourdieu claims that this linguistic competence, “is also an economic exchange which is established within a particular symbolic relation of power between a producer, endowed with a certain linguistic capital, and a consumer (or a market), and which is capable of procuring a certain material or symbolic profit” (Bourdieu, 1991, p. 68). The socioeconomic benefits of language learning include language as capital, “a form of capital that, like all capital, can depreciate or gain in value” (Garcia, 2009, p. 97). Garcia describes capital in economic terms, and learning French in Canada is much like acquiring an extra resource.

During the modernization period of French bilingualism and expansion in Canada, public funds were available to improve language abilities and to spread the idea of expansionism (Heller, 2002, p. 52). Under Canadian Heritage, there is funding through the Enhancement of Official Languages Program.

The *Promotion of Linguistic Duality* component of the *Enhancement of Official Languages* Program aims to help organizations from various sectors to undertake or continue activities that promote a better understanding or appreciation of linguistic duality and to build stronger linguistic and cultural links among members of the two official-language communities. This component also aims to promote the provision of services in both official languages, English and French, in order to build a bilingual capability within non-governmental organizations (Canadian Heritage, Government of Canada, 2014).

However, given this promotion and funding of linguistic duality, it must be stated that this funding is typically available to large organizations that need to provide French language training to their employees. Yet most companies do not pay for French language learning under this funding model, but they subsidize any type of continuing education for their employees. Those employees who feel that learning the French language is an economic investment in their future are the ones who take advantage of this learning. A study by Christofides (2006) confirmed that there is a pay premium for knowing French for workers in both the public and private sectors, but the differential is higher in public arenas than in private ones, likely due to the higher overall qualifications for public sector positions.

Efforts to promote French in the ROC [rest of Canada] should be continued, not so much because of the earnings advantage that bilingualism confers, but because it results in many social/cultural/political benefits, strengthening the fabric of Canadian society and serving as an example to countries torn by ethnic, religious and linguistic divisions,” the study states (Globe and Mail, 2010).

This is a key reason why individuals are motivated to learn French since it is a commodity that will pay dividends when an individual obtains a certain language level.

Now, there are fewer public funds available to improve language abilities. As Heller describes, “using French is less a matter of adherence to a collective political agenda and more a matter of individual wise investment” (Heller, 2002, p. 59). This statement furthers the idea that French is a commodity used by individuals to increase their capital within the Canadian workplace.

Heller continues to identify education of the French language and the workplace connection. She explains,

Francophone leaders vaunt their communities as ‘added value’ for potential employers and investors; they urge Francophones to start up small or medium sized companies, that is, to become entrepreneurs; and young people expect their bilingualism to translate into privileged access to jobs in the service and information sectors. The question is first, whether or not these language skills in any way actually make a difference to people’s lives, and second, if so, what kinds of language skills are involved (Heller, 2002, p. 59).

Many Anglophones perceive the added value to knowing French as a second language. The types of skills involved in learning this language are outlined in both the CLB and CEFR models already described.

These influences of globalization and commodification, along with further research on Second Language Acquisition indicate important factors and motivations for learning French as a second language in Canada.

2.8 Reasons for learning French as a Second Language/Globalization

According to the French Ministry of Foreign Affairs and International Development (2016), there are 10 main reasons why French is an important language to learn. The first is that it is a world language. They state,

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

French is also the working language of many European and international forums. French is one of the main working languages of the European institutions and also one of the two United Nations working languages. French is also a working language at the World Trade Organization (WTO), the Organization for Economic Co-operation and Development (OECD) and the International Labour Organization (ILO), and in most African organizations (French Ministry of Foreign Affairs and International Development – 2016)

French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners (French Ministry of Foreign Affairs and International Development, 2016).

This site also outlines the other reasons: it is a language for the job market; it is the language of culture; a language for travel; a language for higher education; a language of international relations; a language that opens up the world; it is fun to learn; it is a language for learning other languages, specifically Romance languages and the language of love and reason (2016).

There are a number of reasons why French is pursued at the college level. This literature review supports the research conducted in the fields of second language acquisition outlining the modern history of acquisition to the point now where communicative competence is the key framework but within social constructs identified by the learning as being important. This communicative competence or action-orientated approach in the Common European Framework of Reference (2001) situates the learner's perspective as key to the self-identification of linguistic abilities. Motivational theories focus on internal or extrinsic models of language pursuit. Within these models, there are language, learner and learning situation levels outlined by Dörnyei (1998). These models classify the motivational theories seen in this study. Participants also cited identity as being important to understanding the Canadian context of language and ethnic identity within the globalized environment. This globalization perspective outlined by Byrd Clark (2009, 2012), Block (2007), Goldberg & Noels (2006), Roy (2008), Bourdieu (1991) and Heller (2002) provides a description of the economic impact of learning French as a means of capital acquisition. This literature review frames the results of the study

and will provide a lens through which to situate the language learning of the adults in this continuing education college environment.

3 The Study

3.1 Introduction

In this chapter, I outline the goal of this research and the particular choices for the methodological approach used, which complemented my theoretical positioning for this thesis. The description of the methodology within the survey and personal interview with structured and semi-structured questions was provided along with the description of the ethical review processes. The collection process for the survey is described in detail including potential and actual concerns that presented during the data collection process and their subsequent resolution. Following that, a description of the context of the study, the participants and backgrounds of participants are provided. I then provide a description of my data collection, instruments, participants and the ways in which I organized and analyzed my findings. For my data collection, I used a survey instrument and conducted eleven semi-structured interviews. My research was conducted in a college context in Southwestern Ontario, in the context of continuing education for adults.

3.2 Methodology

The goal of my research was to find out the reasons why students are pursuing languages, namely French, at the college level in continuing education. Ethnographic research allowed me to observe the students, but it was also important to be able to ask specific questions of a particular sample of individuals to determine particular motivation to pursue courses, ideally in French I and French II classes to get a large enough sample that I could ask about and then follow them longitudinally throughout their French language studies at Ontario College. As such, I used a survey and semi-structured interview methods to get at specific information. I also hoped to evaluate students who are pursuing the French Language certification at the college, those students who will declare or who have already declared their interest in pursuing 5 language credit courses consisting of 45 contact hours and then a further course in French for Business to compare the results of those students pursuing single courses versus a full certificate in the target language to see if their identities or motivations are different from one another.

In preparation for this research, a review of existing literature in motivation, identity and commodification of language was completed to understand the historical approaches to this type of research and to determine areas for future research as outlined in the literature review section. It must be noted that motivation in second language learning is quite an extensive field of study, so a brief overview is given as it relates to the outcomes of the current study. Some of the resources I included in my research included policies related to bilingual education in Canada, the Public Service Commission of Canada website, a variety of journal articles relating to motivation in the foreign language classroom.

Traditional methods of inquiry have included mixed methods research. For example, from the qualitative perspective ethnographic surveys and interviews are common methods used in obtaining this information. Quantitatively, data analysis derived from surveys and interviews have been analyzed. The framework for looking at identity in the foreign language classroom comes from examining educational psychology theories, “in particular the private self/public self-dichotomy, self-presentation and impression management, self-discrepancy and relational contexts in adolescence” (Taylor, 2013, p. 5). The approaches to the methods/methodology that are undertaken with respect to second language acquisition have focused on case studies, reading and writing and discourse analysis, interviews, surveys that might also include longitudinal research and action research to name a few.

I pursued a study with qualitative analysis inquiry grounded in ethnographic research. Ethnographic research has allowed me to “portray events in subjects’ terms” (Cohen et al., 2011, p. 128), to provide “subjective and reporting of multiple perspectives” (Cohen et al. 2011, p. 128) and to obtain “a [thick] description, understanding and explanation of a specific situation” (Cohen et al., 2011, p. 128).

Before data collection began, an ethical review protocol was submitted and approved by the University of Western Ontario Ethics Board. Following this, permission was obtained at the target community college from the Dean, School of Language and Communications Studies whose portfolio includes the French continuing education program where the study was conducted. Following permission from the Dean of the target program, a second ethical review

protocol was submitted to the target college and approved by that Ethical Approval Board, hereafter named Ontario College, before research commenced.

I am the Associate Chair of the Language Institute, and as such, I wanted to remain as neutral as possible with regards to the research. To improve ethical conditions, putting the survey online and having participants access the survey of their own accord diminished any perceived power or coercion that might have existed due to my role. Additionally, I have access to curriculum documents and I am the person responsible for enacting/changing curriculum in conjunction with the Dean of the School of Language and Communications Studies. As such, a copy of the final thesis will be provided to the Dean of Language and Communications Studies at Ontario College at the completion of the study.

3.3 Context/Site for the Study

The survey and research interviews were conducted at a college in Southwestern Ontario. It was conducted in 8 different classes in Fall 2015 at the target college. There were 7-20 students in each class, most of whom were in attendance during each of these classes at the time of the recruitment.

3.4 Participants

All participants are students in an Ontario College pursuing French language studies. For the survey, participants (N=18) responded to general questions about why they needed to study French, what they like to do in the language learning classroom and challenges to their language learning.

3.5 Background of Survey Participants

Participants in the French courses at the targeted Ontario College would be above the age of 18 or graduates of high school, with the youngest being 25 years of age, and the oldest being in their mid-50s. In past courses, participants have been between 18 and 80+ years of age. The

background of each interview participant is included to better understand their social positioning before, during and after pursuing French courses at the college.

3.6 Background of Interview Participants

Participants in the interviews ranged between the ages of 18 and approximately 60 years of age. They were mainly from Ontario, but one participant grew up in British Columbia and another participant immigrated to Canada from China. Each participant has a unique language background, but the majority of them grew up in the Southwestern Ontario region. There were very few similarities among participants, except of the 12 participants who were interviewed, 11 were female and 1 was male. Background languages include French, German, Italian, Spanish, Chinese, Portuguese and Dutch.

A brief background of each participant is included here. Most participants wished to maintain their names, but all participants have been given pseudonyms in order to protect their identities and the organizations where they work.

Margarite. Margarite is a woman of 55 years of age who works as a nurse. She works shift work and loves learning languages. She has progressed through four French credit courses at the target college. She discovered, through taking French courses at the college, that both sides of her family were French Canadian, though French is not her native language. She has no siblings or children and is single.

Lorelle. Lorelle is a woman in her early 40s, who is married to a French Canadian man. Her husband was born in Vanier, a French suburb of Ottawa, Ontario. His family moved all through Quebec and completed his education in French or English, depending on the school he attended at the time. Lorelle was born in Surrey, British Columbia and then moved to Ontario after the age of 18 when her parents separated. Her maternal grandmother is Dutch, her father's mother is half Spanish and half Irish, and the other paternal lines are British. She was in French immersion when she was little and when she reached high school she took the "absolute minimum required". Lorelle has a brother, but he does not speak any languages other than English. Lorelle has a cousin who knows seven or eight languages and who has travelled to at

least 50 countries. This cousin is a source of pride to Lorelle the way she talks about her. Lorelle herself has no children.

Amanda. Amanda is a woman in her mid-20s with no children. She is married and works as a supply teacher. She grew up in Brampton and both her parents are Portuguese. She has two siblings. All of them speak Portuguese as their first language. She has a university degree in Music.

Braedon. Braedon is a 25- year old male, the only male in the study, who graduated from university with a degree in Political Science. He grew up in Toronto until he was 10 years of age and then moved to Cambridge, Ontario. In Toronto, he lived in a neighbourhood that was predominantly Italian, which is his native language. He describes himself as a “bit of a mix”. His mother was born in Italy and his father was born in Mexico. For both his parents, English was not their first language. His mother came to Canada very early and is as fluent in English as if she had grown up in Canada. His father also speaks English quite well. Growing up, English was the language spoken in the home. He had exposure to both Italian and Spanish because of the exposure of his grandparents as both sides preferred to speak in their own language and half of the family on his father’s side continues to reside outside of Canada. Braedon started to learn Spanish when he was fourteen. He speaks Italian, Spanish, and English due to his background. He works in international trade and compliance for a large Canadian intermediary organization that works on behalf of various clients and government agencies. They take care of customs clearance for goods arriving in Canadian ports. Braedon is currently completing the final course in the French Certificate program: French for Business.

Jasmine. Jasmine is a first-generation Canadian, born in Cambridge, Ontario. Her parents came from India, from the state of Gujarat. Gujarati was her first language and then she acquired English when she started school. She also speaks Hindi and Urdu, which with Gujarati are all languages derived from Sanskrit. Her entire family speaks the same language and she has a daughter. She currently works in the Federal Government as an Occupational Health and Safety Representative. Jasmine completed the French Certificate program last May and continued in the fall 2015 with a Conversational Intermediate French course in order to continue improving her language.

Sarah. Sarah grew up in what she calls “small-town, snow-belt Ontario”. In reality it is a bedroom community for the Greater Toronto area. She is 42 years of age, married and has one daughter who is in French immersion. Her mom’s father, Sarah’s grandfather, was born and raised in Montreal and he spoke French, but only until he was about 15 or 16. Sarah’s mother was spoken to in French, but all the children responded in English. Sarah currently works in retail software for front end solutions for cash registers and points of sale. Sarah completed the French Certificate program at the target college in the fall of 2015.

Katrina. Katrina is 28-years old and grew up in the Kitchener area. She has a college diploma and works in a mental hospital. She has taken one French course at the college to date. She is of German descent and remembers learning German as a child as she still remembers some phrases in that language.

Diane. Diane is a Canadian, born in the Kitchener region in Galt, Cambridge. She has lived in Ontario for most of her life but lived for a time in Quebec in a suburb of Montreal growing up. She went to a French-only high school, but she was never fluent. She then returned to Southwestern Ontario. She works for a local organization doing training and development of employees and looks after programs across Canada as far as business development is concerned. She is in her mid-50s and her goal is to retire in France this year and purchase property there. She has taken French I and is at the beginning of her French language journey at the college.

Monique. Monique is a 41-year old career-oriented individual working in the insurance industry. Her focus is on Auto Insurance and she manages a team of insurance professionals who work in areas around Canada, including Quebec. Her father is of British descent and she holds a passport for England. Her mother is Canadian but is of German descent. Monique lived in England until she was three when the family moved to Canada. She does not believe that anyone in her family speaks a language other than English, except for her mother who speaks a bit of German. Monique completed the French Language Certificate and is continuing her language journey by taking conversational classes.

Shea. Shea was born in China and immigrated to Canada in her 20s after she completed her bachelor’s degree in geology. Her husband is Canadian and they have one daughter who is six years of age. She describes herself as a “Chinese mixture”. Her father’s side is Manchurian and

belongs to the last dynasty, the Ching dynasty. He is part of Manchurian royal blood because they're eight branches and Shea's father is on the seventh of the branches. Her mother is Han which is the ethnic majority in China. This combination explains her description of being "in between". Shea learned Mandarin in school and also Russian from the time she started school at the age of 6. Shea is approximately in her late 30s or early 40s. She has taken French I to date.

Karmen. Karmen is in her 40s, is married and has three children. Her husband is a doctor. Her parents were immigrants to Canada from Europe who both spoke German so she was raised in a household where her parents spoke German to them and then the children responded in English. She had to attend private German school one day a week growing up. She currently works as a supply teacher in a local elementary board. Karmen is in French IV, having taken the first three courses in the French Language Certificate in the last two years.

Adrienne. Adrienne is the oldest of 4 kids and was born in Toronto 1963 but lived in Kitchener-Waterloo since she was 5. She is married as are all her siblings. She has two children. Her parents are both landed immigrants (British dad, German mum) and she grew up speaking English and German at home. Her Oma lived with her family growing up and didn't speak English, and Adrienne's dad didn't speak German, so Adrienne learned both languages in depth. Adrienne also attended German school weekly for several years. Adrienne's siblings can all speak German, but usually only do so when they have a visitor from Germany; none of them married German-speakers so their children don't speak German either. Adrienne attended the University of Waterloo and obtained a major in Economics and a minor in German. She has worked for the majority of her career in IT in a large insurance company.

3.7 Method - Research Procedure

A Professor of Language and Communications Studies at the target college offered to enter classes to provide the Letter of Information, which included the FluidSurvey website url, and to explain the research and to collect consent from those students who were interested. In order to eliminate coercion, this professor and the instructor left the room after everyone was given a

copy of the Letter of Information and consent (See Appendix B for Informed Consent Letter) and all students returned their copies, completed or not, into a folder that another student sealed, so that no one was singled out as wanting to participate or not. The professor entered classes during the first 10 minutes of class on a variety of nights between the beginning of October 2015 and the end of October 2015. The first 10 minutes of class was deemed to be appropriate by the instructors in previous communication with the Professor assisting with the research so as not to take away time from the class and before the lessons began so as not to interrupt the classes. However, a student in one class was very upset with this imposition and did not want to listen to the research information. Other students in the class wanted to hear it. So the Professor and instructor determined that coming back during the break at 8:00 pm that night would be appropriate and only those students who wanted to listen would be in attendance. The one student for whom the research was considered inconvenient left the class during break. That was the only problem encountered during the collection process.

As soon as the research and consent were collected, students were able, of their own accord, to visit the FluidSurvey website to complete the survey. The survey was a baseline survey via an online survey tool entitled FluidSurvey. Participants completed the survey questions they felt comfortable with and at any time, any question could be skipped. At the end of the survey, those participants who wished to provide more information voluntarily included their names and contact information. The survey was left open from the beginning of October until the end of December 2015 as no further progress could be made until final fall marks were submitted and approved. Only then was aggregate information collected from the survey and consent forms were provided to the researcher. After marks were submitted in December, interested candidates who provided their personal contact information were then emailed by the researcher to determine their interest in completing the personal interview. They were given the option to withdraw from the interview at any time after providing consent and agreeing to participate. Upon further contact, 4 participants withdrew at the personal interview stage. The remaining 12 participants were then asked to provide a date and location to meet to conduct the personal interview. These personal interviews were conducted between the first week of January 2016 and the end of March 2016. A total of 18 students completed the survey and then 12 agreed to conduct personal interviews.

I created a survey using mostly structured questions, but allowing for semi-structured questions, organizing the data using class information i.e. French I, French II, French III etc. It was helpful to organize the data based on the research questions proposed above to provide coherence to the final report/study (See Appendix A for Survey). Since the research used students studying at the target college, informed consent was collected from students in these classes (See Appendix B for Informed Consent Letter).

I used personal interviews grounded in ethnographic research for a smaller sample size in order to discover more about their unique responses to identity in the French language classroom since “the task of ethnographers is to balance a commitment to catch the diversity, variability, creativity, individuality, uniqueness and spontaneity of social interactions by ‘thick descriptions’” (Cohen et al. 2011, p. 222). I had semi-structured interview questions prepared and then kept field notes of my specific observations. Additionally, the appeal of ethnographic research for me was the “emergent nature” (Cohen et al. 2011, p. 231). The survey I administered asked the same questions of all students. Many of the questions were designed using a Likert-scale of multiple choice questions, but some questions were open-ended questions (See Appendix A).

3.7.1 Survey

There were approximately 100 students targeted to complete the survey and it was hoped to have at least a 30% return in surveys with equal ratio of men to women, which was desirable. I was able to increase the participation rate for the personal interview and therefore increase the sample size by offering a \$10 Starbucks gift card as a token of their appreciation for their participation in the interview. The goal of the survey was to collect a representative sample of the population.

A survey was used because it was considered an instrument to accumulate information to explain and evaluate a specified group of people’s behavior, thinking and opinion on any uprising phenomena in society at a given point in time. Surveys can reach a large population of subjects, they allow researchers to establish a broad impression of the population’s experiences and views and seek to create generalizations from the data and gather standardized information

(Cohen et al, 2011, p. 256). Surveys had several advantages for my study. They allowed participants to respond anonymously on their own accord, they were inexpensive to administer to large numbers of participants, and they were easy to compare and analyze. However, there was a concern about the possibility that participants might be over-surveyed by the target college organization and may not have seen the value in participating; that the researcher might not get detailed and thoughtful responses; the timing of the survey may have elicited a unique response dependent upon the person's state of mind at the time of presenting/taking the survey; the wording of any survey question could bias client's responses; they are impersonal; and one doesn't often have the full story (Cohen et al., 2011, p. 261). As authors of research texts put it, it is "an unsophistication and limited scope of the data that are collected" (Clough & Nutbrown, 2012, p. 158-159). Finally, a limitation is that the "levels of literacy may be an issue; the understanding of the participants may affect the questions asked or the way they are expressed" (Clough & Nutbrown, 2012, p. 162). However, not all these concerns came to fruition. There were no other surveys presented in the classes at the target college during the time of data collection, participants could respond of their own accord from a place of choice, hopefully reducing any anxiety in taking the survey, and the questions were quick and easy to answer. Survey results were straight forward to compile. The only concern that presented which was not something that was foreseen by the researcher was the potential participant who did not even want to listen to the research background or be involved in the Letter of Information/Consent session. The professor and instructor handled this request sensitively and with ethical behavior. A plan was put in place to deliver the information to the participants who wished to hear about the research at a less structured time.

I used a qualitative survey with three 6-point Likert scale questions, one 4-point Likert scale question, with the remaining items being open ended questions.

3.7.2 Interviews

I conducted twelve semi-structured interviews which lasted between 40 minutes and one hour, depending on the length of responses and the amount of detail participants gave. All participants

had answered the online survey first and volunteered their time to do the interviews. I conducted the first in-person interview on January 6, 2016 and completed the final interview on Thursday, February 25, 2016. The interviews were held at a local coffee establishment, or on-site at the target college. Each interviewee gave consent and all interviews were audio-recorded. I used the interview as a method of this study to “clarify queries from the respondents and [to] stimulate the respondent to give full answers” (Cohen et al. 2011, p. 274). These interviews allowed me to determine personal reasons for pursuing French language studies at the college that otherwise would not have been obtained through the more standardized online survey. It is recognized that there are limitations to the semi-structured interview including the bias of both the interviewer and the interviewee, that mutual trust and social distance creep into these situations and time constraints may be components of the interview. However, these were minimized through the use of semi-structured interviews, in which the same questions were asked of all respondents while allowing the researcher to further probe particular answers in order to clarify respondents’ questions. This allows comparability of responses between individuals (Cohen et al. 2011, p. 413).

3.8 Data Analysis

For the data analysis portion of the research, survey questions were compiled using a total response rate for each point on the Likert scale and then dividing that amount by the total amount to determine the percentage response rate for that item. Open ended questions were compiled into unique responses so that if participants responded in the exact same way, this was counted as one unique item. The responses were categorized in Excel, looking for common themes or results that either confirmed or refuted my initial hypothesis. The analysis of the interviews was completed through a compilation of transcriptions of the audio files of each of the interviews and recorded in Microsoft Word for future review. The key themes discussed in the interviews were analysed according to common themes.

Finally, the data was analyzed from the point of view of grouping the data by the particular issue or theme being pursued. As Cohen et al. (2011) present in their text, one process for analysing qualitative data is that:

(a) data are scanned to generate categories of phenomena; (b) relationships between these categories are sought; (c) working typologies and summaries are written on the basis of the data examined; (d) these are then refined by subsequent cases and analysis; (e) negative and discrepant cases are deliberately sought to modify, enlarge or restrict the original explanation/theory” (Cohen, L. et al. 2011, p. 557).

This model of data analysis seemed to be best suited to the type of research under consideration.

3.9 Ethical Considerations

An ethical review request was submitted to the Ethics Review Board of Western University that included letters of information to obtain informed consent. Having obtained approval from the Ethics Review Board of the university, permission was obtained from the Dean, Language and Communications Studies to conduct research onsite at the target college. From there, letters of information and informed consent were provided to Ontario College where the research was to take place and approval was obtained by their Ethics Review board.

I developed a document and provided this document to research participants for informed consent (Appendix B). As Cohen, Manion and Morrison (2011) state “informed consent arises from the subject’s right to freedom and self-determination” (p. 77). Students had the ability to withdraw from either the online survey or the interviews at any time before, during or even after completion. Additionally, participants had the ability to skip any question they did not feel comfortable answering in both the survey or semi-structured interview. Therefore, the comparability of responses was determinant upon their comfort with providing information. A further ethical consideration was the protection of the privacy of the students so that their personal experiences or any data affecting personal teachers would not be released until the students had received their final marks in the course. Their privacy was assured as the researcher was not explaining the research to any students directly due to my role at the college in approving their final marks. I recruited a Professor in our School to explain the research and provide the Letter of Information and Consent in order to further prevent any coercion. The

Professor teaches in a completely different area from foreign languages in continuing education and does not have an official reporting structure to me. Students were provided with the link to the survey website, and, were asked to complete the survey of their own accord. Only if participants were interested in pursuing the in-person interview were they asked to provide any contact information.

Students who participated in the in-person interviews were assigned a pseudonym so that no data relating to their course, instructor or place of work could identify them. Anonymity was assured through the collection and coding of the information so that responses could remain confidential and aggregate in nature in the survey. I used Fluid Survey for the survey, which did not ask for any identifying, personal information beyond general demographic information unless so provided by the students. From the surveys, students were invited, if interested, to participate further in a semi-structured interview through the contact information in Fluid Survey. Otherwise, no identifying information was provided in the survey.

3.10 Trustworthiness of Data

I defined clear participant data criteria and developed a set of questions that were thoughtful and unbiased. I adapted the survey questions from another study and built upon these for the interview. I collected data in both a survey and 12 semi-structured interviews to have multiple perspective points, and to gather as much information as possible in the time given.

I focused on the fitness for purpose of the data. Given that the survey had a number of open-ended questions, there is a lot of interpretation available to the results; the same is true for the semi-structured interviews. The interviews were transcribed to note the exact details of the information and to accurately provide quotes and intended meaning of the individuals who participated in the semi-structured interviews. It was important to take the time to transcribe the information the interview participants provided to illustrate details which enhance and explain the themes of the results. In order to reduce errors in the transcription, I reviewed each interview after completion to ensure their accuracy and to include any inflections in speech that might be important in the analysis stage. The purpose of the data analysis through transcription allows for

description, interpretation and generation of themes or purposes and the reasons why the individuals decided to pursue French language studies, a core component in this research study. Though the use of this thick description, ethnography is used to illustrate the themes. As such, the responses are not chronological, but include “description, analysis, interpretation and explanation of the key features of a group or culture” (Cohen et al., 2011, p. 539). Due to the nature of the data collection being done over two time periods (fall 2015 for the survey and winter 2016 for the interviews), I could observe any consistencies or inconsistencies in data. To further improve accuracy of the data, I shared both the results and discussion section with each interview participant to give them an opportunity to validate my findings and to elicit further clarification of my results. This validates my interpretation of data and confirms that I was really listening to when respondents spoke and if I had communicated their ideas correctly in writing. A key component in ethnographic research is to select and order the data (Cohen et al. 2011, p. 540), which may provide some bias and choosing which event to include or exclude also provide researcher choice. I made sure I included all information to the most accurate transcription available and did not leave anything out to illustrate the context of the conversation recorded. I made sure to represent all of their main points regardless of how it might affect data analysis.

3.11 Limitations of the Study

The survey was short and the sample size of the survey was smaller than hoped for. Approximately 100 students were invited to participate in the survey, and 18 responded. One reason why the survey was smaller than hoped for was the possibility of survey fatigue. Colleges are surveying students more and more to find out information to improve programming and even though the survey was timed around mid-semester (early October), and not near any other survey, students may not have wanted to focus on yet another survey. The timing of survey may have been problematic.

The research study and the Letter of Information were presented to the students in the first 10-15 minutes of their classes as a result of the instructor’s requests and the volunteer’s personal schedule. At the beginning of class, students may be in a position to get right into their learning,

not focus on an extraneous event such as a survey. In one class, for example, the instructor who explained the research was not welcomed by some students as they felt their time in class should not have been spent on non-French activities. The classroom instructor was very open to having the research presented, but the students were not. The instructor came back at the break and presented the research to the students who remained in class so as to not frustrate individuals who were not interested in listening to this opportunity.

Other potential problems of this research might have been the motivation required to participate in the online survey, the time required for participation from the point of view of the participants on top of their course load, and lack of engagement with the results from the point of view of the participants.

One possible limitation of the semi-structured interviews was finding time to conduct interviews of those individuals interested in focus groups or ethnographic research since most of the potential participants were working full-time in addition to taking these continuing education courses. As Cohen et al. (2011, pg. 109) mention, are participants “willing and able to give up their time in participating in the research, for example, not only in being interviewed, but in keeping diaries, conducting follow-up debriefings, participating in focus groups and writing reports of their activities?” Even though all the information was provided upfront during the introduction of the research so that participants were fully informed, the reality of time limitations was a consideration for many potential participants. The researcher was extremely flexible in providing a variety of appointment times to meet the realities of the participants, but two of them withdrew before the completion of the research.

Another limitation of the semi-structured interviews was that only one male participated in the research. It would have been beneficial to have a more representative sample of males to females in the study. In some classes, males comprise upwards of 50% of the group, yet more females continue to complete the French Certificate program. It would be helpful to explore further the reasons why fewer males typically attend language training programs or continue with French Language Studies.

One final limitation of the survey was the sheer variety of responses from individuals. Each area of response could be investigated as a separate item i.e. identity, globalization of the French language, aesthetic purposes, economic reasons etc., and it beyond the scope of this study.

3.12 Summary

In this chapter I have explained the mixed methods approach used in this research study and the methods used to collect the information. A survey was administered using Fluid Survey in which participants chose to participate of their own accord and access the Fluid Survey website URL and then semi-structured interviews which were conducted over the period of 3 months with individuals who chose to participate in the extended one-to-one interviews. These interviews took place mainly at Starbucks or Tim Hortons locations as they were centrally located venues for participants. I explained the ethical considerations including the Ethical Review process and approval at both the University of Western Ontario and Ontario College, the data analysis using an average response rate and the grouping of common response into themes represented in the study, ending with the description of the trustworthiness of the data in this section and the potential limitations found in the collection of the data. The next chapter will review the results of the survey and interviews.

4 Data from Survey and Interviews

4.1 Introduction

In this chapter, I will discuss the results from the survey and the methods used to present the data and the rationale for each presentation method. I will present the results related to each Likert-scale question and the yes/no questions. From there, there will be a discussion of details obtained through the open-ended questions which are further elaborated on the Likert scale questions or elicited individual responses.

4.2 Structured Survey Questions

Survey information was recorded in Excel in order to create this graph and provide a visual representation of the Likert scale questions.

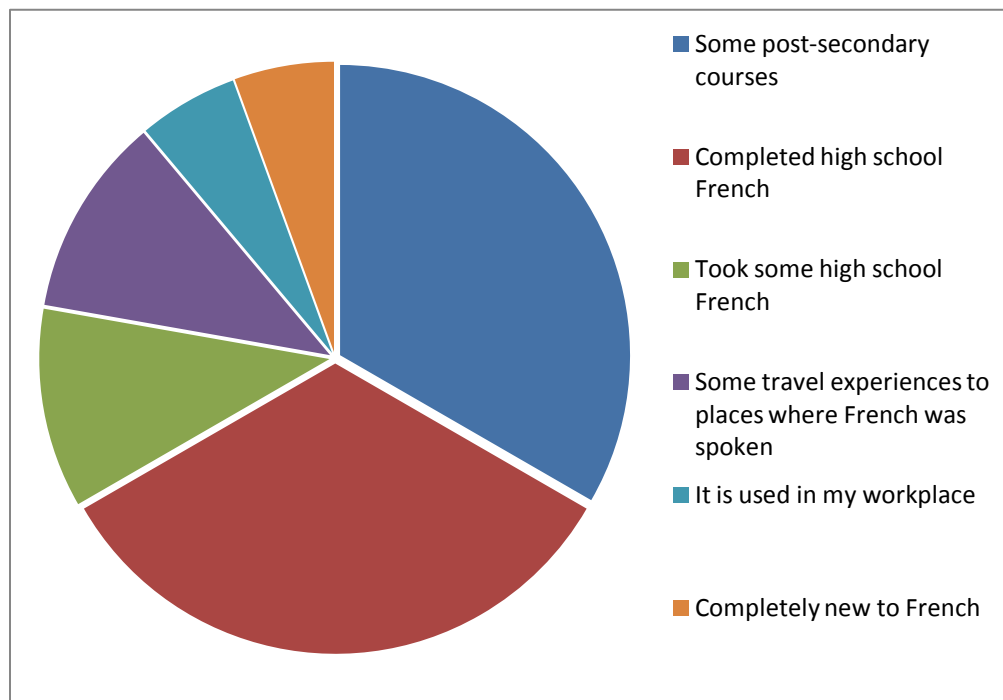


Figure 1: Question 1: What is your previous experience with French?

This 6 point Likert-scale question was extremely important and the responses from the survey are similar to the description of the background of the participants in the personal interview stage of the study, with 77% of respondents reporting they took some French in high school,

completed high school French or took some post-secondary courses in French. One interview participant described her high school experience in French.

I took French in high school, and not through all of high school, but I found when I was in Quebec you obviously pick [it] up because everyone around me was obviously speaking French, but I was never fluent. I would never say I was fluent at all, but that was kind of an extra exposure to the French language.

While the aim of this question was to identify the participant's level of experience and exposure to the French language, this particular participant had a mixed exposure that did not nicely fit the survey categories.

One expectation of the study was that very few if any participants coming back to the college at the beginning level would have taken a post-secondary degree in French since the program offered at the target college would be redundant for them. The French Language Certificate program starts with basic concepts such as learning the alphabet, numbers and basic introductions. This expectation was not the case at all. Most participants, even in the French I class, had taken some sort of French in high school or even in post-secondary education. They wished to pursue their studies commencing with French I in order to re-familiarize themselves with concepts previously learned but since forgotten.

The expectation that most people in Canada have taken at least some French in Canada is shown in Figure 1. However, of those individuals surveyed, 5% of respondents, or 1 person in this sample, was completely new to French. This would suggest that there may be more international students, or immigrants to Canada, who have not progressed through the Canadian educational system where French is a required course up to the end of Grade 9. Of interest, a good majority of respondents, or 6 respondents, have taken some post-secondary classes in the target language. However, a limitation of this question reveals the location in which individuals took this class as post-secondary classes can mean either university, college or really other courses, depending on the point of view of the respondents. The question did not focus on their language learning at this particular college for previous courses.

Another consideration of this question reveals there may be a timeframe or gap between high school French or post-secondary French learning and the current survey time period, based on the age of the individual. One participant shared, “I took it in high school and I did really well, and then in high school you always forget about it”. She is now in her 50s, so her French learning was perceived by the respondent as not being as current as other students in the class. This timeframe or gap is important information when discussing the results of the survey.

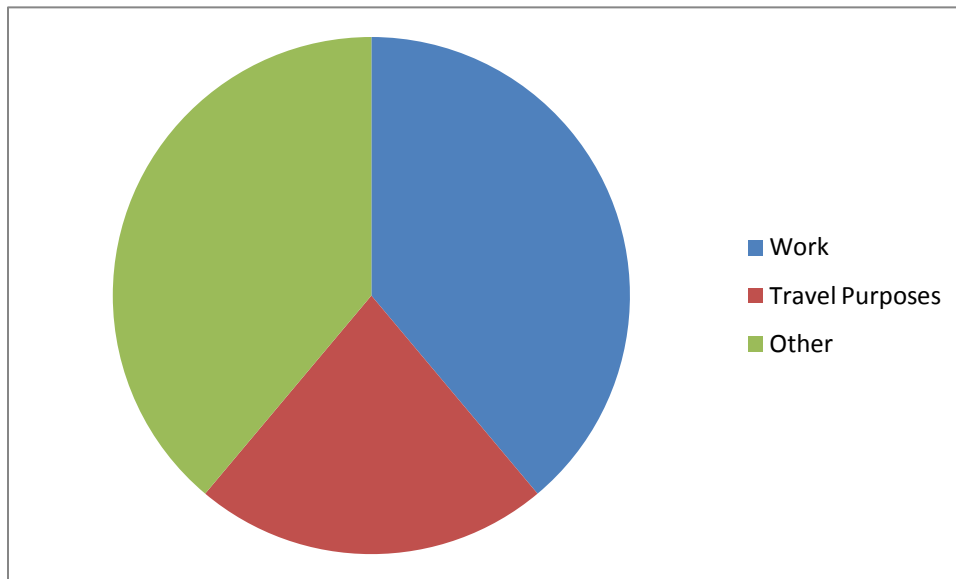


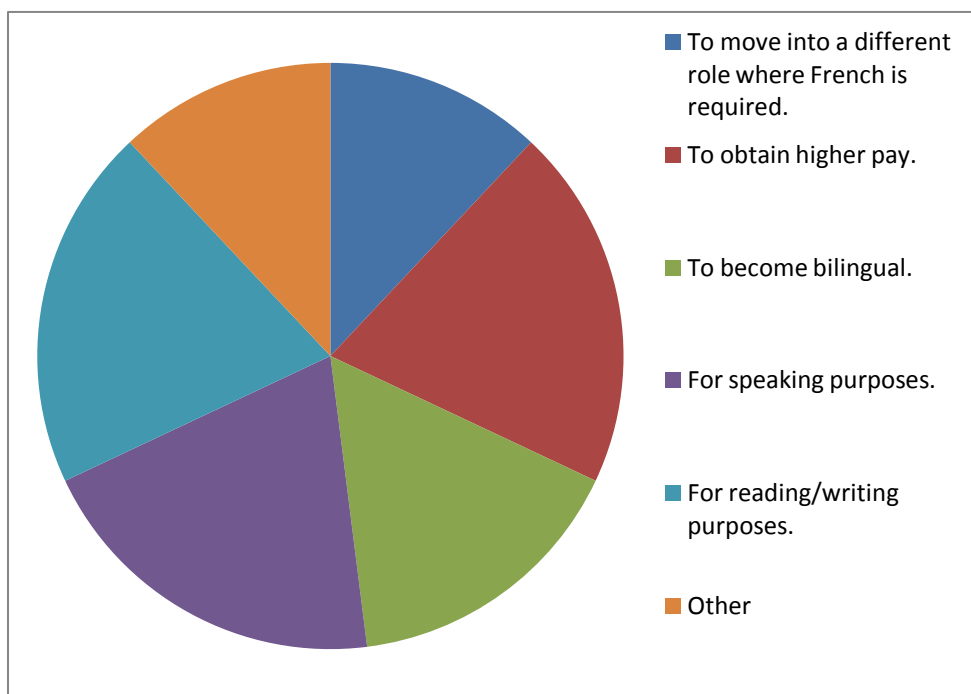
Figure 2: Question 3: What is the main reason you’re taking the course?

This question was poignant and identifies the various reasons that participants in the survey wanted to pursue French and relates to one of the specific research questions in this study. It was hypothesized by the researcher that more and more students are pursuing French for economic or work reasons. While the survey clearly identifies that this is a large group, there is the Other category that does not outline the specific reasons. As will be discussed further in the interview section, these reasons are varied. Travel continues to be one of the main reasons why individuals learn the French language, but family heritage is another reason that emerged from two participants. As can be viewed with the following comment, the reasons under the Other category are important to consider. One participant details,

I'm so glad I took Level 4 because it really forced us to look into the Francophone culture and in doing that I researched my dad, he was um...spoke total French, fluently in speaking and writing and he didn't speak to the kids though...he didn't speak to us, didn't teach us, didn't talk to us, so I always loved hearing him talk it [with other people] so I wanted to learn...

This comment speaks to the individuality of learning a language, that the reasons can be intensely personal and how the Other category does not reflect much diversity in responses.

Figure 3: Question 5: If you are studying French for work, what is the reason for your study? (Respondents could select more than one option.)



Of those respondents who need to use French for work, the reasons are quite varied. While there was no one clear reason why students pursue French as a workplace need, it was clear that moving into a different role where French is required, or to obtain higher pay are considerations. Depending on the industry, positions that require French typically have a pay premium. A study by Christofides (2006) confirmed that there is a pay premium for knowing

French for workers in both the public and private sectors, but the differential is higher in public arenas than in private ones, likely due to the higher overall qualifications for public sector positions.

Efforts to promote French in the ROC [rest of Canada] should be continued, not so much because of the earnings advantage that bilingualism confers, but because it results in many social/cultural/political benefits, strengthening the fabric of Canadian society and serving as an example to countries torn by ethnic, religious and linguistic divisions,” the study states (Globe and Mail, 2010).

There are three industries identified in relation to interview participants in this study including teaching, both elementary and secondary, the public service and insurance. These areas will be discussed in further detail in the interview section.

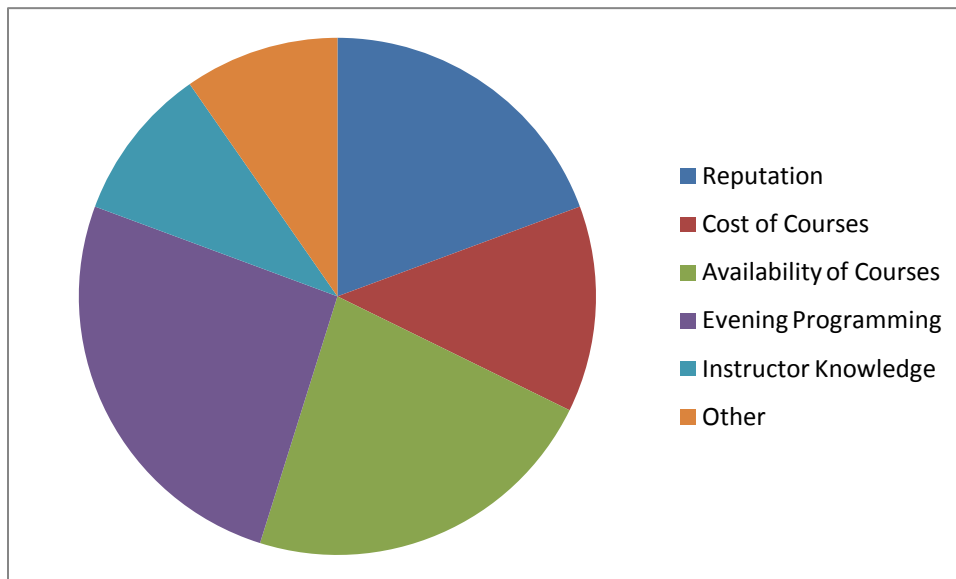


Figure 4: Question 12: Why did you choose Ontario College?

Given that the focus for this study was the on-campus courses, it was important to determine the reasons why on-campus courses were chosen over other available options. The French program at the target college provides courses in the evening hours as well as courses online. This seems to be a particularly compelling reason why individuals in the survey chose to study at this

Ontario College given the availability of courses and evening programming. Courses are offered between the hours of 6:30 and 9:30 Monday-Thursday. Some reasons given in the interviews include the demands of parenting and work, in which evening programming allows participants to meet the demands of work/life. One person described not just the family responsibilities, but also the structure of on-campus programming,

I looked up, you know, different types [of programming] and I guess, the thing I wanted, I wanted it in person, just sort of get me going and uh, provide [me] with that structure. You know, I have to go every week, I have, you know, a certain amount of time to spend, because I still work FT, you know, I uh, have other, uh, family responsibilities so my time is limited. And I just felt better saying, ok, I'm dedicating this amount of time. I know I'm going to go every week and I'm going to spend, you know, at least that much time dedicated to focusing on the language. Where me, trying to do something privately and trying to schedule it, it's just, it's too easy to not stick with it.

The schedule and structure of available on-campus courses was a key motivator for this individual. Yet another participant indicated that learning at the college was a more positive experience because, "university is way too big, way too impersonal, way too tough". Her comment speaks to the applied approach within colleges.

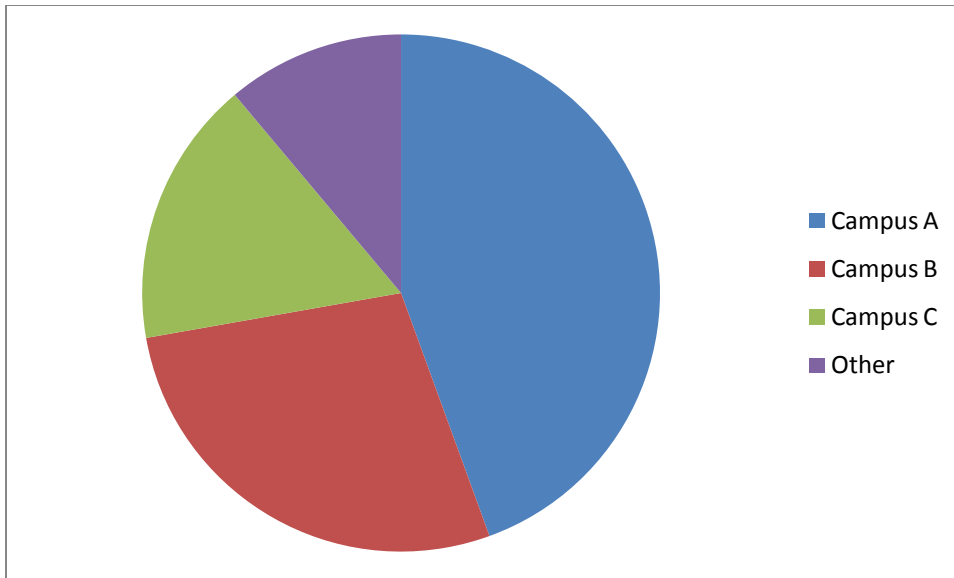


Figure 5: Question 13: At which campus do you prefer to take courses? (Circle one)

French courses are mainly offered at the Campus A and Campus B campuses of the target college. This confirms the need that students express in terms of the location of courses. An overwhelming majority of students, or 72% of respondents, prefer classes at the campuses where French courses are currently offered.

4.3 Survey Open-Ended Questions

The open ended questions in the survey allowed for respondents to clarify answers from the Likert scale questions and to add information detail important in answering the research questions. The second question on the survey asked participants to identify the course they were taking in the fall of 2015. The purpose of this question was to determine how far along participants were in their language journey. Of the 18 respondents, 5 were in beginning courses, 7 were in intermediate courses and 6 were in French V or Business for French courses, the most advanced courses in the French program. This information is important as it helps explain many reasons why students are pursuing French, how motivated they are to continue and when speaking of areas of ease and challenge learning the language, their level can shed light on their

particular challenges. Administrators of language programming could use this information to improve French-language programming at the target college.

Question 4

Many participants were comfortable sharing their workplaces if they answered “work” in Question 3 – “What is the main reason you’re taking this course?” The responses and some locations of this work are outlined in Table 1 below.

Table 3: Question 4 responses: Companies where participants work as shared in survey.

Industry	Company (if indicated)
Insurance	Manulife
Public Service	Federal Government
Education	Elementary French Teacher
Private	Home Hardware Store Ltd.
Private	Desch Canada Ltd.
Education	Unemployed teacher
Student	Currently in post-secondary education. “Taking this to open my options when looking for a career”.

4.3.1 Question 6

Question 6 stated, “If your purpose in taking this course is to travel, where will you be travelling to?” Participants stated Quebec, Europe, and France as the top three responses. This is in line with the main locations where French is spoken as an official language.

4.3.2 Question 7

For question 7, which looked at where students will anticipate using the French language they have acquired, participants responded with social situations; at work, on the telephone and in writing; at the airport; at work and when travelling; and in Quebec, every day, ordering food.

4.3.3 Question 8

Question 8 looked at feedback about teachers, class time, ease of learning, teaching methods and use of technology. Participants were encouraged to comment on these areas, without direction to how well they found each of these areas. I will describe the results of each one of these areas.

4.3.3.1 Feedback about teachers

With regards to information and feedback about teachers, participants provided the following favourable comments. Teachers at the target college were described as “excellent, super and nice, knowledgeable, and personable and thorough. This information was confirmed and echoed by an interview participant. She states, “because it’s close [the college], I’ve taken lots of courses through Ontario College so I’ve always been happy with the level with the instructors. It’s my choice for sure. And I’m not a university type of person I guess”.

Areas for reflection for instructors in the program based on feedback from survey participants include comments such as, “he speaks very fast sometimes and it is hard to understand him” and “possibly explain concepts in English, it's easy to get lost”. Other comments include, “One instructor uses a variety of online resources to make the class easier. Her methods of explaining concepts is very clear and organized”; “Nice, but not teaching enough basics”; and “Activities that promote speaking are good”. It is clear that the survey provided enough concrete details that needed to be explored with the interview participants.

4.3.3.2 Class Time

Some participants stated that classes were too long, 3 hours, and that they should be split into 2 1 ½ hour sessions. One student noted that there should be more conversation in class and less focus on grammar. The key feature is that more conversation should be held in class.

4.3.3.3 Ease of Learning

One instructor “needs to remember that we are 'new' to French and don't always understand everything he says in French, other than that I learn well in his class”. Another survey participant shared that the ease of learning was “not so good, not enough time on practical usage and conversation”.

4.3.3.4 Teaching Methods

When discussing teaching methods, survey participants had a lot of information to share. They commented that they loved the debates, which focused them to prepare “both sides of the argument and think off the top of [their] heads” while others preferred more conversational activities than grammar activities and opportunities, such as through games, to practice the concepts that were learned

4.3.3.5 Use of Technology

While technology was not defined in the survey as what instructors use in class, or how the material was presented to students, it seems as if the textbook materials were viewed favourably, while instructor knowledge of technology seems to be more important in this technical/digital age. Few participants in the interviews focused on this area in great detail other than to reiterate the feelings of the online survey participants.

4.3.4 Question 9

This question was trying to look at the interest from a marketing perspective into courses participants would like to see offered at the target Ontario College. Advanced conversational French courses were of particular interest to both survey and face-to-face participants. Participants were also asked about their preference for online versus on-campus French courses.

The overwhelming majority of them stated that on-campus courses were critical because they have the ability to converse with many individuals in the course. As one survey participant expanded, “I believe that the class component is key to positive progress.” This answer may be determinant upon one’s motivation as many individuals can learn online, but it takes a different motivational level to learn courses online.

4.3.5 Question 10

This question asked participants to itemize what helped with the learning in the classroom and they were prompted by ideas such as books, online materials, teaching methods and activities. One participant described that being in the classroom allowed her to learn more than she thought possible. Lorelle describes,

I see the pieces going together. I see them fitting together more and more and things that I tried to do before that I didn’t understand, all of a sudden I understand now. The pieces are fitting together like a puzzle more and more. And I’m understanding more and more and more. Um and because they’re smaller [class size], you get to practice. You get to um, get together with different classmates and discuss things where I don’t think you could do that in a university.

4.3.6 Question 11

Challenging aspects of the courses were as descriptive as the advantages/aides in language learning. For example, Braedon exemplifies challenges with his learning:

Well, uh I know, uh, at one point it was scheduling. I was working 10-6 uh, and uh, class was at 6:30 so there was a bit of scheduling issue there. Also, what I would find challenging is, you know, sometimes you have, you have a lot on your plate in terms of your professional or personal life. I mean uh, I have a newfound respect for people who go to school and work full-time. Back when I was in university I wasn’t at a desk for eight hours so I mean, it’s a lot of time and if you’ve got a family and you’ve got other...I know for myself I’m also balancing professional sort of education so just finding the time to fit everything in. That’s the challenge I’ve had that I didn’t have when I was in undergrad.

Scheduling was one area that most participants of the survey identified as being a challenge when trying to fit in a day job and evening learning.

4.4 Interviews

For each of the interview questions, responses are grouped according to the key themes outlined in the literature review. For each question, there is some researcher selection of participant responses that were relevant to each question. Not all participants fully answered the questions or provided unique responses to each of these questions. As such, some of the responses are outlined as generalities and specific quotes are provided to illustrate their points. Participants defined their language learning and the reasons why they enrolled in French language studies.

4.4.1 Why do the students enroll in French, and in what ways do the students position themselves to learning French?

The ways in which students enrol in French and the how they position themselves in relation to French are quite varied. Many common themes were pulled from the compiled interviews and are included in this section.

One participant defined the attainment of French within the process of “selective acculturation, where immigrants consciously make choices about their language use as they try to adapt to a new life” (Garcia, 2009, p. 98). The participant who moved from China felt that having her daughter involved in French immersion was an important decision in becoming part of the Canadian fabric and to provide her daughter with the resources to secure future employment. In this case, this participant viewed French as a form of capital. She describes this investment in her daughter’s future,

For me, language is ...it’s uh, good for children. Uh, French immersion...it’s because we are in Canada and it’s a bilingual country. I think, like in English, I don’t think she’ll

have any problem. At home, my husband... is Caucasian... he's from England. So we speak most of the time in English. If there's any problem, he help the family. So Chinese, I can teach her on my own. But French is something I don't know anything about, so I thought to have her learn a second language, it's good for her future.

This future implies a future investment in Canada, as an investment in the capital required to be successful in this county. This mom is learning French to advance the interests of her daughter.

A reason a good majority of participants want to pursue French language studies relates to the economic gain, capital perspective of the language. Braedon describes his level of involvement within his workplace, where he uses the language, and the importance of knowing this target language.

Braedon – I decided to come to the college for French um, because I would like to uh, develop a level of French in which I would be competitive for uh, a career within the Federal Government.

Crystal – So you're not working in the Federal Government per se right now?

Braedon – No.

Crystal– Ok.

Braedon– But that's certainly where I would like to be in the future and I feel that French is not only an advantage, but a necessity in the Federal work environment.

Crystal – So in your job right now, do you have any situations that you have to use any of the languages that you know?

Braedon– Yes. Uh, French for sure. Oftentimes we'll have to call, so we take care of customs clearance for all the ports within Canada. So if you're dealing with a port that's in Quebec, for example, or if you're dealing with uh, a carrier or freight forwarder, that's moving the goods, um, that's based in Quebec, because the company that we work on

behalf of does have an actual distribution centre in Quebec. Oftentimes it's much easier to speak with them in French and sometimes you'll be speaking with uh, individuals who don't speak English at all to be quite frank. And it's uh, it's just, it's just great to have. I use it quite a bit or anytime that you know, one of my colleagues was saying I'm speaking with a guy. He wants to speak with someone in French because his English is not that good. That's when I'll help out as best as I can.

Crystal –So how many people who work at the same organization speak French right now?

Braedon –Within my department I'm the only one.

In another part of his interview, Braedon also reveals the economic realities of learning French.

Braedon - I would say probably, I mean in terms of French, I would probably go the economic route because I know certainly, that's what would appeal to most people like when they think of ...when people are choosing a course of action people are thinking of the economic or...also I think, I would just point out the fact that we live in a more globalized world. Um, certainly being in a bilingual country, just knowing languages other than English is kind of important and uh, I would also just mention just how interesting it sounds when you're able to speak in another language. Like, a lot of times my friends will be..."that's so cool you can do that" but it's not because I just woke up one day and I could do that. I actually went out of my way. So I think you know, if we show people, if you do put in a little bit of work that it is within reach [learning French]. It's not just for people from that background or who have to do it for work.

Braedon was really proud of his ability to learn and therefore speak an official language in his workplace. Another participant reveals how her economic purpose is to learn French to advance her career.

Jasmine – Honestly, I took French, it was in grade 5. Back then that's when it started and I took it up to Grade 12 and I liked it. I picked it up no problem then, and after a while I went to college, came into work. I work for the Public Service so French is one of those driven languages we need to learn how to speak, so I was like, okay, so we ran

it in our office and it didn't do so well because it worked up to a certain point and then it kind of stopped and then kind of stagnant and then funding in governments changing so it was just difficult to do. So I ended up signing up at the college, 'cause at least then there's a flow. There's a start and a finish for everything so ...

Crystal – So did your workplace support you financially?

Jasmine– Yup. Cause one of the main reasons why they supported it. It was a huge grievance in the Public Service where, in Canada, you have to speak both official languages, English and French, and while the majority of Ontarians does not speak French, so they were hoping for people to pick up the language, at least to learn it and have support for needs when they're needed in a certain area.

Crystal– So how long did they offer in-house programming?

Jasmine – Uh, the in-house programming lasted about 3-4 years, but the problem was that it was once a week, it was 3 hours and people from different backgrounds in French came in, so we pretty much got up to passé compose and that was it. It didn't move any further and you got stuck. So it was like, “well, this isn't moving”. In order to progress any further so I kind of got...it kind of died off. Plus funding was a challenge, especially with you know, the recession, and governments changing.

Sarah outlines her use of French in the workplace and her desire to continue to provide customer service in both official languages.

Sarah-Well, uh, I've had a couple of customers that are actually in Quebec and so I have utilized it there. It was actually kind of funny because, uh, one customer used...I had two customers that used the same back end install team ...it's a third party company...so I saw the same people in two different customer locations. And they even mentioned that between the first time they had spoken to me in French and, I had even explained that I was taking classes, would they mind being patient with me, speaking slowly. I mean when it came to the technical stuff I needed them to do it in English because I didn't want to miss anything ...I couldn't afford operationally, from a work perspective to be wrong, but when it came to you know simple questions and you know things like

that, I would appreciate the opportunity to practice. They even said from the first time we even spoke and now your French is much more fluid and you're grammatically more correct and I mean, that was the difference between French I and French IV.

Crystal – Great. That is exciting!

Sarah – Yeah, I was like – woohoo. After I got that, one of the people at one of the customer centres moved customers as well...they were like...I really need to talk to you in French because I can't do this in English and I said ok. Go slow. I may ask you to repeat yourself, but let's try. So we got, actually had the conversation and I got the requirement that they needed and I could reiterate it to my English speaking counterparts so I could give them the solution that they wanted so that was, that was a big day. I was thrilled.

These revelations provide interesting perspectives of trying to learn French to improve in one's current position in relation to the disparate needs of different governments. There are different goals for language training and funding change. Under Canadian Heritage, there is funding through the Enhancement of Official Languages Program.

The *Promotion of Linguistic Duality* component of the *Enhancement of Official Languages* Program aims to help organizations from various sectors to undertake or continue activities that promote a better understanding or appreciation of linguistic duality and to build stronger linguistic and cultural links among members of the two official-language communities. This component also aims to promote the provision of services in both official languages, English and French, in order to build a bilingual capability within non-governmental organizations (Canadian Heritage, Government of Canada, 2014).

French immersion and bilingual studies have become extremely popular in Southwestern Ontario in recent years. Students may start French immersion in Grade one at any school, provided there are enough students who are interested in taking the language to create a class. The result of this is an increased demand in French Core, Immersion and French as Second Language teachers.

One student, Amanda, stated that she wanted to learn French for teaching purposes. She reveals the following,

Um, when I left Waterloo I went to teacher's college and now I'm a teacher, but I'm a supply teacher so I'm looking for the, uh, upper hand and I'm going through with my French, going back to something that I like, which is language, so trying to get my Additional Qualifications, but in order to do the AQ with the uh, teacher's colleges, I have to do an entrance test, so I just want to be comfortable before I do that

It was found that during this study that those individuals who were teachers realized the value of learning French as a Second language as knowing this language would give them an edge in employment opportunities within many local school boards. Another participant, a teacher looking to obtain her FSL qualifications, had this to say about her own experience.

Crystal - So tell me why you started taking French then?

Karmen- Well, I don't know then. I guess, I teach, I'm a supply teacher now, and um, having French as a supply teacher is a huge benefit. So initially I didn't think that that was going to be my drive. I just kind of wanted to see if I could do it, and now I'm thinking, yeah, that's probably why I'm doing it. So I can get my FSL. To teach core French.

Crystal- And are you teaching elementary or secondary?

Karmen - Yeah, elementary.

Crystal - So that FSL qualification's kind of your next goal?

Karmen - Yeah, that's my goal.

Crystal – Um, can you share a little bit...how much work are you getting because of French?

Karmen – Oh, FSL? I don't have my FSL yet so I'm not getting any. I mean, the school I have been teaching at, they call me, the French teachers, but it's not because of my French language. 'cause they know me and I'm not afraid to teach the French courses so they just call me.

Since the reasons are varied, not only did some participants feel strongly about pursuing their own French language learning, they also ensured children were given opportunities to learn the language early on.

Crystal– Um, okay, and then for your children, why did you get them involved in French immersion?

Karmen– Well they actually went to the bilingual school for the first, well, for my oldest who was there till grade 5, so they would have been grade 5, 3 and 1 when they switched back to the English school, but uh, we started them there ...I guess, oh I know...oh wait, it's because the principal of the school's a patient of my husband's...so that's why we started them there...and then we switched them to the public system because the school is like literally 2 minutes from our house and it's a really good school for French immersion so that's why...you always want to give your child the best start so we figured what could be wrong with learning another language at the same time.

Crystal– so did you feel really strongly about French as a language or just, this was...that is was a good opportunity?

Karmen– I would have felt strongly about any second language I think...but I think, in this country, obviously, French is a good second language to have uh, if you want to work with the government or I don't know. I think it should open doors in this country. I would have said that you know, maybe, Spanish would have been a better language to

learn or Mandarin at this point in time, but because of where we live, basically geography, I guess...

One candidate, who is nearing the end of her career, outlined her plans to travel to France this summer to explore real estate options as she and her husband wish to retire there later in 2016. They have travelled to France a number of times and they know there is an expatriate community of like-minded individuals. However, her desire is not only to live in France in an expatriate community, but to learn the language to a sufficient degree to be able to navigate the community where they settle and become part of the community already living there.

Diane – We're probably going to be...we're probably going to be south, but it gets very expensive so we're kind of looking in the west Normandy area. One of the other reasons of going there is to travel. So we're picking a spot that's easy access to trains/planes, ferries, that kind of thing. We want to be within close driving distance because we want to travel when we can, and it's going to be a lot easier, cheaper, you know, to go to some of the other countries we want to go to so...

Crystal – That's fantastic. That's a great goal.

Diane – Yeah, so still, the family will probably die of shock when we break the news but (laughs).

Crystal – So you anticipate that you would need the language to be able to navigate the region you'll be living in?

Diane – Well, I guess one of the things we're looking at is I don't want to go and just be an expat, you know. I want to be able to integrate into whatever community we decide on, and you know, that's obviously one of the things that's sort of a prerequisite. If you don't have some understanding of the language it's going to limit the ability to interact. And that's one of the things I've found is, when we've been there, if you make some attempt, people are going to be a lot more apt to use their English because they know you're at least attempting to...

For the purposes of travel and habitation, knowing the language, in Diane's opinion, will help her settle into the community and be able to integrate.

Beyond the purposes of travel and habitation, some participants responded positively to the idea of integration into the community. Sarah describes her experiences trying to integrate into a Quebecois community during a field trip and during an exchange she took.

Sarah-For example, in 10th grade we went to Quebec to ski and we were expected to speak as much in French as we could while we were there...so the teachers...so even amongst ourselves. So the teacher would walk around and if you were caught speaking English you were, uh, handed an X and if you caught speaking French you were given bonus points or something. There was candy for those who spoke French. There were prizes or whatever. They were really trying to push the whole "you're in a very French speaking area and of course it was very bilingual. You could get away with speaking English in the area. When I was in 6th grade we had a French exchange with uh, Drummondville, Quebec. So I went and lived with a family up in Drummondville for a week and that was frightening and wonderful all at the same time. Um, cause Drummondville is not Montreal. Very little English at that point. For sure there's more now, but all rural and of course my...my...twin, Sylvie, she spoke about as much English as I did French, which was not tons. We got very lucky because Sylvie had an older sister so she spoke, I mean she was only a few years older so maybe 9th grade at that point, but she spoke enough English to kind of bridge the gap. And I mean, we managed. It was wonderful. I had so much fun.

Crystal – So tell me the kinds of things you did when you were there...in Drummondville.

Sarah – They uh, they took us around, sort of...they wanted us to live with the families so they, whatever the family did, we did. So if the family was going to the market, we went to the market. If the family had sporting events, we went to those. If, they of course put together some social gatherings for the just because of the twinning thing, so there were several, uh, pot luck parties and things. But it was expected you could get through meals and um, grace, and whatever you were doing with them, because more Catholic,

so of course a different religion aspect as well because none of us were, you know, Catholic at all. It was a non-Catholic school.

So even through Sarah describes the pragmatic components of learning and using French while on the field trip and on exchange in Quebec, key components of integrating within the community stand out for her. She wanted to be able to use the language to traverse the community events and social situations in which she found herself.

Learning French may also be important for communicating with family or boyfriends/girlfriends. Lorelle shares her reasons for learning French as they relate to learning the language of her Francophone husband.

Lorelle- I was actually in French Immersion when I was little, little, um, I remember very little of it, and then I was in high school French for the absolute minimum that I had to take it. French isn't a big thing in BC, it's not like out here (Ontario), it's, um, those French people over there, you know it's way over there, it's ...they can't comprehend that it...it's completely life it's completely different everything to them so It's not like here where there's bilingual jobs and all this type of stuff. There was no French. It was offered in school I think because you had to because it's Canada. Then I met my husband who is French Canadian.

Crystal - Do you want to tell me a little where he's from, kind of his family background?

Lorelle – uh, totally, completely francophone, um, both sides. Uh, He was born in Vanier, uh, which is a French suburb of Ottawa, and he moved uh, throughout all throughout Quebec, uh, worked and lived in French culture, uh, some of his schooling was in French, some of his schooling was in English, depending upon what school he was at that time, but he always spoke French at home. All of his siblings are French, his mother is French, uh, and whenever we both see his family they speak French the whole time.

She continued to explain that her desire to learn French was a direct result of having a Francophone husband and her desire to speak to him in the target language as much as possible and to be able to speak to his extended family, all of whom are Quebecois on all sides of the family.

There are many reasons cited as to why participants wished to commence French language studies. For many of them, learning French was important to connect to their families, for others, economic reasons drove them to pursue this target language.

4.4.2 What kinds of social issues do they confront when coming back?

Unlocking a key to a different way of thinking is important. This perspective relates to the adult equivalent to divergence of thinking. It is possible, as adults, to continue to gain new relationships and critical thinking through language. It may be argued that this is not necessarily a new way of thinking, but rather a deeper personal connection with individuals than previously. However, understanding individuals on this deeper level allows participants to think differently.

Another finding of this study is the aspect of the effects of globalization. As the world becomes smaller and individuals become increasingly mobile, learning another language allows them to openly communicate with more individuals. Many participants in this survey stated their minds are opened to new possibilities within the world, along with the ability to connect to others and to communicate in a shared language. One participant stated,

Well, I mean just on a personal level, when I see or when I meet someone who is francophone you're just able to connect with them on such a ...such a greater level. I mean uh, people are always very proud when you tell them that, you know, you're working very hard to learn their language. They're very helpful and you know, my experience with languages is when you've learned a language and you've developed a level of fluency, it's like unlocking a key to a different way of thinking and a different way of life so...I think that's something.

Perceived differences between people are reduced when language learning takes place as conversations between cultures increase understanding. The above statement may also describe how globalization is shrinking the world and how it allows individuals from all fabrics of life to break down barriers to communication.

A further reason for pursuing French is to connect with family and history. Margarite describes the discovery of her francophone background and confrontation with one illustrious relation through a presentation she was required to complete for one of her college courses.

Margarite - ...when I was researching the...my background I found out that my 5th great-grandfather is Alexis St. Fontaine. He was used...he got a gunshot wound in the stomach and it didn't heal so they were able...the doctor was able to see digestion...process of digestion and through Alexis St. Fontaine, uh, they figured out how the stomach worked.

Crystal – That's fascinating.

Margarite – Yeah, so I presented that in our, uh, oral uh, presentation and that was really interesting, and I found out my mum's side also were from Montreal , my dad was from Hull, and they came over in 1928 to Ontario to work in agriculture so that's how they came here...

Crystal – Okay.

Margarite – and um , uh, so, I thought that's really fascinating and when I realized my mom, generations back are all French and my dad is generations back all French, if I would have known that I would have married a Frenchman, I really would have. He's dead now....We all married into other cultures and...so nobody is, except us, our line you know is...the Gautier line...

There are many social issues that participants face coming back to learn after a period of time. For one individual, learning about her family relations made a profound impact on her social world. Additionally, globalization has created a much larger social fabric for many individuals.

Other participants described their social environment in relation to the classroom and the instructors/other students. They learned a lot about themselves as students and language learners, keeping in line with the learning situation research outlined by Dörnyei (1998b) and Csizer & Dörnyei (2005).

Lorelle describes her learning experience and some of the language, learner and learning level situations.

Crystal - So your experience, why did you choose the college then, the college system to learn your French?

Lorelle – My husband wants me to just, “I don’t know why you go through all this heartache about grammar?” You’re frustrated with it, I don’t know. Why don’t you just speak it, just learn to speak it?” and I said, “Well, I’m going to speak it how? How do I know what to say if I don’t know how to combine words, make a sentence? All I’m going to learn is little fragments of sentences that I’ve memorized because somebody’s told me, but to make an actual, original thought, to convey what I’m actually thinking by putting words in a logical sequence to convey myself, which is what language is, I need to understand the grammar so I can put it together.

Crystal– Uh, hum. So if you could have chosen a university setting versus a college setting, why would you choose college then?

Lorelle – University is way too big, way too impersonal, way too tough.

Crystal– So your language journey so far, what would you say has been the best thing about the college and your language learning?

Lorelle – I see the pieces going together. I see them fitting together more and more and things that I tried to do before that I didn’t understand, all of a sudden I understand now. The pieces are fitting together like a puzzle more and more. And I’m understanding more and more and more. Um and because they’re smaller, you get to practice. You get to um, get together with different classmates and discuss things where I don’t think you could do that in a university.

Crystal – So what has been the biggest challenge for you in this journey?

Lorelle – The last course that I just took.

Crystal– Why was that?

Lorelle – It’s too much. It should be two classes.

Crystal– Too much in terms of content?

Lorelle – Yup. It should be two classes. It’s just that so many things were so similar and so many little differences and we would take on one or two tenses before and then five or six in one course. Oh my god. It’s just it’s...it’s just too much. It needs to be broken into two courses because it’s....it doesn’t allow you time to absorb the things. I was getting the tenses all mixed up because there’s only one letter difference between them andwhat they were, and...and direct object and indirect object in the same sentence. You were right about that. That is a nightmare. I did a whole spreadsheet to try to figure it out and I still didn’t figure it ...that’s a math person...without the spreadsheet.

Margarite also explained how she likes to learn in class.

Margarite - Um, [John]* asked if there was a better way he could teach it, and um, at Level 4 I, um suggested to him, he worked so hard, he wrote everything down, he really, really helped us to learn. I said you need to sit back and get us up at the board and get us doing it. I said we know a lot, we just need to get it out and he thought “yeah” so I hope next term he does that and gets us up on the board more, that would be good. Not in a game where you’re competing...I can’t do that cause the stuff that I’m just learning I can’t go faster, I don’t know if it’s my age, but just get up there and show him what we know type of thing. And more talking, not so much reading, but pulling it out of our own noodle would help a lot (*The name of instructor changed to protect his identity).

4.4.3 How do such [social] issues impact their identities?

Since identity was one important question in this study and an area of focus, the resultant change in identity of each of the following participants is outlined below and reveals their change in relation to others. Braedon describe his identities related to language learning,

Crystal – So do you feel you have multiple identities related to language learning?

Braedon – Absolutely.

Crystal – So can you elaborate a little bit on that?

Braedon – I was actually talking with a friend of mine about how I was in Mexico and as soon as, as soon as people find start speaking in another language, their mother tongue, you kind of become a different person. You have different mannerisms, you express things in a different way and I don't know. It's certainly a different identity for sure.

Beyond being a different person in describing his identity, Braedon further went on to describe his language identity from a patriotic perspective,

Braedon – Well, I uh, think, uh, in a way it makes me more proud of my identity because I identify as someone who is very patriotic and somebody who is very proud to be Canadian so I feel that in you know expanding my linguistic identity to encompass both official languages it makes me very proud. My friends who don't speak French and who don't like French, they're kind of, you know, they have a negative attitude towards French, I find they're not as open to issues of Quebec and sovereignty and the whole idea of you know, they're being, this country being founded on two different nations coming together, or three I guess if you consider the Aboriginal nation of course, but uh, yeah, I mean like, I feel like I'm sort of ...expanding my identity as a Canadian. Because ultimately, this is something I noticed when I went on exchange is that I felt very proud as a Canadian that we are a bilingual country. There are a lot of advantages when it comes to...uh, our image in the world diplomacy with which countries we're able to connect with. To say that you're from a country that is officially bilingual and

that actually is, is a sense of pride. That's something that I identify with as well. Uh, in becoming fluent in French.

Crystal – Ok. So you mentioned being patriotic and Canadian. Do you feel that most people feel this way when you're in Canada or abroad?

Braedon– In the sense of language? I think so. I mean regardless of where you stand whether you're a Francophone or an Anglophone and you know if you have...and you're not so fond of French...or English, I think at the end of the day, when you go abroad and you uh, speak with people where questions of language and identity are causes of war, you know, uh, sort of uh, you know, just general, uh, just general lack of unity. Language and identity are very...are not what they are in Canada. To see that we have uh, you know, uh, a Parliament where you can speak both languages or you know, government documents where you can receive services in two different languages, I think that it's a personal point of pride for Canadians who consider themselves patriotic. Absolutely.

A second participant echoed these sentiments, not necessarily about patriotism, but about her identity related to learning French language learning.

Margarite - Um, I think there's a real, would you say, trend towards languages, isn't there? People really want to learn more languages.

Crystal- Why do you think that is?

Margarite – We're a multicultural country and now you're seeing...so many immigrants. It's important.

Crystal – I agree. We're not just seeing immigrants from Quebec. We're seeing immigrants from worldwide, even Africa. And...How do you feel this has affected your identity? Maybe just describe how you feel with your language journey.

Margarite – Well, I’m really glad I connected more with my heritage, my culture. I feel French now and I can flaunt it, cause I am, by blood, I am French (laughs).

Crystal – ...and that is fantastic...

Margarite - ...and I love that. It’s cool. When I realize that, hey it’s really neat. I like that.

Crystal– And did you expect that when you started this journey?

Margarite –No, it never hit me like that. Before I had to research it all, but it hit me. It’s good.

Crystal – And what would you do, or what would you advise other people who are in similar situations as yourself?

Margarite – Pursue it. Yeah, find out more. It’s exciting. It’s cool.

Another finding of this research focuses on the sound of the French language as not a primary purpose of learning the language per se, but as a secondary and more aesthetic purpose. The sound of the language, specifically the language of France over the language of Quebec, was one of the joys that resulted in the pursuit of this language attainment. One student, Lorelle, describes her appreciation of this aspect of language learning.

I will say I’ve decided too though, that I like Parisian French better than Quebecois French though...even though we live in Canada with Quebec. Parisian French has that really, really beautiful lilting sound. Maybe it’s just the people in Quebec that I’ve met that are more ...slangy or something...they just...it’s not as pretty. It’s really choppy. It doesn’t have that musical sound that, that some people that speak French...It’s almost like they’re singing the way that they say it, it is so beautiful.

Although Lorelle’s primary purpose in taking French was to be able to communicate with her husband and his extended family, a result of learning French at the target college was to

discover the difference between Parisian French and Quebecois French. For the purposes of our discussion here, Parisian French is now referred to as standard French. For Lorelle, there were aesthetic benefits of learning the French language through the lens of a variety of dialectical perspectives in which she discovered her preference.

Sarah poignantly describes the experience of learning a foreign language, which summarizes the overall view and competing concepts of the participants in this study who are learning French as a second language within the globalized world. It is from the perspective of English as a global language, how knowing a second language opens doors, and how she would be able to travel and understand others that she states,

I think that...I think that languages are important. I don't like the concept that we are becoming a global world with a single language. I think the fact that we lose several hundred obscure dialects a year is sad. Even if there are only three people who speak it, I think it's sad that we're losing them and it's sad that we don't appreciate the fact that we are losing them. That's an entire culture gone, simply because of language. You look at our Indigenous peoples and you think about how much language has already been lost since so much of their history was oral as opposed to written. I think that's a shame. I think it's, as a species, I think that's a loss, a major loss for us. I think that here in Canada we're very, we're very lucky to have two official languages. I think that growing up here, I was blessed, for lack of a better word, to be exposed even at the age of 3 to a cereal box, that I knew how to say honey in two languages, even though I didn't know it was in two languages, right? Um, that no matter when I go there are a number of things I will always recognize simply because of that really early, unexpected and unforced exposure to the secondary language. I think...I think every child should have a second language. It doesn't matter if it's Punjabi or French or Spanish or German or Dutch. I think that it opens your mind. It opens possibilities. I think it opens your understanding of the universe. The fact that I can speak English allows me to get...it allows me to go to hundreds of countries in the world, because, I mean, there are so many that speak

French that you don't have to think about, right? I mean, you hear the word, I mean I heard growing up in a clustered, closeted society group, you think French. Okay, here in Canada we speak French, but not in the States, but they do, except in New Orleans and there are several Caribbean islands where French is still prevalent. St. Martin and some of those and you think the parts of Africa are French...oh how is that...they're African. No. They speak French. And of course, you know, France and Switzerland and so many European countries have French as an option. So just the sheer volume of places I can go and would be understood is...is...flabbergasting, but also really exciting. But I think being understood, being able to be understood is probably the...best feeling in the world, especially if you're in a strange place so if I got dropped suddenly, you know, into Martinique, and of course I know nothing about the culture. I know nothing about the weather...well, I do now. Generally speaking, I'm dropped into a place where it's not familiar...if I can make myself understood and be understood...that's, that's huge. That's not just surviving. That's living! That's being able to be in that place and be successful...I think that's important, and I think language does that for us. I said, losing languages...I think forcing the entire world to speak just English, or being so arrogant to believe that English is the only good language. When you think about it...when you think about how things are said in French, when you translate them, it loses something. And I think that's true about a lot of languages. Um, that the...uh...just because of the complexities of the language, the subtleties of the language, the nuances, and that's, again, that's a loss for us as a species...

Sarah further went on to describe how learning the language helps prevent atrophy of the brain as individuals use new learning to grow mentally, how she could grow her career prospects, how travel to Montreal would create goodwill between French and Anglophone speakers and how French distinguishes Canada from America. She had a keen appreciation of all the aspects of language learning and the opinions of all participants in this survey.

The aspects of the individual with regards to self-esteem and actualization of their learning and self-improvement were evident in the interviews of a few participants.

Sarah outlines her pleasure of learning languages and her passion for learning since she seemed to be adept at learning languages.

Crystal: So what was your motivation to take languages even into high school even back then?

S – I just enjoyed it so much. That was the thing. I took a lot of English as well, so language is uh, just as an idea, has always sort of intrigued me. When I was in my OAC year, I don't know how I got my brain twisted this way, but when it came time to apply to universities, I sort of sat down and went, what subjects do I like? And I went, okay. I like English, French and Spanish, but I don't want to teach. I was fairly, I was fairly certain even at 17, 18, 19 that teaching wasn't, certainly not small children, was not my end goal.

The final component of motivation, that of the classroom experience, was also explored with the participants in this study. Braedon, for example, describes his motivation in terms of the language teachers he had.

Braedon - Uh, I took the one extra [credit] just because, uh, I had a really great French teacher and you know, I didn't even know that I was good at French, or that I had a background in it because my experience with it in elementary school wasn't the same as what it was in high school. But I guess maybe because I started learning Spanish, maybe, you know, just going through tenses it came easier once I hit grade 9. So she kind of inspired me and you know, asked me "would you consider taking past grade 9?" and I said yeah.

Carmen shared her classroom perspective as well and the teacher-specific motivational aspects outlined by Dörnyei (1998). She shares,

Crystal – Yes, so at the college, thinking back to your journey so far, are you satisfied with what you've seen?

Carmen– Um, [John] asked if there was a better way he could teach it [the French language], and um, at Level 4 I, um suggested to him, he worked so hard, he wrote everything down, he really, really helped us to learn. I said you need to sit back and get us up at the board and get us doing it. I said we know a lot, we just need to get it out and he thought “yeah” so I hope next term he does that and gets us up on the board more, that would be good. Not in a game where you're competing...I can't do that cause the stuff that I'm just learning I can't go faster, I don't know if it's my age, but just get up there and show him what we know type of thing. And more talking, not so much reading, but pulling it out of our own noodle would help a lot.

These comments and perspectives of students concerning the classroom learning process are extremely important in moving forward and will be discussed in relation to the learning situation level areas for future improvement for the specific Ontario College.

4.5 Challenges of Returning to College for Study

One of the research questions wanted to look at the challenges of returning to college for study. There were a variety of reasons given, but the majority of individuals stated the difficulties in balancing the requirements of daily life such as careers and family with the demands of the course. Conversational courses are 30 hours in total delivered over 12 week or 2.5 hours per evening. Credit courses are 45 hours delivered over 15 weeks or 3 hours per evening.

Beyond the practical aspects of scheduling their learning, there were a variety of reasons given as challenges in programming. When asked about the challenges of language learning, Diane exclaimed,

Remembering. You know, I think, I 'm still looking for this book online It says uh, "How to learn a new language with a used brain" (Laughs). So I haven't been able to get my hands on it, but I saw the title and I read the excerpt about it, but that's, you know... and that's actually one of the reasons why I wanted to learn the language too. It's just that brain exercise. You know, they talk about all the things you should do to keep your brain active and language and music are, they're all part of what's supposed to really stimulate, and, but I do really find, I think I know something, and that was like when we were still studying, like say, it was the week to tell time and I'd like I have it like all down pat. And they you get asked and you gonot sure.

Other challenges of returning to college study involve the discipline required to study including doing homework, the discipline of writing tests and assignments and accessing college services such as college email, the learning management system and finally, the grouping of students from different generations. Putting together diverse individuals from diverse backgrounds and languages and expecting individuals of all ages to be able to create a common learning purpose was a challenge for some of the participants. However, the overall feeling from the majority of participants was that it was a positive experience and could be an area for future consideration and research.

4.6 Reflection of Data

There is not one specific reason identified why individuals pursue French language programming at community colleges. While economic reasons are important given the country in which this study takes place and the bilingual goals of education before arriving at post-secondary education in Canada, civic and cultural reasons figure prominently as reasons to pursue French language studies. It is a very personal decision for which individuals pursue French language studies. Overall, pride and patriotism are identified as being important, especially as individuals have more mobility and travel options now than ever before. Learning French as a second language engages individuals in more dialogue, provides opportunity for engagement between different cultures and opens one's mind to possibilities. Studying at this

college is not without challenges, given the demands of family and day-to-day responsibilities, but these sacrifices seem worth it for the participants of the study.

5 Discussion

5.1 Introduction

This aim of this study was to investigate three principal questions:

- 1) Why do the students enroll in French, and in what ways do the students position themselves to learning French?
- 2) What kinds of social issues do they confront when coming back?
- 3) How do such issues impact their identities?

Each of these questions will be discussed in depth following the results of both the survey and the personal interviews within the realm of the current research in the field. As outlined in the top 10 findings of the French Ministry of Foreign Affairs and International Development (2016), participants provided similar reasons for their pursuit of French language studies in Canada. This information was collected through the implementation of a purposefully designed survey instrument and semi-structured interview. This chapter will further outline the limitations, implications, and future directions for this study.

5.2 Discussion

One key finding that emerges from the literature review and is further supported by this study is that there are many advantages to learning French as a second language. From a sociocultural perspective, individuals cited that they were able to travel to the destination countries, interact within the L2 communities and integrate into the cultural communities. From a socioeconomic

perspective, language is considered a form of capital that has value according to Garcia (2009). The teachers and government workers who participated in this survey support the findings of Garcia (2009) in that there are socioeconomic benefits of learning language in that language, in this case French, is perceived as a gain in human capital. Learning French provided participants the opportunity to add to their resumes in the form of a capital gain. Knowing French gives participants an edge in the employment market, not only from the perspective of sourcing positions, but also in applying for and obtaining employment. Those individuals already gainfully employed in English were able to improve their positions through the acquisition of this capital, namely French as a Second language. Without this capital, individuals may be negatively affected when being considered for future opportunities. Other individuals found that learning another language provided them with a means to interact with the L2 community and improved their attitudes to continue to pursue the French. A small group of participants also mentioned the idea that connections to their heritage or family background was a further advantage to them, improving their ethnic identities.

5.3 Surveys and Interviews

The surveys outlined a number of reasons participants cite for pursuing French language studies and the challenges of returning to further their studies. The first research question as to why students enrol in French, and the ways in which the students position themselves to learning French include a variety of motivational aspects to language learning including extrinsic and intrinsic reasons. The second research question about what social issues students confront when coming back to the college include sociocultural and motivational aspects outlined in the literature review and finally, the third question outlines the identity changes in each individual and as a group and is framed within the Canadian identity perspective. Each of these research questions will be discussed in turn in the next section.

5.3.1 Research Question 1: Why do the students enroll in French, and in what ways do the students position themselves to learning French?

5.3.1.1 Curriculum Development Considerations

This question frames second language acquisition and focuses on the motivations of participants in this study. The survey revealed how students position themselves to learning French. The majority of students, or 66% of respondents, had completed some post-secondary courses in French or had completed high school French. This means that offering courses that commence with introductory concepts needs to be reconsidered given their previous learning and ways in which to properly evaluate previous student learning needs to put in place. From a curriculum development perspective, there exists the possibility of framing the French courses at the target college and creating equivalencies against the Canadian Language Benchmarks/Niveaux de compétences linguistique canadiens (2000, 2009) or the Common European Framework of Reference (2001) or, for individuals who wish to work within the federal public sector, against the levels outlined with the Public Service Commission courses. These opportunities to frame the French level courses from a communicative and social-agent approach will assist students in determining the exact skills they will need. Further, creating formal needs analysis will assist French instructors with determining exact skills required from each of the communicative/action-oriented processes to ensure the needs of these students are met. Having individuals who have prior French language exposure due to their Canadian educational backgrounds juxtaposes the needs of individuals without this exposure. Further, understanding the work of Pienemann (1998) with the order of processing of linguistic information and Canale & Swain's (1980) social framework, curriculum development can focus on these two areas of French as a second language/foreign language learning perspective. Additionally, not just paying attention to the social and pragmatic skills outlined in these models, but also the affective behavior (Swain, 2015) will influence the learning of individuals and frame learning and course development from this additional perspective to address the current second language acquisition models of curriculum development.

Using the Canadian Language Benchmarks/Niveaux de compétence linguistique canadiens (2000, 2010) or the CEFR (2001) model will help educate individuals who have previous

education and individuals who are new to the French language by providing reasons for communicative competence. Determining exactly what students need to be able to do in the communities in which they find themselves is an important curriculum development project that can be undertaken at Ontario College.

5.3.1.2 Employment Considerations

It is clear that for 39% of respondents, they cite work or employment reasons for learning French or the desire to take on greater responsibility in their roles, which includes being able to communicate in both official languages. As outlined in Question 4 of the survey, the majority of survey participants work for private industry, insurance, and the public service or in education. Question 3 in the survey asked participants who identified as requiring French for work, they indicated they wished to move into a different role where French is required, to obtain higher pay, to become bilingual, to speak the language, to read/write the language and other.

The Official Languages Act of Canada (1969) has provided rights and legislation around the two official languages. Within this Act, service and government industries must offer services within one of the two official languages as required by individuals within these linguistic communities. This Act, then, has provided for a broadening of the services needed to be supplied to meet the demand of French. Many participants have viewed the need to learn French to obtain employment within these sectors providing official bilingual services. One participant works for the Federal Government and in order to move forward within her industry, learning French will be of value to her. This is an instrumental need that exists within her motivational desire to pursue the language as outlined by Dörnyei (1998a, b) (Byrd Clark, 2009) in that an improved employment situation or a higher salary are important considerations for her. However, notwithstanding the instrumental need this participant displayed, she was also keen to interact with the L2 community, showing aspects of the integrativeness model described by Dörnyei as well (1998).

This finding supports the work of Bourdieu (2002, 2009); Roy (2008), Heller (2002, 2003) and Garcia (2009) in those respondents that require French as capital or commodification of the language. Working in both official languages supports the changes taking place in the field of

Second Language Acquisition whereby the communicative approach of the Canadian Language Benchmarks (2000, 2010) and the Common European Framework of Reference (CEFR) (2001) is important. These sociocultural aspects of learning a language figure prominently in the motivations of participants in pursuing French in Canada in conjunction with economic reasons. If the goal is to learn French to participate in the work environment, then there are certain aspects of language that become important and certain tasks are important. These include the ability to converse with individuals in the Francophone culture in order to achieve a purpose. It might be through phone calls to be able to communicate workplace directions and to evaluate a worker's performance as found with one participant. She needed to manage her staff's performance because she is the direct manager of this group in Quebec. She has very specific tasks that she needs to complete, and following the CEFR model will help her determine specific language requirements needed to participate in such an environment. Bourdieu continues to argue the value of competence in terms of supply (Bourdieu, 1991, p. 56). The material profits afforded to language learning within the Canadian bilingual sphere are employment situations where additional remuneration is provided to individuals who possess this economic material benefit in the manner of French (and English) linguistic abilities. If everyone had the same level of material benefit, in the line of Bourdieu's argument, this linguistic capital would not be seen as such a precious resource or warrant additional pay. Bourdieu claims that this linguistic competence, "is also an economic exchange which is established within a particular symbolic relation of power between a producer, endowed with a certain linguistic capital, and a consumer (or a market), and which is capable of procuring a certain material or symbolic profit" (Bourdieu, 1991, p. 68). As one participant identified, she was able to meet the needs of the clients in the French language. As outlined in the work of Bourdieu (1991) the findings of this study corroborate the statement where supply and demand of the French language is important. Bourdieu continues to argue the value of competence in terms of supply (Bourdieu, 1991, p. 56). The material profits afforded to language learning within the Canadian bilingual sphere are employment situations where additional remuneration is provided to individuals who possess this economic material benefit in the manner of French (and English) linguistic abilities. Participants in this study stated that they wished to move ahead in their careers and knowing French affords them the ability to achieve that target. Individuals in this survey cited additive bilingualism as being an important component to their

language learning in that they needed to know both official languages in Canada to be able to move forward with their careers. The research of Oxford & Shearin (1994) describes how second language learners who have high needs for growth “will be motivated to learn the target language as long as the process of learning involves enrichment qualities similar to the positive job qualities” of skill variety, clear and significant tasks, autonomy for the worker and feedback for the worker (Oxford & Shearin, 1994, p. 17). Many of the participants outlined their need to obtain employment that includes French as an additional skill. Those individuals who are currently employed as teachers in English language classrooms understand the importance of expanding their skill set not just to gain other meaningful employment, but improving their skill variety and being able to work in multiple settings which would be an important consideration for them. If French is considered an enrichment opportunity, then they pursue French for meaningful further learning and further self-actualization according to Herzberger’s expectancy theory.

Another sub-group of individuals who responded to this question revealed they hope to improve their chances of finding employment in education because of their dual language abilities. They believe that French will give them an edge over the competition in a very tight market. Typically, there are more teachers available than positions available according to participants. However, they are not enough French teachers to fill these positions, or the only jobs that become available in many Boards of Education in Southwestern Ontario are in French. Seeing that there are jobs available for individuals who know French, learning the language and obtaining their French Second Language Additional Qualification at the elementary school level will allow them to compete for and potentially secure full-time employment in Southwestern Ontario. Their investment in the language is also for economic or capital gains as discussed earlier. These economic reasons propel this particular sub-group of students to pursue French language studies not just at the beginner level, but to pursue the French Language Certificate at Ontario College. As much as participants identified the need in general terms to learn French in order to secure employment opportunities, 20% of survey respondents indicated that for work, they were learning French to obtain higher pay. However, not one participant in the interviews elucidated the extra pay that typically goes along with additive bilingualism. Perhaps there are not as many perks in remuneration in public sector positions as are found in private sector

bilingual positions. Perhaps there was an assumption that learning a second language automatically leads to additional remuneration, but the causal effects of learning French for the purposes of work were not included in this study. Perhaps the idea of extra pay for extra skills is only relevant from a supply and demand perspective in Canada. Most individuals who are bilingual work for the Federal Government. Additional remuneration in private sector positions might be the incentive required to leave positions in government. However, this researcher cannot conclusively state this is the case without evidence. This is one area for future exploration around French language learning. This study confirms what has been observed in class: that more individuals need French for work. There may be an opportunity to create niche programming to meet the needs of this target group.

5.3.1.3 Travel Considerations

The individuals who cited the wish to learn French for the purposes of travel, or 38% of respondents, identified multiple reasons. They include travelling for pleasure or for holidays, travelling for retirement purposes and travelling to meet other people. Diane, for example, has the exclusive purpose of integrating with the L2 community in France as she will be retiring there in the near future and purchasing property. She wants to not just be an expatriate to the country; she wants to integrate into the community. This integration component has been outlined as an important motivator to learn a L2 by Dörnyei (1998a). From a travel perspective, Diane also commented on the ability to use French and French phrases when travelling elsewhere in the world. She cites,

I used it, you know when we were in France, I used it you know that way, and I was mentioning about us being in New Zealand, three times when we were down there. A couple of times we were in a restaurant, because New Zealand is such a spot internationally for people who want to go there. So we ran into two fellows. There were actually waiting in different restaurants who were waiting, because they wanted to go to New Zealand, they were directly from France. They had just gotten there, you know, so I talked to them a little bit and it was funny, we were in a museum in uh, in uh, Wellington and this group, we were going through, they were touring this, and that's

what I found made the biggest difference. Picking up the language. I knew they were speaking French and, you know, just a couple of phrases. She said “how did you know what they were saying”. And I was like “they were speaking French”. “And how did you know they were speaking French?” And I was said, “right now I’m attuned to it so, you know, three or four phrases” and it’s kind of nice to watch people’s reactions, especially in a different country. Because they don’t expect anyone to really understand them.

Perspectives of globalization figure prominently into this perspective given that individuals are much more apt at travelling abroad, not just to France or places where French is spoken, but also further afield. Diane mentions that New Zealand is very international from the point of view of the individuals who travel there and she was able to use some of her language while there. This perspective of globalization as outlined by Block & Cameron (2002) identifies the ability to converse with individuals using global languages. This is what Diane is referring to in her anecdotal response during her personal interview. Even the purpose of the Common European Framework of Reference (2001) identifies one of the purposes of the creation of the framework was to allow for language mobility and understanding of language levels throughout Europe. However, The Council of Europe and CEFR creators may not have been prepared for the global expansion of the framework. Yet this is precisely what is happening with languages and cultural integrativeness, especially in a country as multicultural as Canada.

5.3.1.4 Family Connections

Since the reasons are varied, not only did some participants feel strongly about pursuing their own French language learning, they also ensured children were given opportunities to learn the language early on. Some individuals in this study put their children in French immersion programs and then wished to pursue French language studies in order to help their children. This was the case for Shea who emigrated from China and married a Caucasian individual. For her, language learning is to help the family, but she also understands the importance of learning French in Canada as it is a bilingual country. Other participants, such as Lorelle pursued French language studies because of her husband’s family.

Finally, the Other category in survey question 3 was not specific enough to generate information in the survey, but the semi-structured interviews identified reasons students enroll in French with more precision. Many students position themselves to learn French from the work commodification perspective and the sociocultural perspectives identified through the literature review.

5.3.2 Research Question 2: What kinds of social issues do they (students) confront when coming back?

Participants cite social issues such as knowing how bilingual one should be, whether the company pays for the courses, or whether the individuals have to pay to improve their own economic situation, and the prestige they gain from knowing a second language, especially French, a valuable commodity in the Canadian economy.

The idea of diversity is enriching in character and perhaps this is the way in which the participants in this study view themselves. However, according to the Common European Framework of Reference (2001), bilingualism is found on a continuum and is not a black/white entity. Implementing the framework at the target college will help participants view themselves on this continuum of language learning and additionally assist employers in understanding the abilities of graduates from the French Certificate program at Ontario College.

Beyond the federal government and The Official Languages of Canada Act, this seems to be the consensus of individuals who are pursuing French. Companies are expanding and they know it is good business to provide services in Quebec. One individual in the study works for a private insurance company and indeed their CEO has stated that they will have bilingual individuals in every department within the organization. She illustrates this point during the interview,

Um, I think, our company's really pushing bilingualism right now. It wasn't ever really a focus area. Quebec has always been there but it has been largely left on its own. So

they had their own structure, their own management...everything. And now we're trying to harmonize efficiency and put that in place, so I think, for my career, it [knowing French] will definitely help. The way it's moving right now. If I can say I'm bilingual and everything else is the same, it affords me greater opportunities...

However, there is more work that can be done in the educational sector to determine an individual's level of bilingualism, and to determine the language skills needed to be successful in this new workplace model of expansion and entrepreneurship. Bilingualism is not an end-goal, but a never-ending process. The very definition of bilingualism needs to be considered for individuals and mapped according to their abilities at a given point of time, in accordance with the CEFR model.

Affective variables outlined by Swain (2013) also need to be considered when looking at curriculum development and the professional development of French instructors in college continuing education courses. Students are motivated to take the courses, but they stay with the courses because they perceive satisfaction in being able to use French in a variety of social contexts, or they like the way the language sounds when they speak it. Further, the learning situation outlined by Dörnyei (1998) is important to consider when looking at student motivation. Many students like the instructors, but they wish to have more opportunities to communicate and develop their oral skills to meet certain pragmatic and social needs. As Sarah summarizes,

...I think being understood, being able to be understood is probably the...best feeling in the world, especially if you're in a strange place so if I got dropped suddenly, you know, into Martinique, and of course I know nothing about the culture. I know nothing about the weather...well, I do now. Generally speaking, I'm dropped into a place where it's not familiar...if I can make myself understood and be understood...that's, that's huge. That's not just surviving. That's living! That's being able to be in that place and be successful...I think that's important, and I think language does that for us.

This communicative competence from a social perspective is one of the key motivators for participants. Further, the instructional learning environment is important. Amanda outlines the confidence that is needed to be able to pursue the language.

I didn't...thinking that my goal is to get...my thing is the confidence thing. It's being comfortable with the language myself...even speaking Portuguese...I know I'm able to communicate in Portuguese, but I still don't feel I...I still have that Canadian accent, right, so it's just a matter of I like the repetition. I know, I thought about it. I thought of why take French one, why not go straight into French 2 but I wanted the repetition. Now I feel more comfortable ...even trying to do the test, to do the AQ, but I don't want to do it online. It's not available face to face until summer so figured instead of taking the term off and then losing everything, I thought that I would go take it...French 2.

These affective factors determine someone's ability to succeed and further pursue French as a second/foreign language. These social issues are within the instructor's control at the learning situation level. Amanda further comments that her ability to learn the languages depends on finding "any excuse or situation or um, any and any, try to find any circumstance to use the language to be able to practice, to practice". This practice will help her perform in social situations and meet her needs of becoming a French language instructor. This comment also feeds back to the integrativeness or extrinsic component of the L2 outlined by Dörnyei (1998). Getting within the cultural milieu or using the cultural artifacts found in our society, such as those specified by Sarah include seeing the French language on "cereal boxes". That helps students confront the social milieu where French is offered and also contributes to one's own personal identity of what it means to live in an Anglophone community in a bilingual French-English country.

5.3.3 Research Question 3: How do such issues impact their identities?

The interviews provided concrete information in order to answer the three key research questions, especially as it relates to identity. Yet, as important as participants found the idea of identity and learning French, they found it much harder to describe in concrete terms. Prestige was not identified precisely by the individuals in the semi-structured interviews, but it is clear that there is a certain status afforded individuals who know multiple languages in Canada, especially French and English. This prestige is definitely one area that impacts an individual's identity. Participants were thrilled when another individual noted their language abilities in French or their luck in learning other languages. Prestige is also present when they describe their pride in knowing the two official languages in Canada. Lorelle, for example, was excited to be able to participate in her extended family's conversations and to fit into the family.

Another identity marker is the relationship of power between the speaker and the French language learner. "Identity theorists are...concerned about the ways in which power is distributed in both formal and informal sites of language learning" (Norton & Toohy, 2011, p. 414). Many participants indicated that being language learners and attempting to practice their French language skills while in Quebec or abroad was met with more acceptance, equalizing some of the power found between individuals of different languages. They were "more patient" as one individual described. The case of Carmen is poignant and contradicts this statement. She describes,

when I went to Quebec and tried speaking it, they're [francophone speakers] not patient. They just speak English. Just speak it. And even here, my girlfriend Renee, she speaks fluent [sp] and she doesn't tolerate me speaking French to her. Isn't that funny? So I need some people who are like myself, who are, who want to learn and to be with people who have patience, to correct me when I'm not saying it right.

It is an interesting concept that there were examples of more positive feelings of acceptance and problems with the position of power of the target language group. Instructors, in this case individuals in positions of power within the French classroom, really impacted the identity of the individuals in the study. If the instructors were described as being fantastic or great, students usually had a more positive experience and positioned their identity in the language classroom as more positive than if the participant described their experience as difficult. The patience of

the French language instructor impacted the learning and power relationship described by the interview participants. Their identity as French language learners was impacted even by the natural speed of the instructor speaking in the classroom.

A number of individuals within this study felt they were understood and able to communicate better with French as first language speakers because of their attempts to use this language, and they determined they better understood the perspective, beliefs and values of the Francophone communities. Lorelle, for example, was better able to identify with her Francophone husband's background, upbringing and values through the acquisition of French language and culture. Rubenfeld (2007) continues to outline how first-language identity is important to attain before being able to share openness with others (Rubenfeld, p. 185). Perhaps individuals in Quebec and Franco-Ontarians are able to be more open with individuals in this study because of the attempts by the Government of Quebec to implement French-first policies and language laws where French is first in signage etc.

Many of the participants of this research wanted to learn French in order to further connect with their heritage or ethnic identities. The work of Hsieh (2008) outlines the heritage/non-heritage aspects of language learning. If individuals felt that they would be able to communicate with their partners, spouses or extended family members, then that was another motivation to learn the target language. This idea of additive bilingualism proposed by Clement (1980), individuals of the dominant language group, in this case English, adds to their cultural and linguistic repertoire without replacing their initial English identity. According to Goldberg & Noels (2006), "Anglophone students enrolled in intensive French programs (outside Quebec) can be expected to add the French language and culture to their existing cultural and linguistic frameworks, resulting in a state of additive bilingualism" (2006, p. 427). For many participants, they increase their identity in relation to both official languages in Canada, but from the perspective of Anglophones, these participants are not losing out on anything; they are indeed improving and increasing their cultural capital. Braedon, for example, outlined his additional bilingualism with the description of adding French to his repertoire. He is, of course, explaining his linguistic identity from an additive multilingual perspective. He does not explicitly state that

he comes from a position of power already knowing the English language. Beyond the family connections, many of this study's participants cited patriotism, citizenship purposes and Canadian identity as reasons why they enjoy pursuing French. Lorelle, whose husband is Francophone, cited Canadian identity and issues of nationalism in her pursuit of this language as outlined by Byrd Clark (2012), Goldberg & Noels (2006), Garcia (2009), and Churchill (2003). Braedon very eloquently cited his experiences well in relation to this experience. He cites,

Well, I uh, think, uh, in a way it makes me more proud of my identity because I identify as someone who is very patriotic and somebody who is very proud to be Canadian so I feel that in you know expanding my linguistic identity to encompass both official languages it makes me very proud. My friends who don't speak French and who don't like French, they're kind of, you know, they have a negative attitude towards French, I find they're not as open to issues of Quebec and sovereignty and the whole idea of you know, they're being, this country being founded on two different nations coming together, or three I guess if you consider the Aboriginal nation of course, but uh, yeah, I mean like, I feel like I'm sort of ...expanding my identity as a Canadian. Because ultimately, this is something I noticed when I went on exchange is that I felt very proud as a Canadian that we are a bilingual country. There are a lot of advantages when it comes to...uh, our image in the world diplomacy with which countries we're able to connect with. To say that you're from a country that is officially bilingual and that actually is, is a sense of pride. That's something that I identify with as well. Uh, in becoming fluent in French.

Another participant, Lorelle, describes her identity around learning French and the impact of it on her identity as her spouse is Francophone. She states, "they [her husband's family] make[s] fun of me. They think that my French is very, very funny French. Your French is very, very funny, because I don't know all of it yet, but I still try, and I understand a lot more than I can speak and I'm very excited when I go out shopping or something and have a whole entire conversation in French". She further outlined how she now is able to participate in family

conversations in French. She is excited by the addition of French to her repertoire, which is classified as her identity. She now feels she is part of the family.

5.4 Limitations

From the perspective of this survey and the subsequent interviews, the sample size was smaller than anticipated. It would have also been more advantageous to have a more representative sample of the classes, from French I to French V individuals respond to obtain a more complete picture. Additionally, there was only 1 male respondent. It would be better to have a larger sample size which would include a much broader response from both genders. Further, although there were two participants in the study who were Allophones, learning English and then French, specifically only one person who did not go through the Canadian educational system, it would be helpful to have a broader range of participants from a great socio-cultural and economic perspective. It may be stated that participants who attended Ontario College make up a similar socio-economic class of individuals not necessarily represented in the general population.

Additionally, it would be helpful to observe classes in addition to doing the survey and personal interviews to obtain the perspectives of the instructors. Many of them would have unique anecdotal perspectives related to language learning that would create a richer discussion.

However, a limitation of Question 1 on the survey which attempted to determine participants' previous experience with French reveals the interpretation in which individuals identified this question could mean either university, college or really other courses, depending on the point of view of the respondents. The question did not focus on their language learning at this particular college for previous courses. On future studies of this nature, further questions would be included to determine how long participants had been out of French classes before pursuing classes at the target college and where they had taken previous French classes.

5.5 Implications

There are many reasons why individuals in this study chose to study French and why they continue to study French. The main reasons are economic reasons related to careers, cosmopolitan reasons in light of globalization and the possibilities for travelling, and for reasons related to family background or their personal identity.

Knowing this, programming at the target college can potentially market programs to these three main groups of individuals. Additionally, tailoring courses to meet the needs of these three groups can further engage individuals in pursuing further language studies. There are so few studies on the reasons why individuals pursue French language studies, but the intensely personal and economic reasons drive the majority of participants. Yet due to the varied nature of French language learning, it continues to prove a difficult area to tailor to meet each and every individual's needs.

Future Directions

A future direction that would provide more evidence for this research would be an exploration of a larger sample with colleges across Ontario, or to conduct a longitudinal survey to determine trending and to motivate more males to participate in the interview component of the research.

The government understands the need for plurality of languages in Canada; however, the majority of programming targets youth rather than adults or targets adults already working in the public service. Additionally, funding is available for the not-for-profit sector. Therefore, a future consideration of French language funding opportunities should be conducted into the availability of French language training for interested individuals in the general population – specifically Canadian Citizens or for-profit agencies.

Furthermore, looking at the French-English dichotomy ignores the multicultural fabric in Canada. There are other reasons why individuals take French as a second language and having a larger sample of individuals and determining their reasons for immigration purposes and

language learning along with length of time in Canada and language acquisition would be considerations for future studies.

Beyond that, a consideration is the level of experience of instructors and their backgrounds. Many individuals teaching French at this college are from a variety of backgrounds including Francophone Ontario, Quebec, France, Cameroon and Algeria and Southwestern Ontario, having learned French as a core subject, or those who learned French through immersion schooling. It would be helpful to consider their success as language teachers related to the cited challenges provided by participants in the study. What level of schooling do these instructors have? Does further education in French language studies predict success of students?

Putting together diverse individuals from diverse backgrounds and languages into a continuing education language class and expecting individuals of all ages to be able to create a common purpose was a challenge for some of the participants. However, the overall feeling from the majority of participants was that it was a positive experience and could be an area for future consideration and research.

It would also be helpful to create a longitudinal study of individuals who have pursued French at Ontario College to determine if they in fact, obtain the financial gains they are after in the workplace, or the ways in which they use their French in sociocultural contexts after they have acquired a certain competency in the language.

Further, this research can further inform the classification of courses from the perspectives of both the CEFR and CLB frameworks. Testing services may be provided as requested by many of the participants to further help them achieve their goals. Additionally, since there are few opportunities to interact with the L2 community, seeking out ways in which to interact in the Southwestern Ontario area will help improve the motivations of L2 learners to continue to pursue languages when reasons outside economic gains are cited.

Further, it would be important to replicate this study at a greater number of community colleges using the Language Learning Orientation Scale (LLOS) developed by Noels et al., (2000) to validate the results using the six dimensions used in that study including amotivation, external regulation, introjected regulation, identified regulation, intrinsic regulation and integrative

orientation (Goldberg & Noels, 2006, p. 431). While this scale was used to survey high-school French immersion students, there would be validity to its expansion to the adult continuing education sector. The scale replicates the types of questions obtained through the survey provided here, but expanded to include all the dimensions of motivation and to answer the question in more depth about why students study French.

5.6 Conclusion

This thesis contributes to the growing body of literature surrounding second language acquisition, the motivations of adult learners in an Anglophone community wishing to pursue French as a second or foreign language, the national Canadian identity as it relates to language learners and approaches to teaching in foreign languages, specifically French as a second language. Additionally, this research contributes to FSL teaching at a different post-secondary level: that of the college sector and continuing education group. This research provides insights into programming needed to meet the needs of an ever-growing sector of adults who return to pursue programming for specific needs. Community language offerings require dedicated resources geared toward the community in which participants are served, but there are provincial, national and global aspects which influence this type of programming.

Understanding these broad influences will contribute to better program delivery in order to meet the needs of the participants seeking these courses. Whereas in previous years the purpose of language learning was to travel or for individual reasons along with some career options, it can be concluded that economic and career development continue to be areas of growth given the proliferation of French second language programming demand and increased globalization. The Official Languages Act outlines the desired level of language participation in Canada and the rights, freedoms and responsibilities of government to provide services in both official languages, but it remains to be seen whether French and English bilingualism will continue to grow, especially in the face of increased immigration and the inclusion of multiple other languages within the social fabric of Canada.

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6 Appendix A

Survey for Student Completion:

Ontario College - Continuing Education - French Language Survey

Please fill in the survey to the best of your ability. All survey results will remain confidential and will ONLY be used to improve programming in our School of Language and Communications Studies. No information will be released to instructors unless it is general, aggregate information only.

1. What is your previous experience with French?
 - a. Some post-secondary courses?
 - b. Completed high school French
 - c. Took some high school French
 - d. Some travel experiences to places where French was spoken
 - e. It is used in your workplace
 - f. Completely new to French

2. What course(s) are you currently taking? (course name or code)

3. What is the main reason you are taking this course? (Circle as many as apply)

Work

Travel Purposes

Other

If other, please explain:

4. If your purpose for study is work, can you please share where you work.

5. If you are studying French for work, what is the reason for your study? (Select all that are relevant).

- g. To move into a different role where French is required
- h. To obtain higher pay
- i. To become bilingual
- j. For speaking purposes
- k. For reading/Writing purposes
- l. Other: _____

6. If your purpose in taking this course is travel, where will you be travelling to?

7. Where do you anticipate you will need to use your language?

8. What is some feedback you can provide to us related to your course? (Teacher, Textbooks, Class Time, Ease of Learning, Teaching Methods)

9. Are there other language courses you would like to see offered at Ontario College that are not currently offered? Or you would prefer a different delivery format? (Online vs. on campus)

10. What has helped with your learning in the classroom? (books, online materials, teaching methods, activities)

11. Which part of the course do you find the most challenging and why? (Pace, Grammar, Vocabulary, teaching methods etc.)

12. Why did you choose Ontario College?

- m. Reputation
- n. Cost of Courses
- o. Availability of Courses
- p. Evening Programming
- q. Instructor Knowledge
- r. Other: _____

13. At which campus do you prefer to take courses? (Circle one)

Campus A Campus B Campus C Other

14. Does the French Program at Ontario College meet your learning goals?

Yes No

Please explain.

15. Would you be interested in taking shorter courses (6 weeks long versus the current 12 weeks for general interest and 15 weeks for the credit courses)? YES NO

16. Please include other comments here:

17. Can we contact you for further information?
YES NO

18. If you answered YES to number 17, please provide the following:

Home Phone Number: _____

Email Address: _____

Thank you for completing this survey. We will use the information collected to make improvements in our current courses and to make decisions regarding future courses.

7 Appendix B



Western
Education

Student Programming and Identity in French Language Studies at an Ontario College

LETTER OF INFORMATION

Principal Investigator: Dr. Julie Byrd Clark

Introduction

My name is Crystal Brown and I am a Master's student at the Faculty of Education at Western University. I am currently conducting research into student programming and identity in French Language Studies at an Ontario College and would like to invite you to participate in this study. We are approaching all the French classes in the fall 2015 semester, or 75-100 students, to invite participation in this research.

Purpose of the study

The aim of this study is to understand the socio-cultural and economic reasons why individuals choose to study French at the college level and how their choices impact their identities.

If you agree to participate

If you agree to participate in this study you are providing consent for:

1) **Survey:** You will be asked to complete an online survey on Survey Monkey about your demographics and language learning which will take approximately 15-20 minutes. You may decline answering any questions(s) you prefer not to answer.

2) **Interview:** In the survey you will be invited to provide your name and contact information. If you provide this information, you may be contacted to participate in an interview. You will be asked to meet with me at a convenient time and place to answer some questions about this topic. This interview will take about 30-45 minutes. With your permission, I would like to audio-record our conversation. I will be asking you some specific questions related to your personal and educational background and about your linguistic background(s), including your language learning history, language use, identity/ies, etc. Interviews will be audio recorded and transcribed into written format. There may be some direct quotes used in my research report, but these quotes WILL NOT include identifying (i.e. names or locations) information. Depending on the findings, there may be a need to conduct an additional 30-minute interview, referred to as a follow-up interview. All individuals who agree to participate in the interview will receive a \$10 Starbucks card at the end of the interview in appreciation of their time.

Confidentiality

The information collected will be used for research purposes only, and neither your name nor information, which could identify you, will be used in any publication or presentation of the study results. All information collected for the survey will be reported in an aggregate report with no personal identifiers. All consent forms and interview information for the study will be kept in a locked cabinet. The Associate Chair of the Language Institute will not have access to the consent forms (or any identifying information) until all marks are submitted to the Registrar's office in December 2015 for Fall 2015 courses. Only then will information be available to the Associate Chair for interview purposes. If you participate in an interview, you will have the option to choose a pseudonym (an alias) for the interview and I will use this pseudonym throughout any and all of my analyses. All names will be removed and pseudonyms (the alias) will be used through all interactions to ensure privacy and confidentiality. No real

names or names of locations, including the college name, will be used or identifiable in the report or future publications.

To protect your privacy, all digital data will be stored on a password protected USB in the principal researcher's office. The data will be stored in a locked cabinet with all names removed from the data (replaced with a pseudonym). All interview recorded data will be stored in a locked filing cabinet for a period of five years after the completion of the study. Upon completion of the study, all data will be shredded and destroyed.

Risks & Benefits

There are no known risks to participating in this study. The benefits to the study include better content/delivery methods of French courses which will allow students to meet their goals, which may in turn help them participate further in the Canadian bilingual goals/workplace goals/economic goals of society.

Voluntary Participation

Participation in this study is voluntary. The survey will ask for further contact information. Only individuals who provide this information will be contacted. You may still refuse to participate at any time after completing the online survey and including your contact information and none of your information will be included in the research. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time. If you decide not to participate after consent is given, or after information is collected, please email either the Principal Investigator or myself to have your information withdrawn. Individual surveys can be deleted only if contact information is given within the survey. Otherwise, no identifying information will be found in the surveys.

Questions

If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, Western University. If you have any questions about this study, please contact Crystal Brown or my thesis supervisor, Dr. Julie Byrd Clark.

This letter is yours to keep for future reference.

Crystal Brown

Note: [This application has been reviewed by and received approval from the Ontario ITAL REB and the University of Western REB.](#)

**Student Programming and Identity in French Language Studies at an Ontario
College**

Dr. Julie Byrd Clark and Crystal Brown. The University of Western Ontario

CONSENT FORM

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

Please choose ONE option by using your INITIALS to indicate your choice:

____ YES, the researcher MAY use portions of my audio-recorded interviews in presentations of the research.

____ NO, the researcher MAY NOT use my audio-recorded interviews in presentations of the research.

Name (please print):

Signature:

Date:

Name of Person Obtaining Informed Consent:

Signature of Person Obtaining Informed Consent:

Date:

8 Appendix C

Student Programming and Identity in French Language Studies at an Ontario College

Script for Recruitment

Thank you for allowing me into your class. I am Laura Stoutenburg and I work in the Language Institute. I'm here to go through the research that a Master's student, Crystal Brown, is doing through the University of Western Ontario related to French language studies. We are approaching all the French classes this semester, approximately 5-6 classes or 40-50 participants, and in the Fall semester (approximately 75-100 students) to participate in this research. We're hoping most students complete the survey and at least 25 people agree to participate in the interview stage.

Today I'm going to explain the research in a little bit of detail, and then I'm going to provide you with the Letter of Information, which you keep, and a Consent Form, which will be collected if you're interested in participating in this research.

The name of the study is Student Programming and Identity in French Language Studies at an Ontario College. The actual study will be completed at "Ontario" College, but for ethical purposes and to protect everyone's identities, including students, teachers and the researchers, the name "Ontario College" is being used as a generic name in the study rather than "Ontario" College specifically, but "Ontario" College is the only college where this study will take place.

One main objective of the study is to identify the reasons for returning to the classroom to learn or upgrade French language skills. As such, this research seeks to investigate the following questions:

- (4) Why do students enroll in French, and in what ways do they position themselves to learning French?

- (5) What kinds of social issues do students confront when coming back to study the French language?
- (6) How do such issues impact their identities?

We would like to invite everyone in this class to participate in this research study. You will be asked to complete an online survey and then to participate in individual interviews. You may decide to only participate in the survey and that is okay. However, to fully answer the research questions, participation in the interview process would be very much appreciated.

*(Laura will hand out the Letter of Information and Letter of Consent to each individual in the class. Laura and the instructor will leave the class while these forms are being completed. One student will be responsible for collecting forms, whether consenting or not to ensure anonymity. This student will place all forms in an envelope, seal, and only then will the envelope be returned to Laura. Students will not be forced to take a copy of either if they do not wish).

I'm passing out two documents. One is the Letter of Information and the second is the Letter of Consent. We'll go through the first document in detail, and then we'd like to invite you to complete the Letter of Consent.

*(Laura will read through the Letter of Information and answer any questions before leaving the room).

If there are no further questions, I'd like to invite you to complete the Letter of Consent when your instructor and I leave the room. I'd like to ask one student to collect all forms whether they are completed or not and place them in an envelope. They will seal the envelope and then let us know we can return to the room. We will not open the envelope until your marks have been submitted at the end of the semester. As already mentioned in the Letter of Information, your participation is voluntary. You may consent today, fill out the survey and then decide to not complete the interview. That is okay. If you decide to continue to the interview phase, participants will be given a \$10 gift card to Starbucks in recognition and appreciation of their time. The more information we can obtain in the research, the better we can implement and change programming. We want to provide the best possible educational opportunities here; that is why the researcher feels there is a need for this information.

We want to thank you for the class time today.

9 Appendix D Student Interview Schedule

1. **Student Family Background and History:** Could you please tell me a little bit about yourself and your family (where you were born and raised, where your parents are from/grandparents from, do you have siblings—how old, marital status, where do they live, language use, gender, etc., what kinds of work or occupation do you do? grandparents? Immigration to Canada?).
2. **Student Language Use:** How many languages do you speak? Can you speak a regional dialect? What language(s) do you use at home? With your spouse? And siblings? With friends? What language(s) do you speak with your children? How long have you been studying French?
3. **Opinions about language learning:** Why are you studying French? Do you think that being bilingual will affect you in the future? Please explain. Are you satisfied with your linguistic practices and instruction at the college--please explain. What did you find challenging about returning to the college for French language learning? What do you find enjoyable about returning to the college for language learning? What would you change about your language learning journey so far if you could? How do you plan on continuing your French language learning? Would you like to make any suggestions? Where do you anticipate you'll use the French you've learned? Do you feel you have multiple identities related to language learning?

Any questions or concerns for me?

Thank you very much.

Curriculum Vitae

Name: Crystal Brown

**Post-secondary
Education and
Degrees:** University of Waterloo
Waterloo, Ontario, Canada
1991-1996 B.A.

The University of Western Ontario
London, Ontario, Canada
2008-2009 B.Ed.

The University of Western Ontario
London, Ontario, Canada
2012-2016 M.Ed.

**Related Work
Experience** Associate Chair, Language Institute
School of Language and Communications Studies
"Ontario" College
2014-2016

Long-Term Occasional Teacher
Cameron Heights Collegiate Institute
Kitchener, Ontario, Canada
2012-2014

Associate Faculty – French, Spanish and ESL
"Ontario" College
2005-Present