Do English-Language Schools Provide Adequate Cultural and Linguistic Integration into French Quebec Society and Its Job Market?

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Context

- Requests to improve the level of Second Language (LS);
- In 1995, Level 1 « transitoire », Level 2 minimum;
- Professional Orders: Nursing, Respiratory Therapy, Dental Hygiene, etc.;
- Desire to leave Quebec: a sense of being a victim of collective discrimination; the desire to contribute to the vitality of the Anglophone community; an attitude of separation from the Francophone community; and low proficiency in French. (Sioufi, 2016)

Objectives

- Determine participants' perceptions of the instruction they received for French as a Second Language (FSL) from elementary school to college as well as their perceptions of their FSL learning for all competency levels;
- Identify which perceptions impact the degree of learner motivation.

Theoretical Framework

- Socio-educational Model of motivation for SL acquisition (Gardner, 1985; 2010);
- L2 Motivational Self System (Dörnyei, 2009);
- Theory of Intergroup Contacts (Allport, 1954; Pettigrew et Tropp, 2011).

Data Sources

Questionnaire

College Levels	CECR	High School			
		Immersion-enrichi		De base	
MAN + 1	A2-B1	83	60 %	137	80 %
2	B1-B2	149		153	
3	B2-C1	151	40 %	66	20 %
4	C1-C2	11		10	
TOTAL		394		366	

- Data collection: Winter 2016;
- 11 colleges (Sept-Îles, Gaspé, Québec, Lennoxville, Gatineau, Montréal);
- 974 participants.

Interviews

22 interviews

- 18 interviews - public CÉGEPs;
- 4 interviews - private colleges.

Distribution by FSL level

- Level 1 : 8 participants;
- Level 2 : 4 participants;
- Level 3 : 5 participants;
- Level 4 : 5 participants.

Discussion Groups

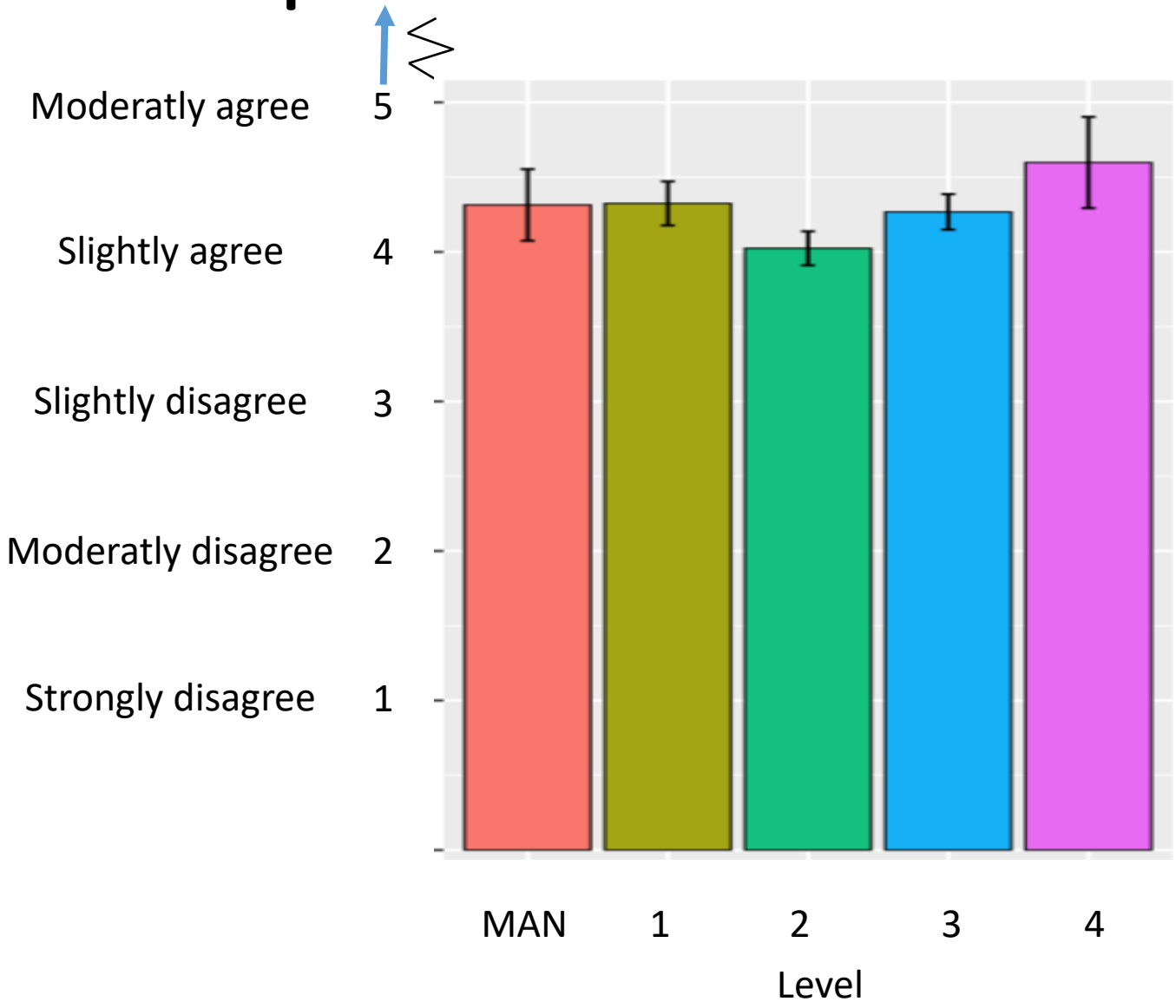
- 4 discussion groups;
- 48 participants;
- Levels 1 and 2.

Measurement Instruments

- Motivation Scales (Dörnyei; Gardner; Clément, et al.);
- Perceptions Scales (Gagné&Popica);
  - Perceptions towards FSL teachers
  - Perceptions towards FSL discipline
  - Perceptions towards Self-Competence in FSL
  - Attitudes towards the French spoken in Quebec
- Interview questionnaire. (Gagné&Popica)

Results

Perceptions Towards FSL Teachers (CI 95%)



Ex.: French teachers showed me that they cared about my learning.

Interviews

In general, all my ***French teachers took French very seriously****. The French teachers, they were pretty nice.* (Janice)

Interviews

The teachers never took it very seriously, the students were very disruptive, teacher couldn't control the class.

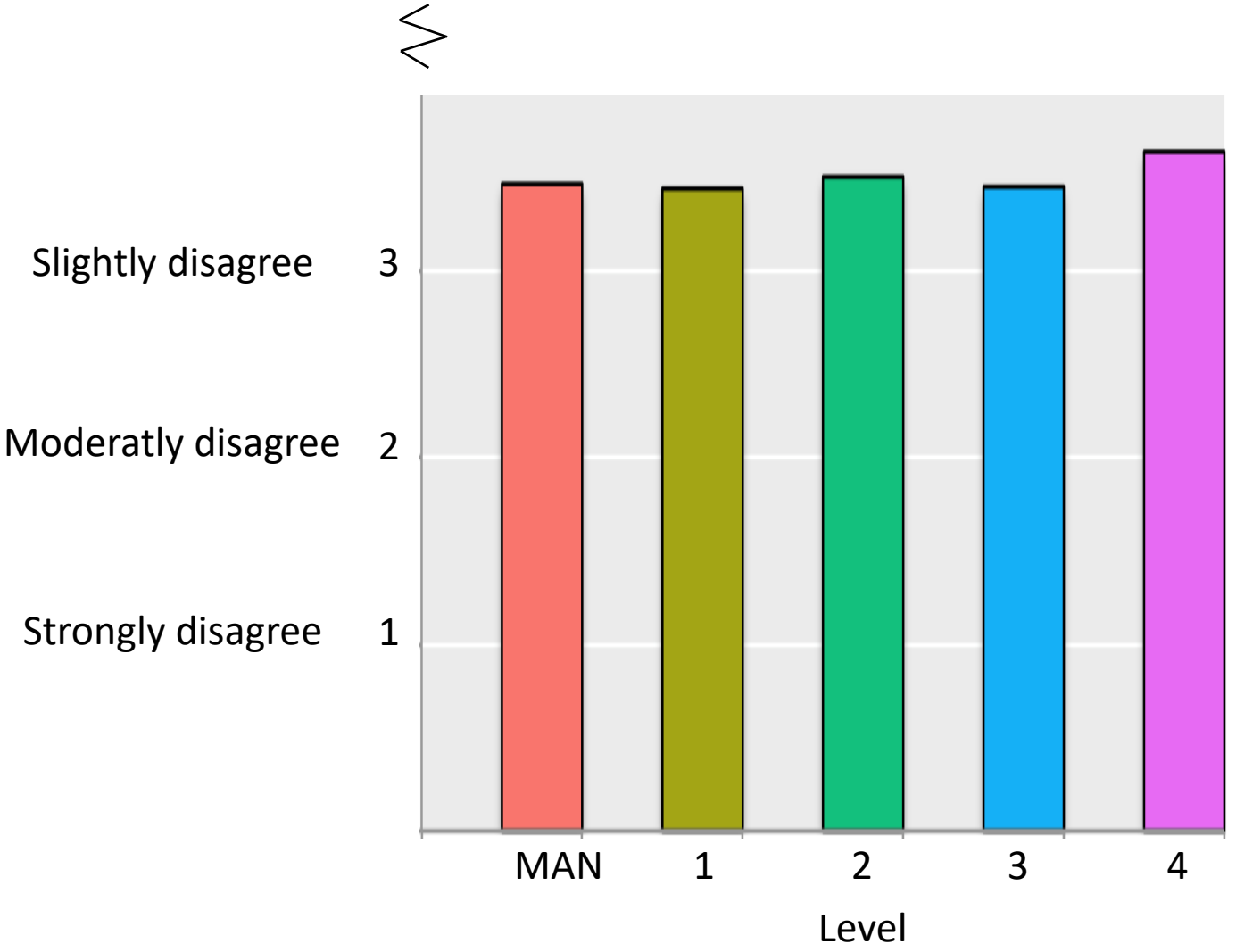
*I find that teachers were **very apathetic** and they did not care (…) there is never effort put into it*.

(Daniel)

Interviews

*Some teachers (…) were **rude or some were not helpful**. Like some didn't know what they were doing (…) Well I guess they would get upset if you didn't speak properly.* (Samantha)

Perceptions Towards FSL as a Discipline



Ex.: I feel that the readings were too difficult. (INV)

Interviews

Very boring *(…) We did the* ***same things every year*** *(…) the same grammar, the same verbs. It was simple, very simple French. French class was more fun time for us. It was very stagnant.*

(Mark)

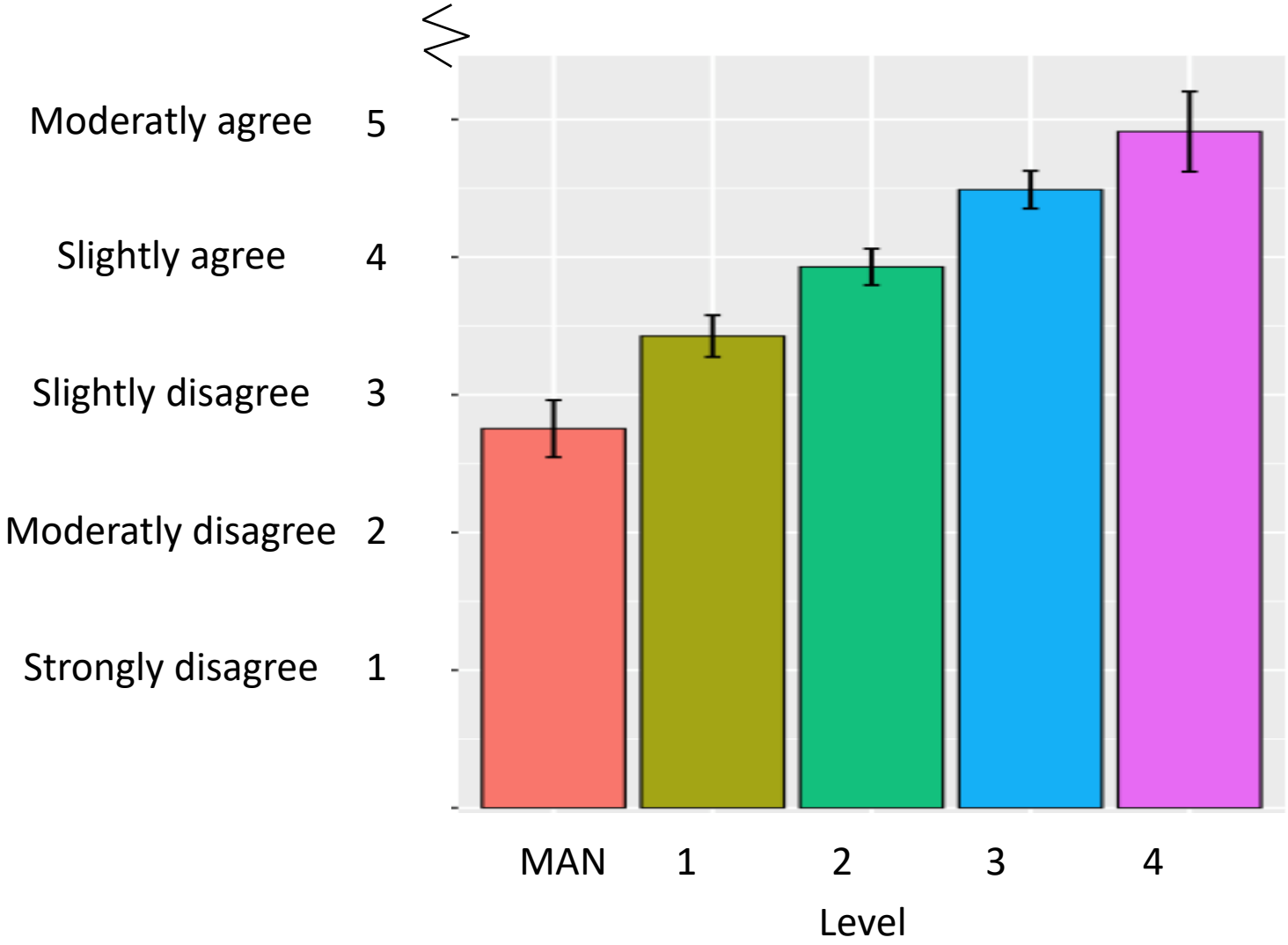
Interviews

The methods that are used just didn’t stick to them (…)

I found that I didn’t learn much (…) I found that basically, I wasn't getting what I was supposed to get. (…) Like, there was ***none application of French****, there was always just theory, theory, Bescherelle…*

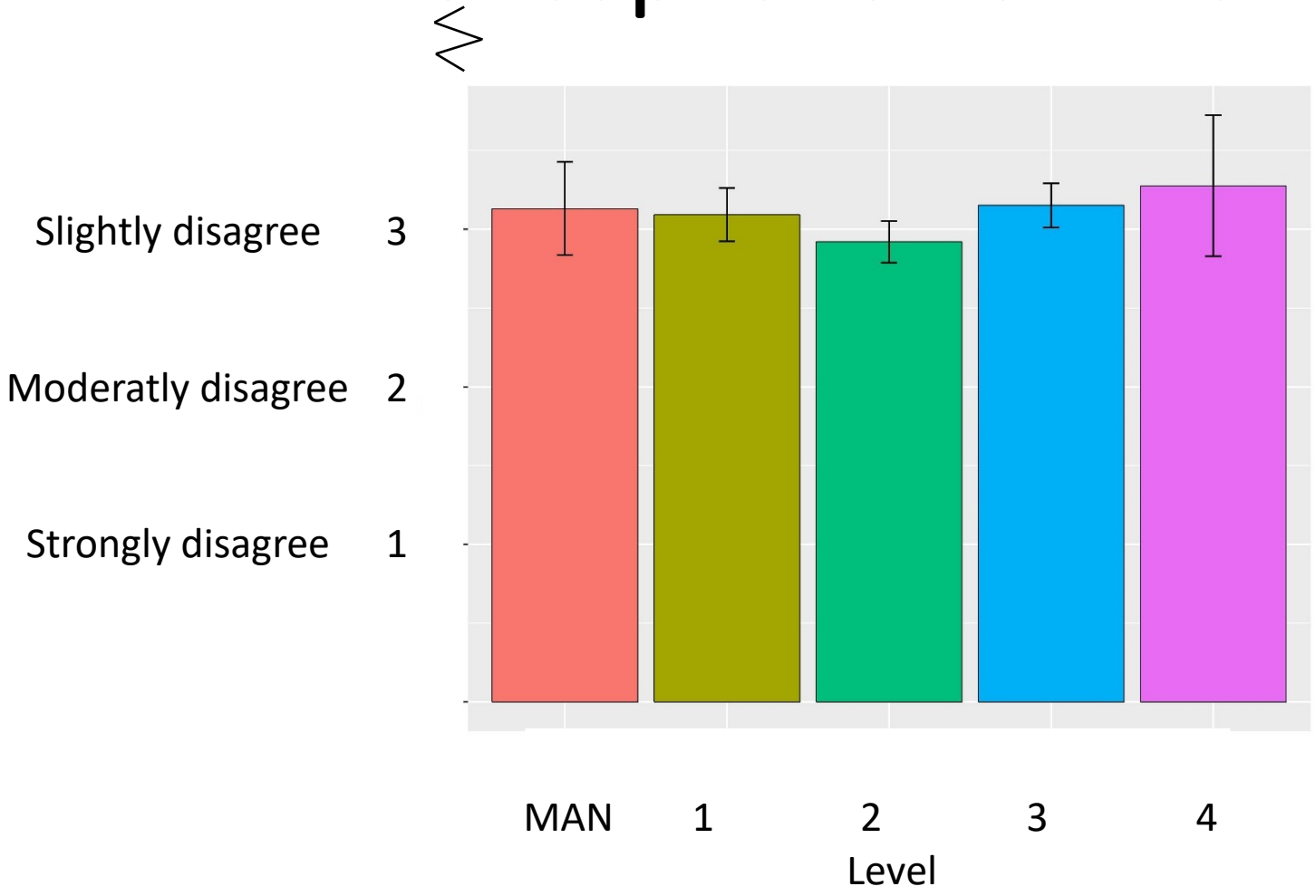
(Daniel)

Self-Competence in FSL



Ex.: I feel that I am good in French.

Attitudes Towards the Francophone Community



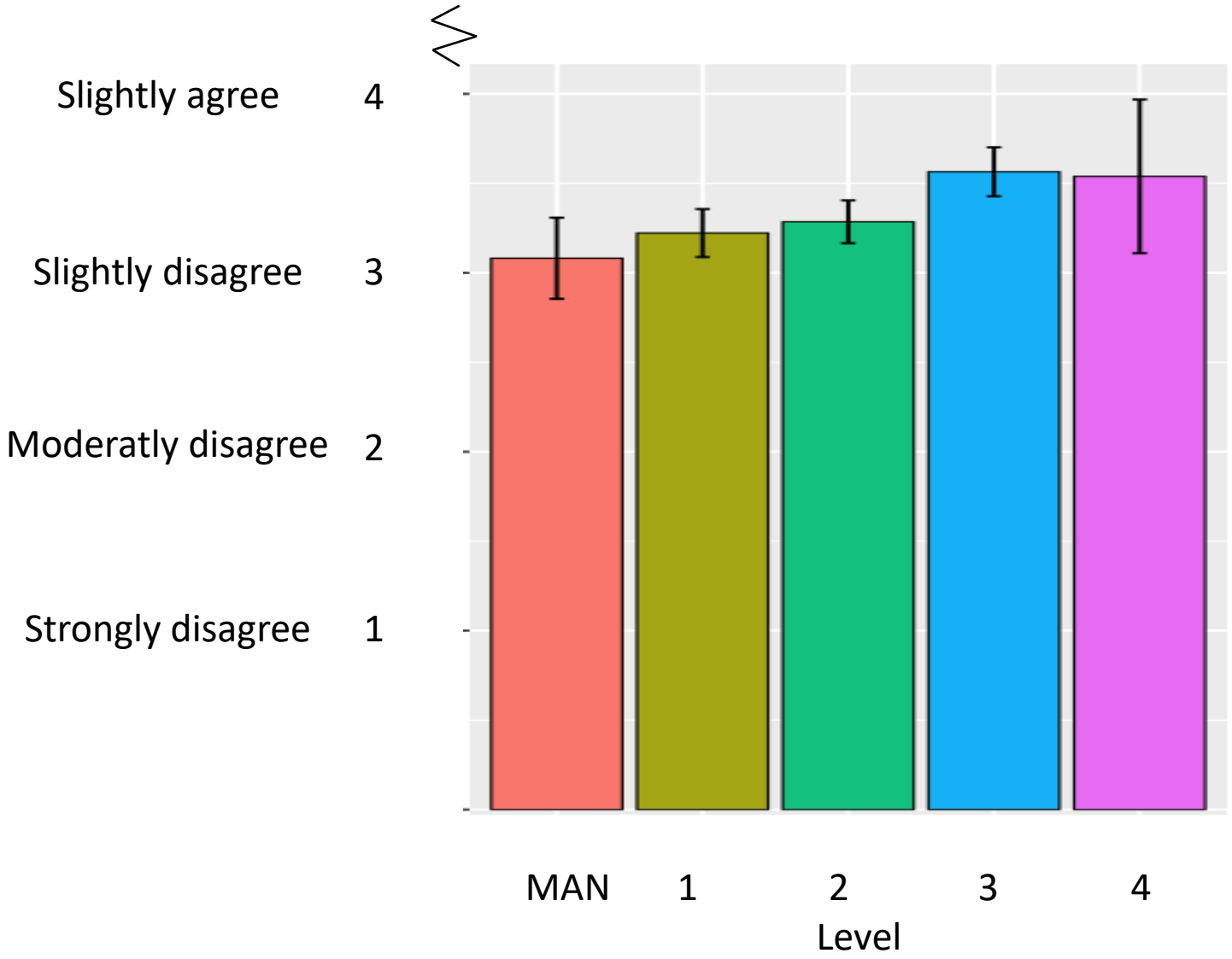
Ex.: I would like to know more French Quebeckers.

Interviews

*Well there's like a **stereotype of French people** that classifies them as **arrogant** and **cocky** and all that but honestly 95% of the time it's true. Like every time I deal with them whether it's at school, at work, certain teachers, people in my family, I have a French side, **they're extremely arrogant**. And it's like people make fun of them all the time and, but it's very true.*

(Andrew)

Attitudes Towards the French Spoken in Quebec



Ex.: Learning Quebec French (e.g. the French language used by Quebeckers) makes me proud.

Interviews

Québécois and French, French from France, is a completely, two different things. (Karen)

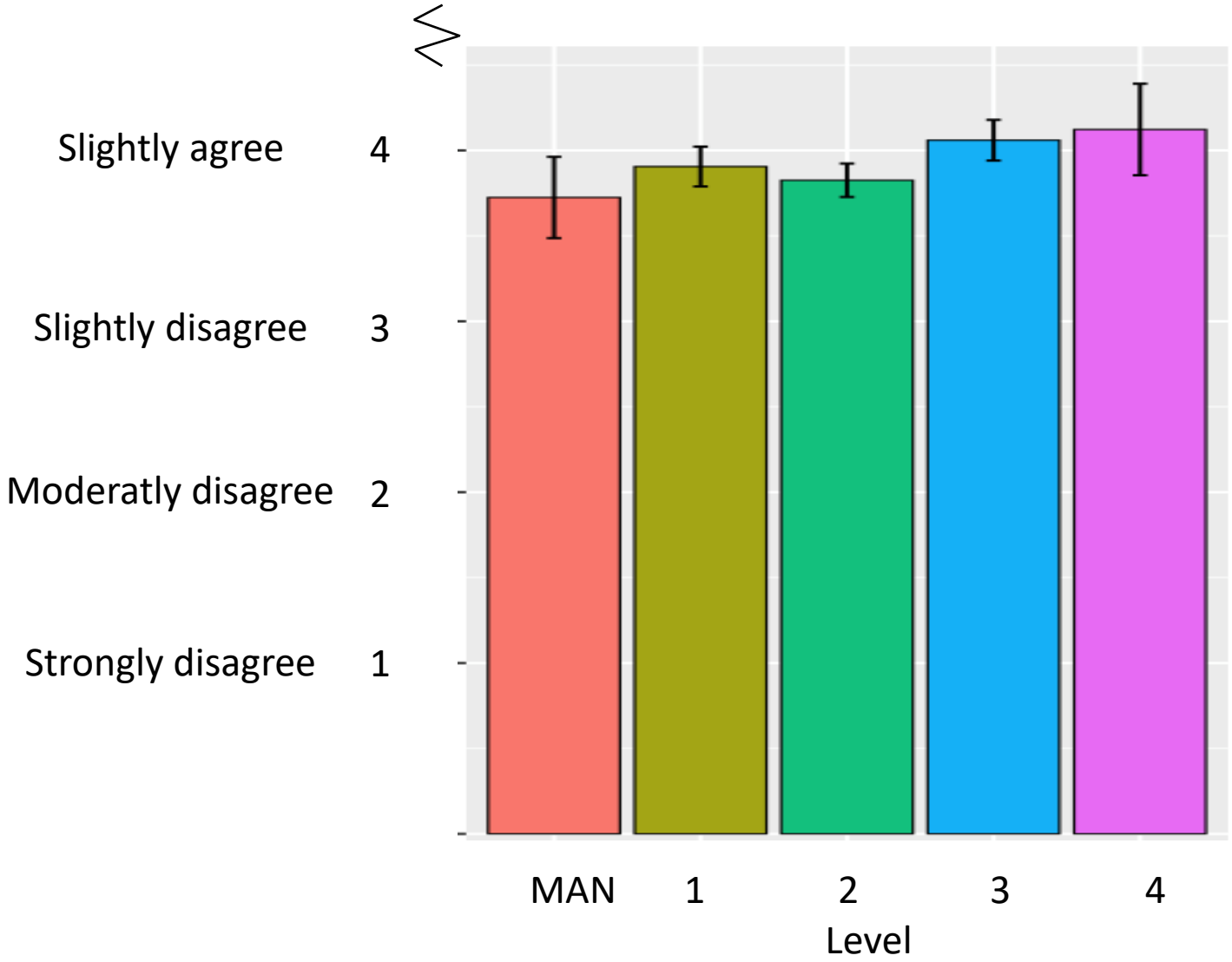
Interviews

*Québécois is like more **slang**.* (Kevin)

And they want us to speak this language! (Dan)

They think they're cool when they speak it. They sound stupid. (Karina)

Attitudes Towards FSL Learning



31% agreed with this item.

Ex.: I've resisted learning French because it's mandatory.

Reasons Explaining the Resistance to Learn FSL

(Intreviews and Discussion Groups)

Obligation

I find that you can't make people want to do something and when you do that they just... will ***rebel*** *and like* ***won't want to learn****.* (Brittany)

Political Context

*A lot of people think they **don't wanna learn French** because of the whole **political standard** with it. So they feel like they 'Oh I don't wanna learn French, because well, for example Pauline Marois she is trying to **shove it down our throats**.'* (Jessica)

Political Context

*The French people want to **assimilate** all of us.* (Sonia)

Anxiety Caused by a Demanding Francophone Environment

*I think there is a lot of **pressure** to speak French well in Québec and if you don't speak it with the **right accent** or like you don't say your words right, then people give you funny looks (…) that's why I'm always shy to speak French 'cause **I'm scared people are going to judge** the way I'm speaking.* (Cindy)

Anxiety Caused by a Demanding Francophone Environment

*I know she understands but **she refuses** to speak it back then **I feel resistant** because I'm trying my best and the other person is not reciprocating or trying to meet me halfway.* (Olivia)

Teaching Methods

We weren't taught in a well manner and we didn't learn anything. (Patricia)

Influence of the Environment

*The **group of people which I was with** too don't wanna learn French and like they just care like about having fun and hum not concerned like at all with French basically. Hum when you meet those kinds of people then it's not… it's not helpful.* (Jaden)

Difficulty of the Language

*They didn't want to learn it cause it was **really hard**, they had to put **a lot of effort**.* (Denise)

Uselessness of Speaking French

I don't really need it. *(…) In certain areas it would be completely* ***unnecessary*** *to speak French. Because in certain areas in Montreal everyone speaks English and* ***you can be a perfectly active member of the society without ever having to speak French****.* (Sarah)

No Explanation Given for the Importance of Learning French

*We weren't given **real reasons** to learn it.* (Rachel)

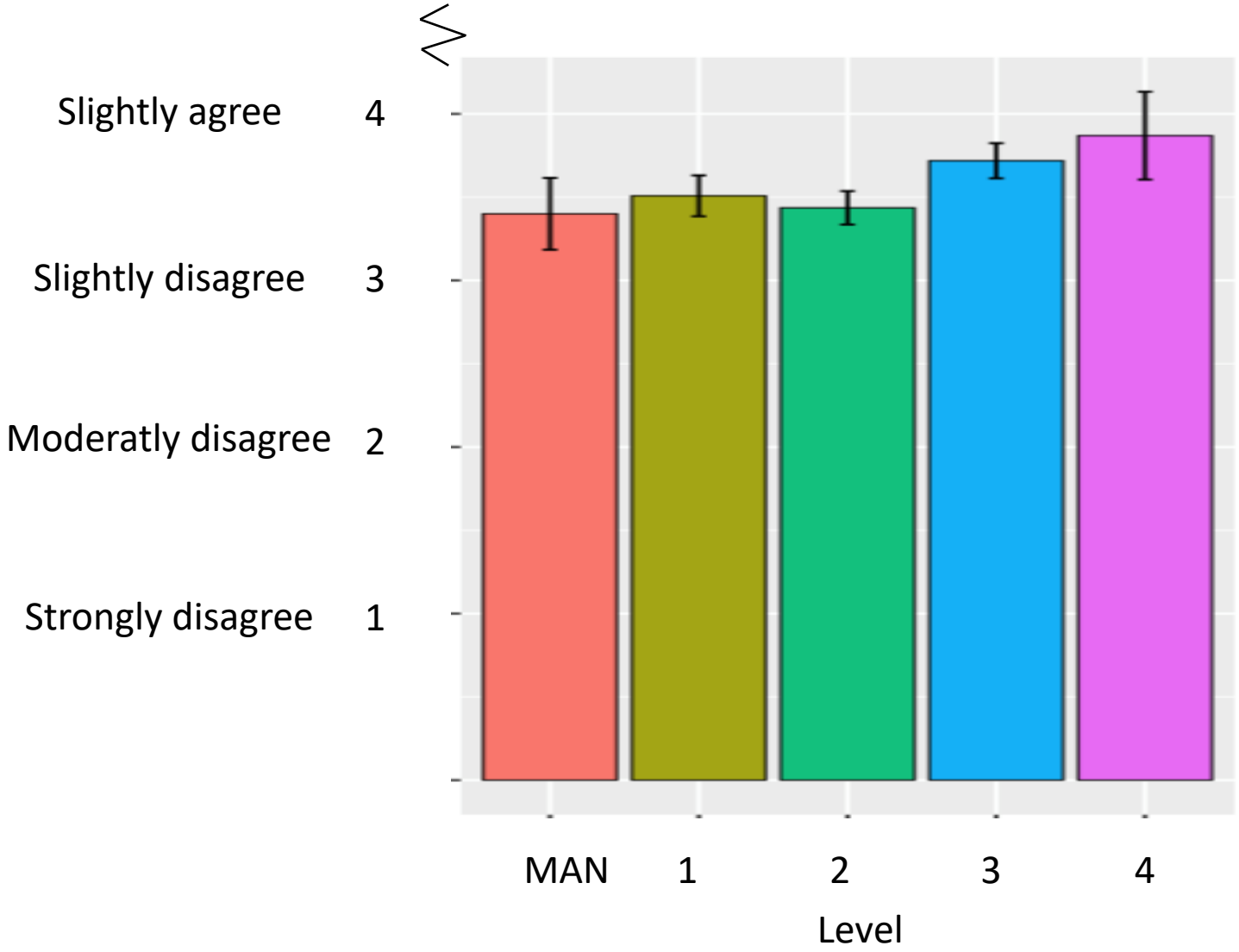
*When I was younger like **I didn't even know French is the main language**. Now I know that French in Quebec is very important.* (Anthony)

Desire to Leave Quebec

*In the past it was like purely a **motivation to leave**.*

(Jaden)

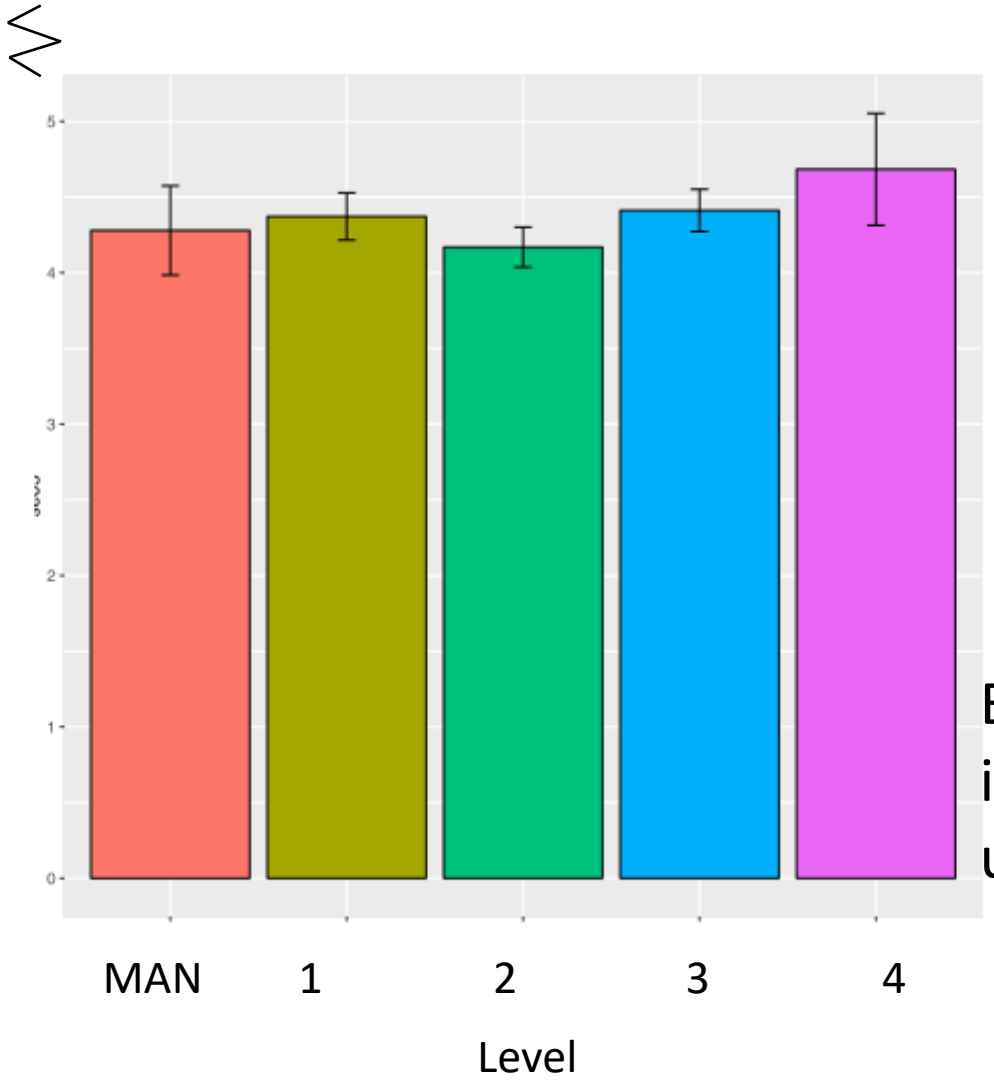
Motivation for FSL Learning



Ex.: I find I'm losing any desire I ever had to know French. (INV.)

Instrumentality – Promotion

Moderatly agree	5
Slightly agree	4
Slightly disagree	3
Moderatly disagree	2
Strongly disagree	1

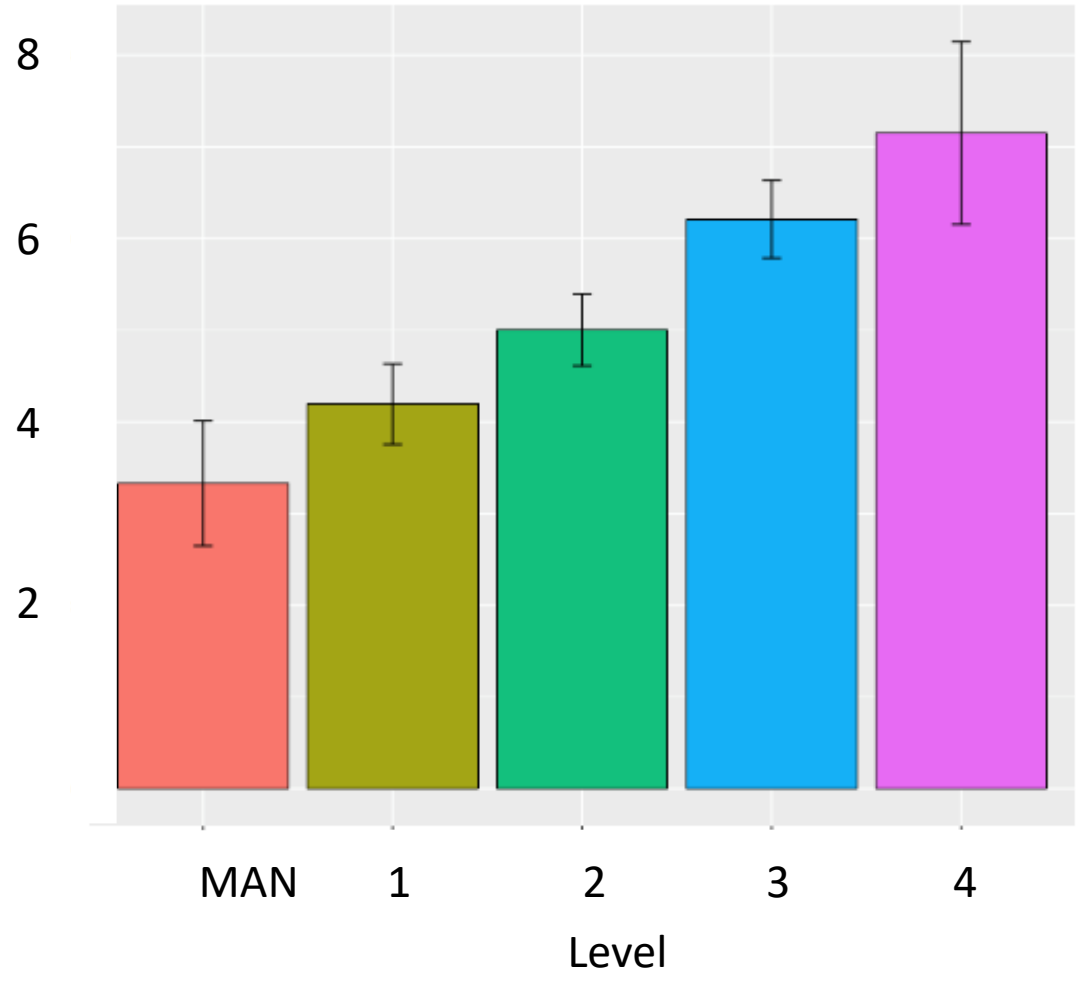


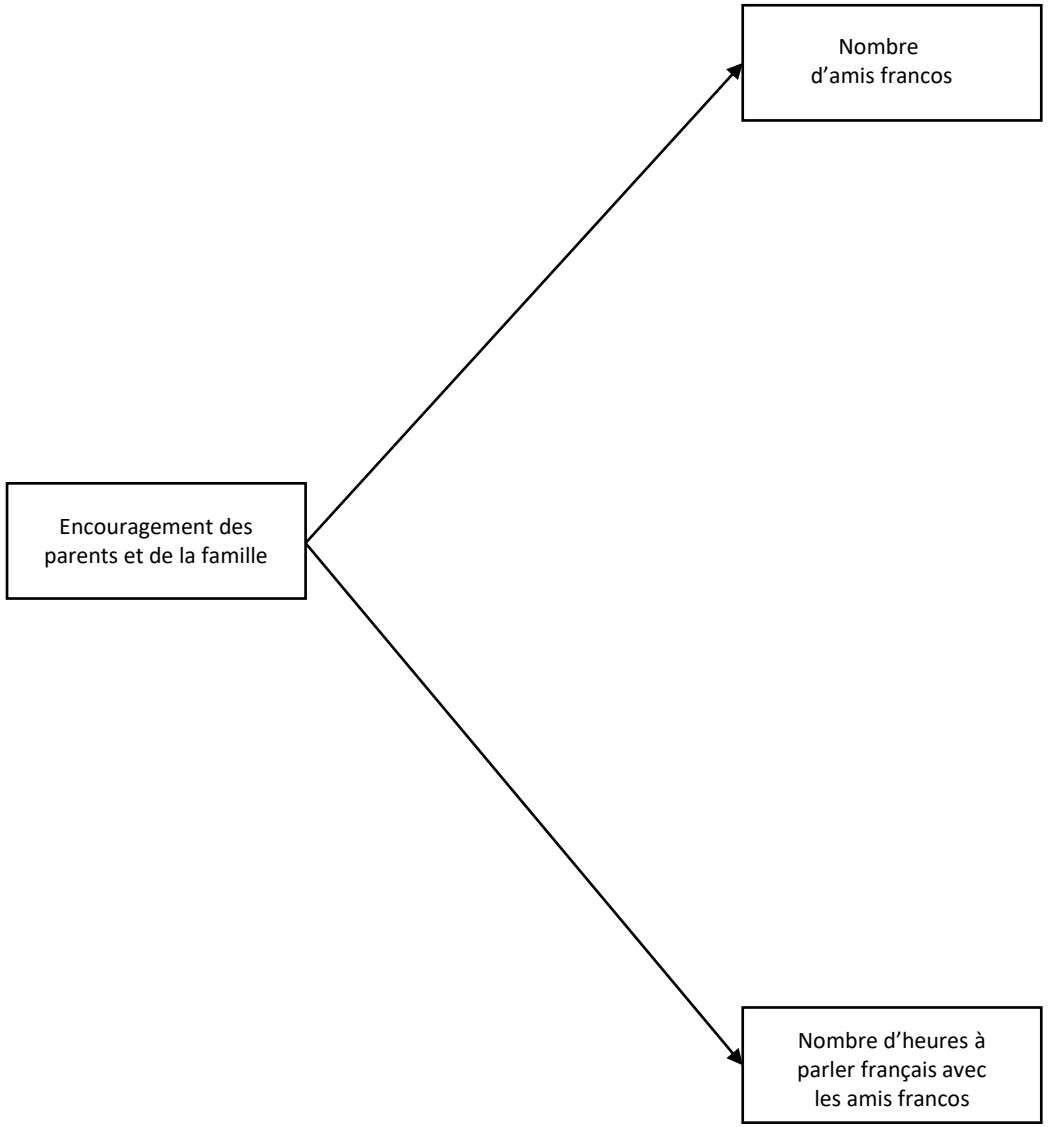
Ex.: The things I want to do in the future require me to use French.

Instrumentality – Promotion

*It's the only real reason I want to learn French still because I need the **jobs** of course and to further my education.* (Mathew)

Number of Francophone Friends





Indices de fit

Test du Khi-carré:
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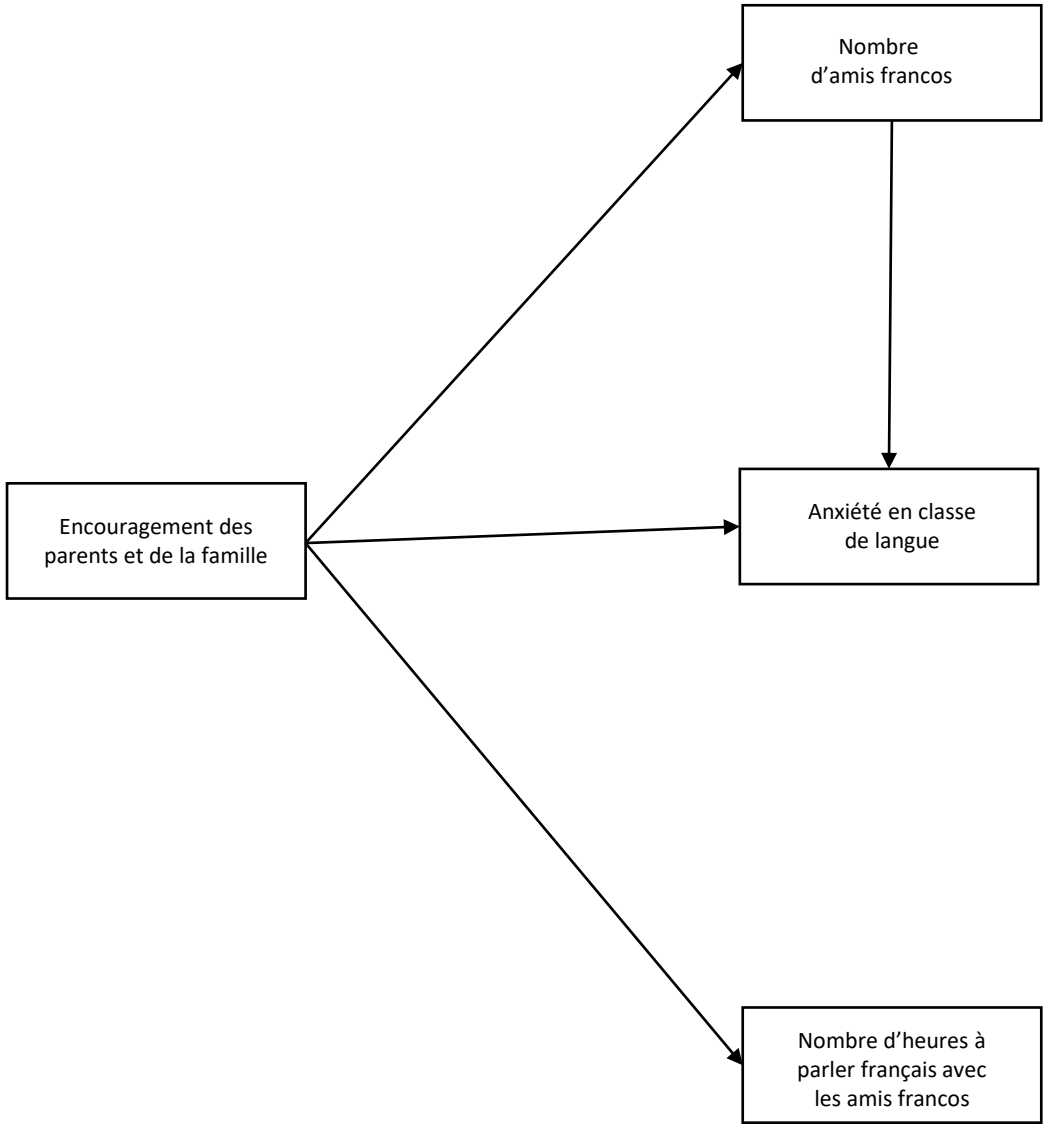
valeur-p < 0,001

RMSEA = 0,067
CFI = 0,991
SRMR =0,051



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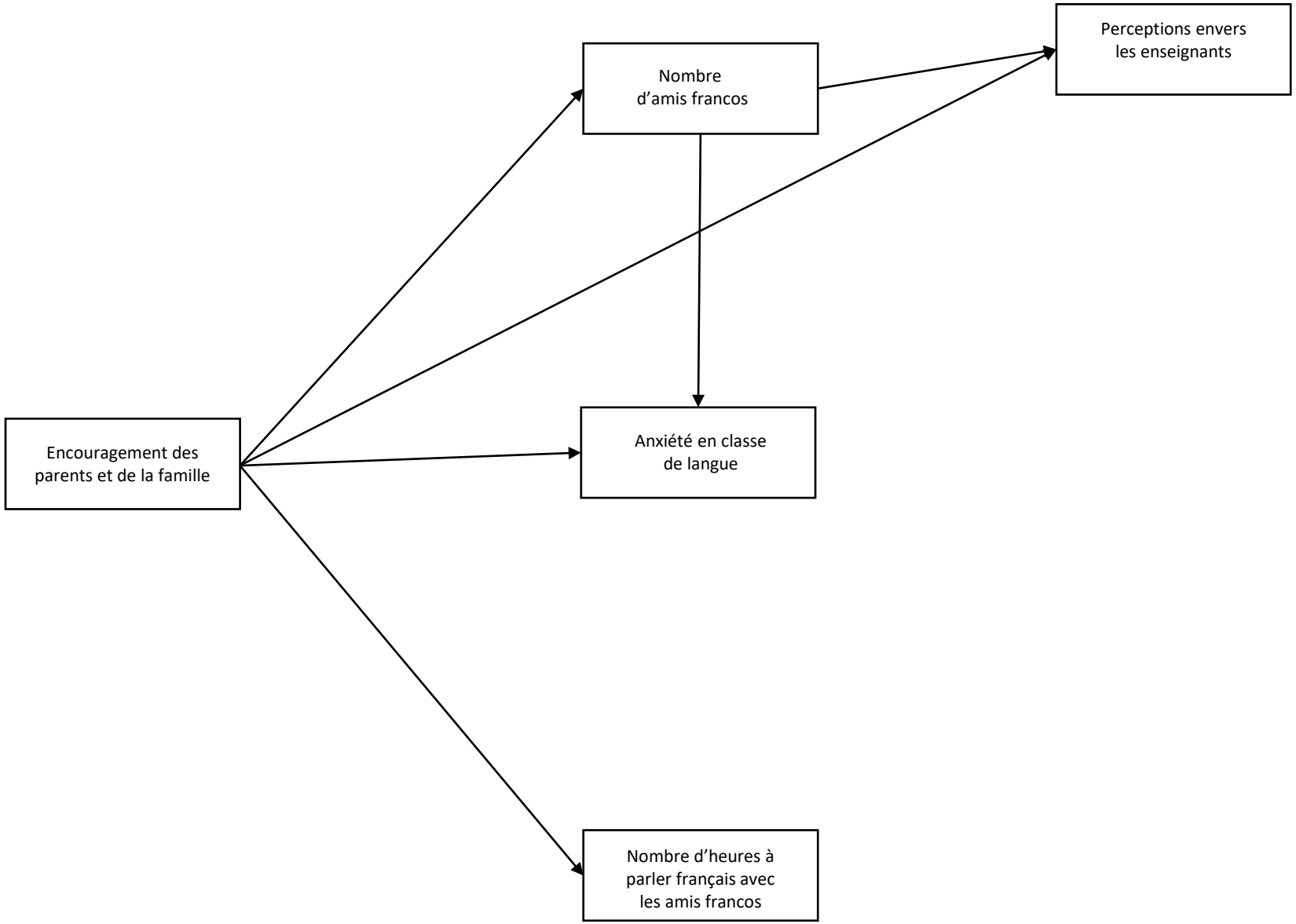

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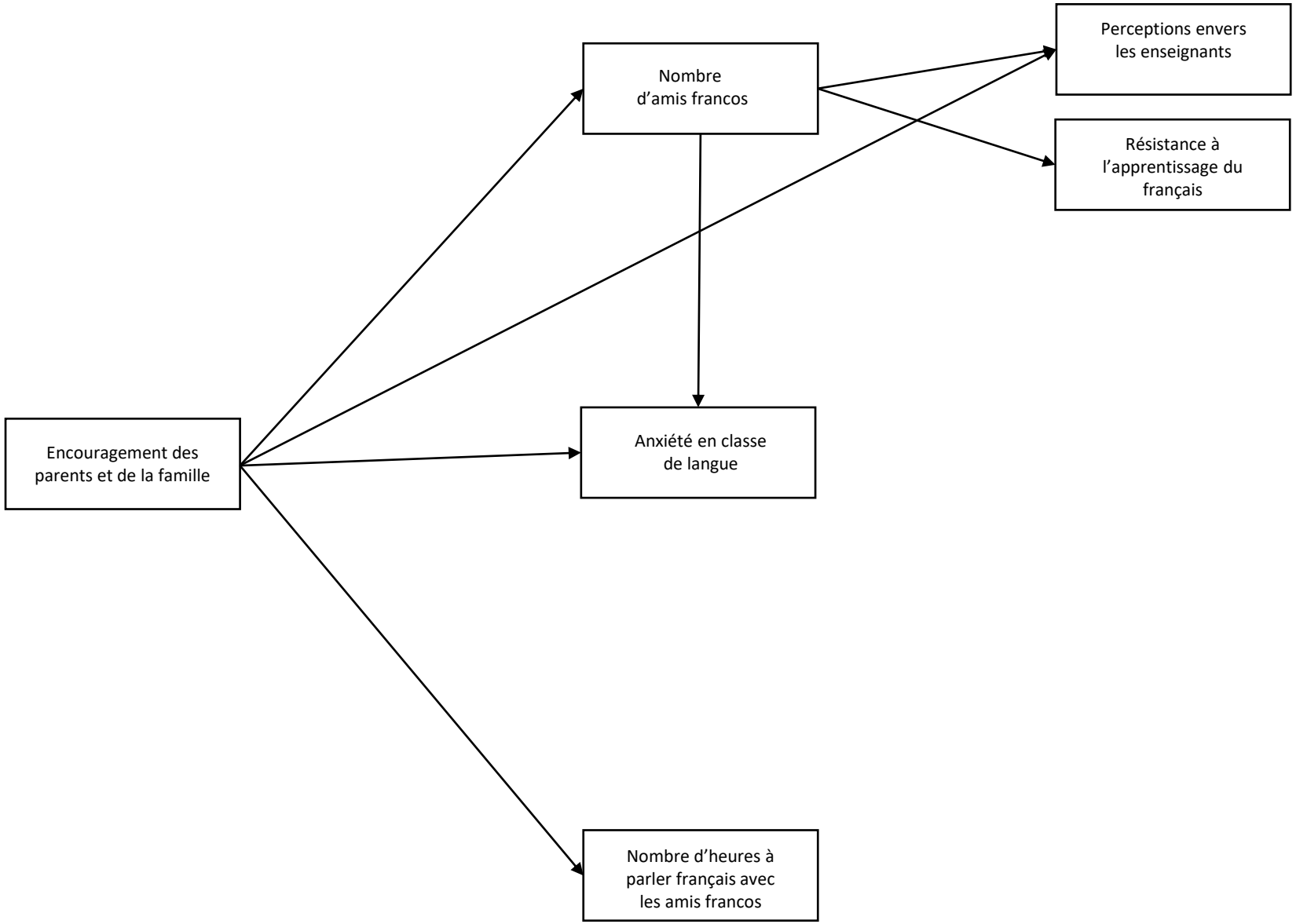

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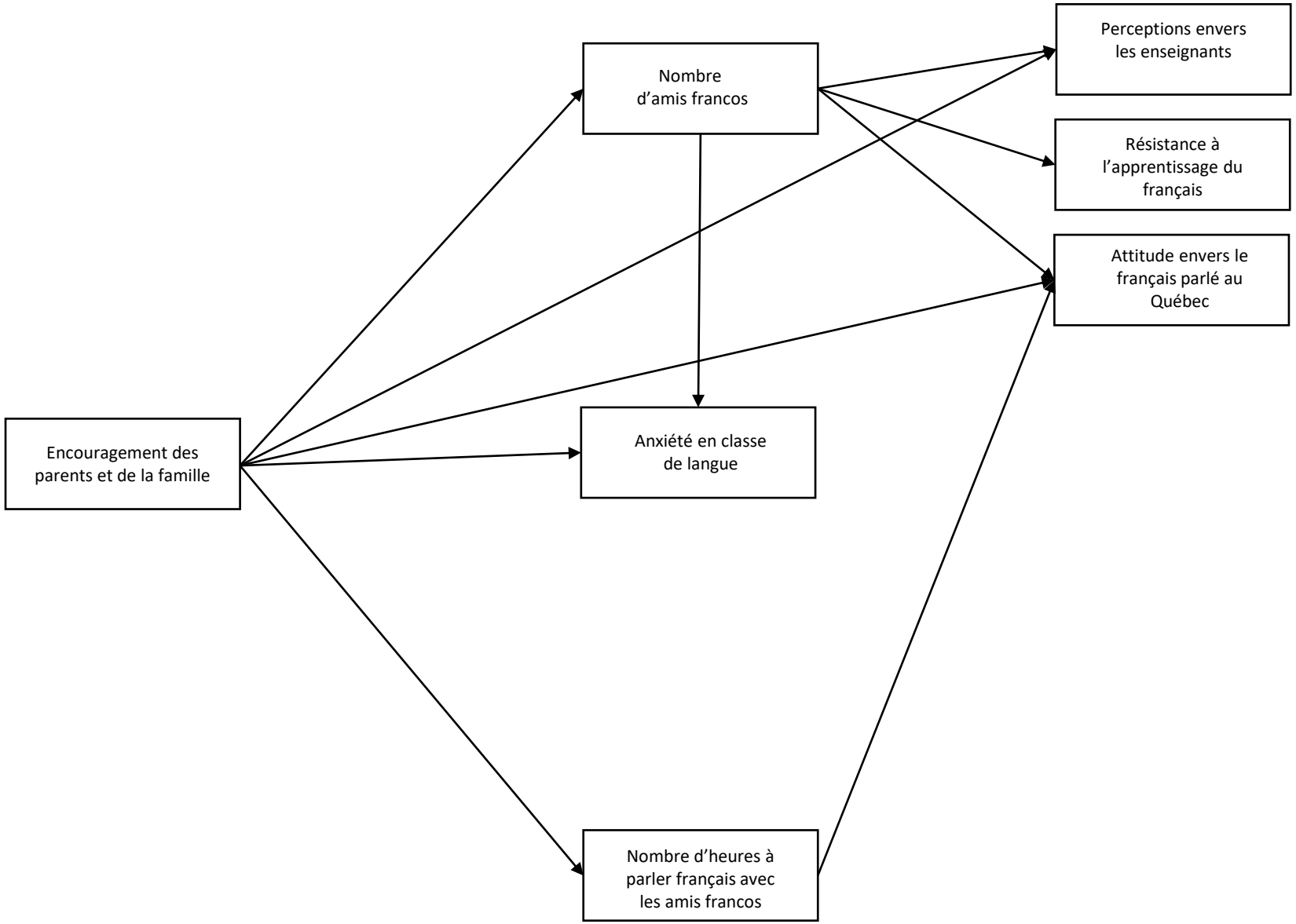

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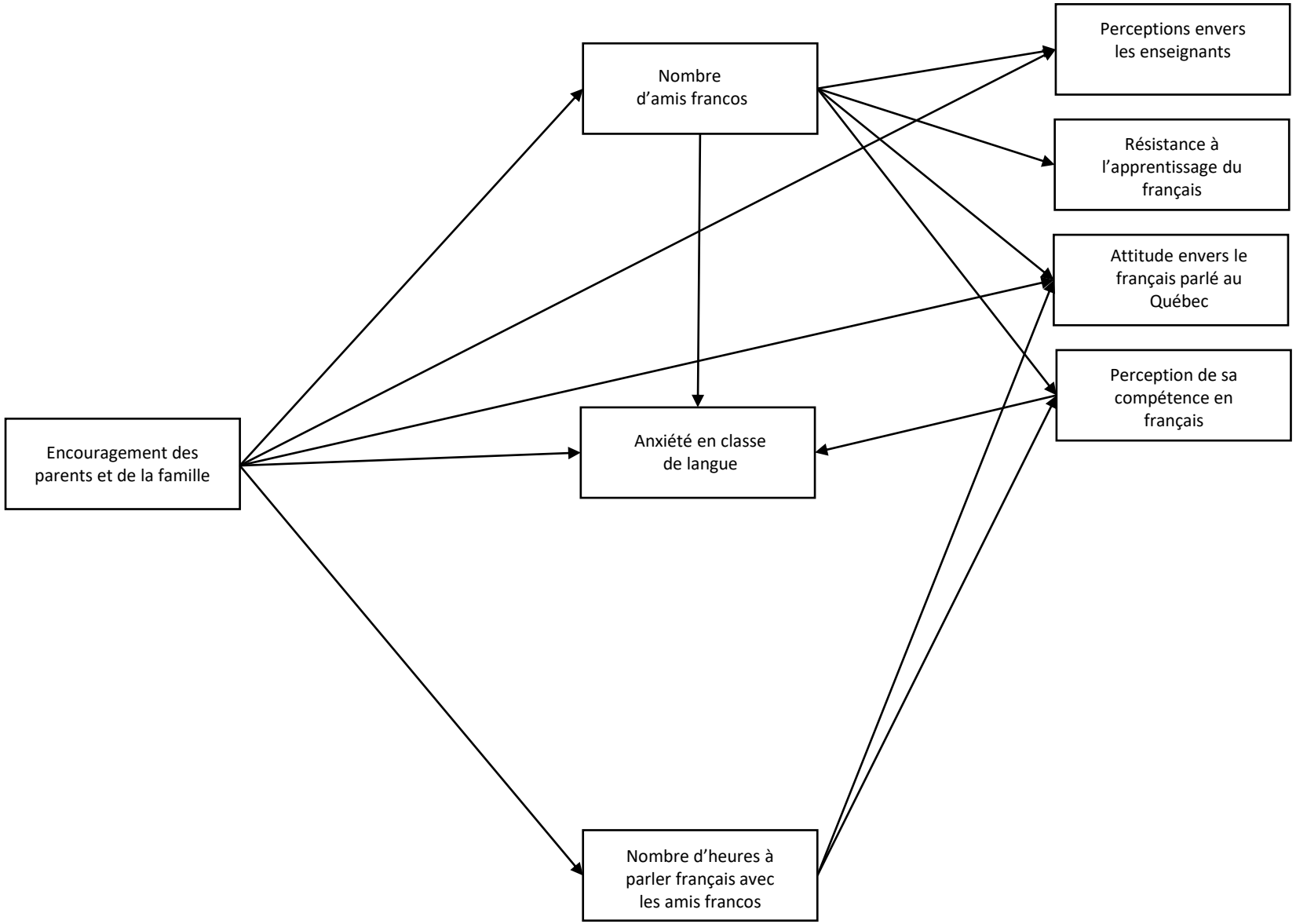

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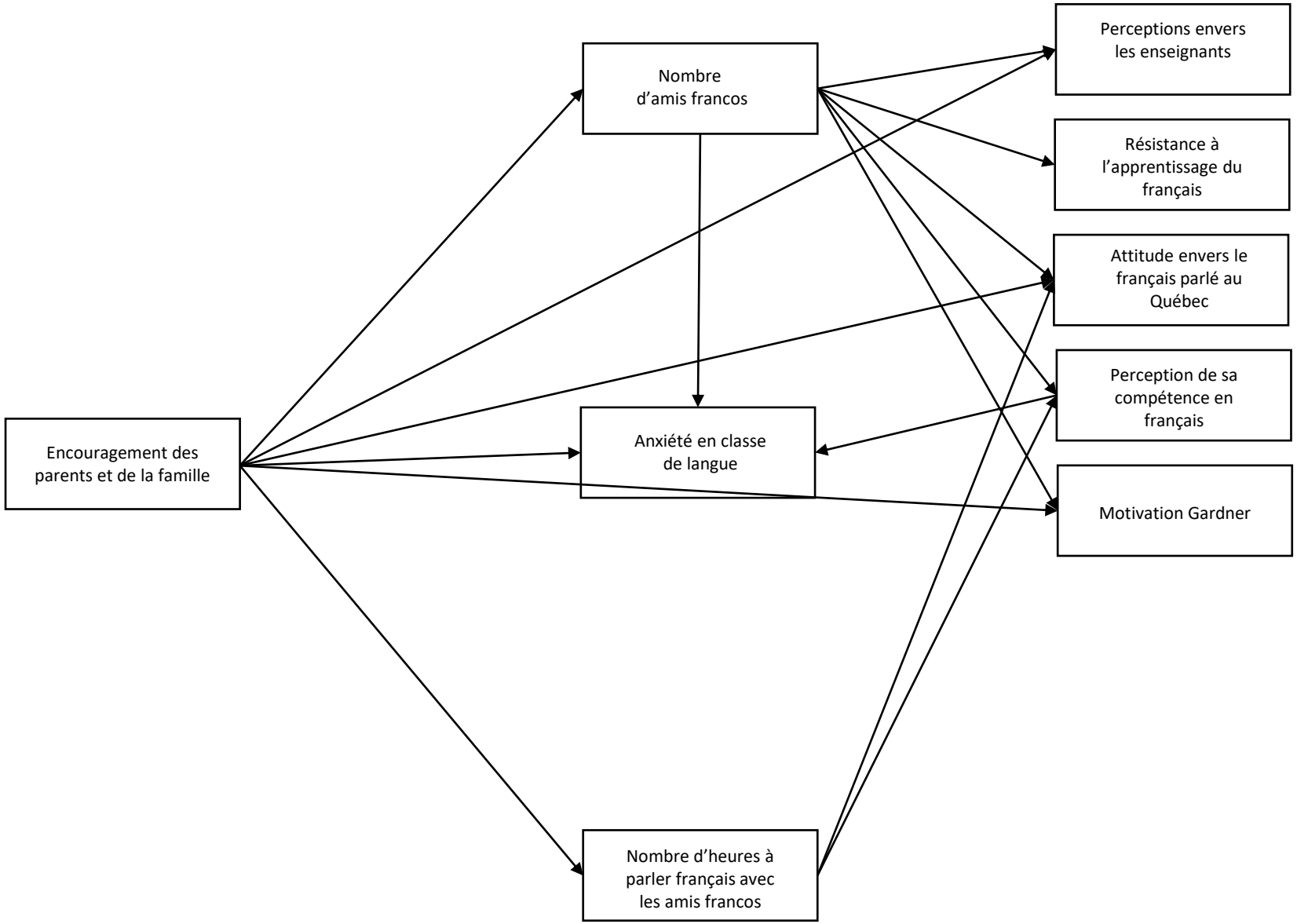

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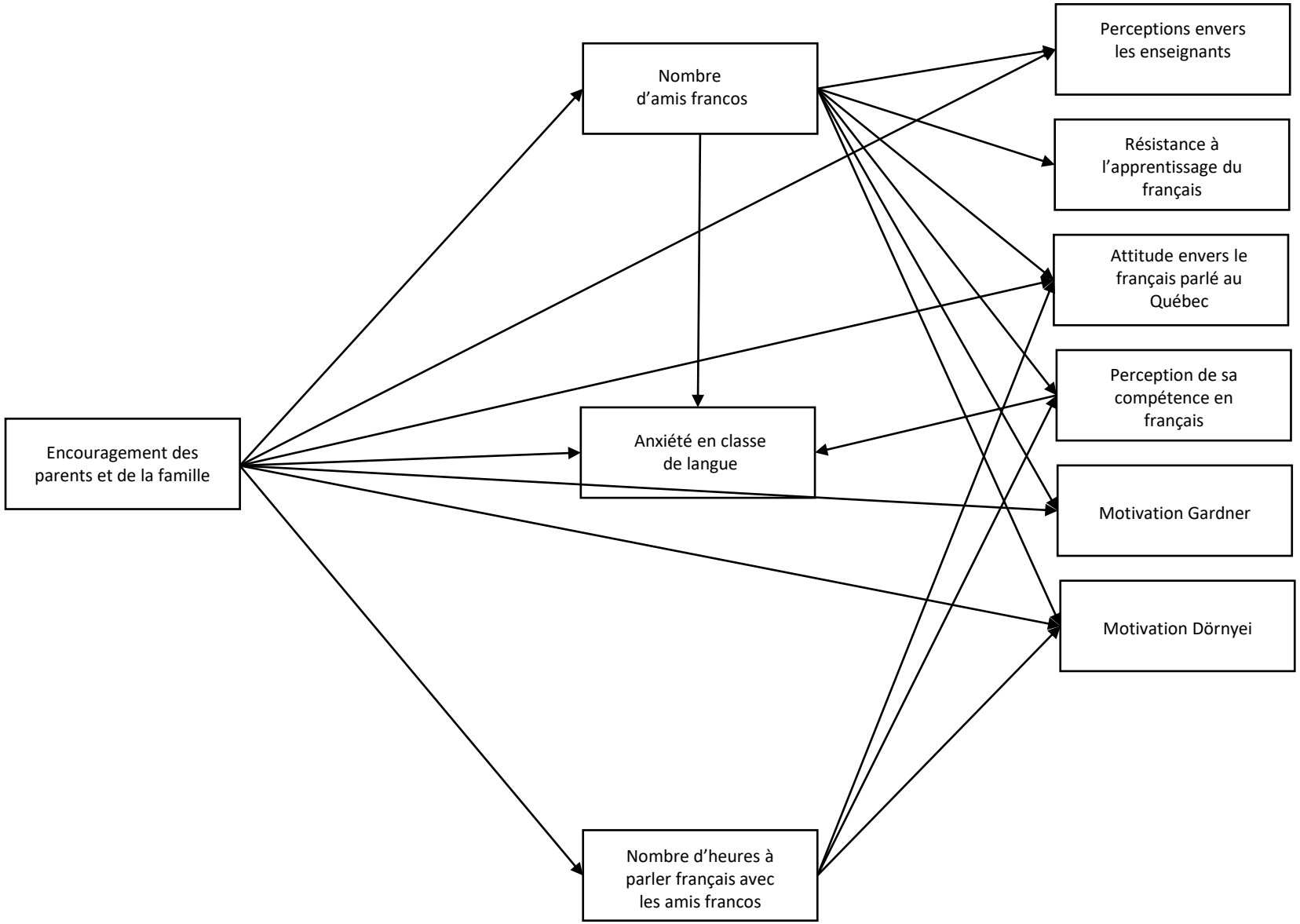

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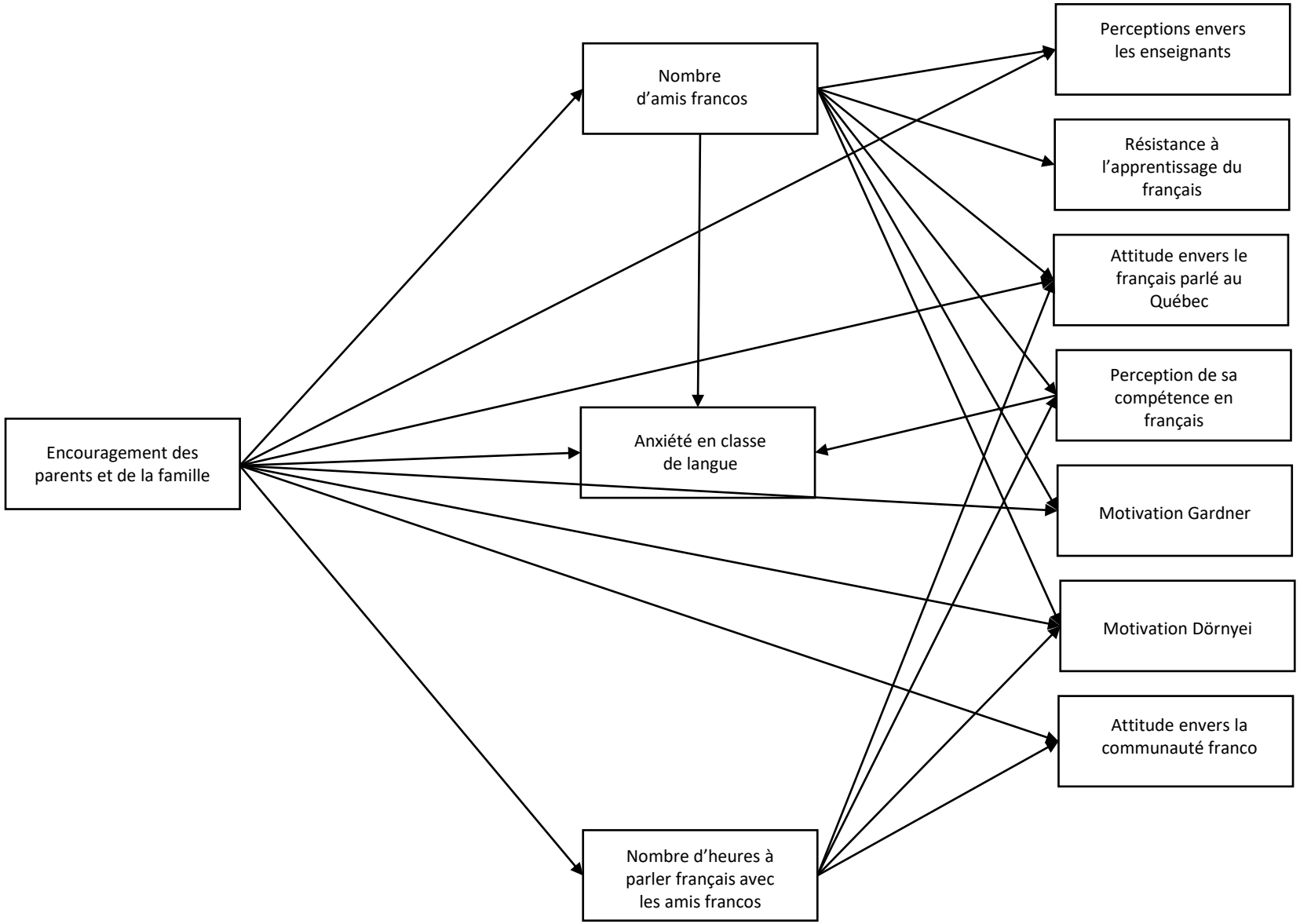

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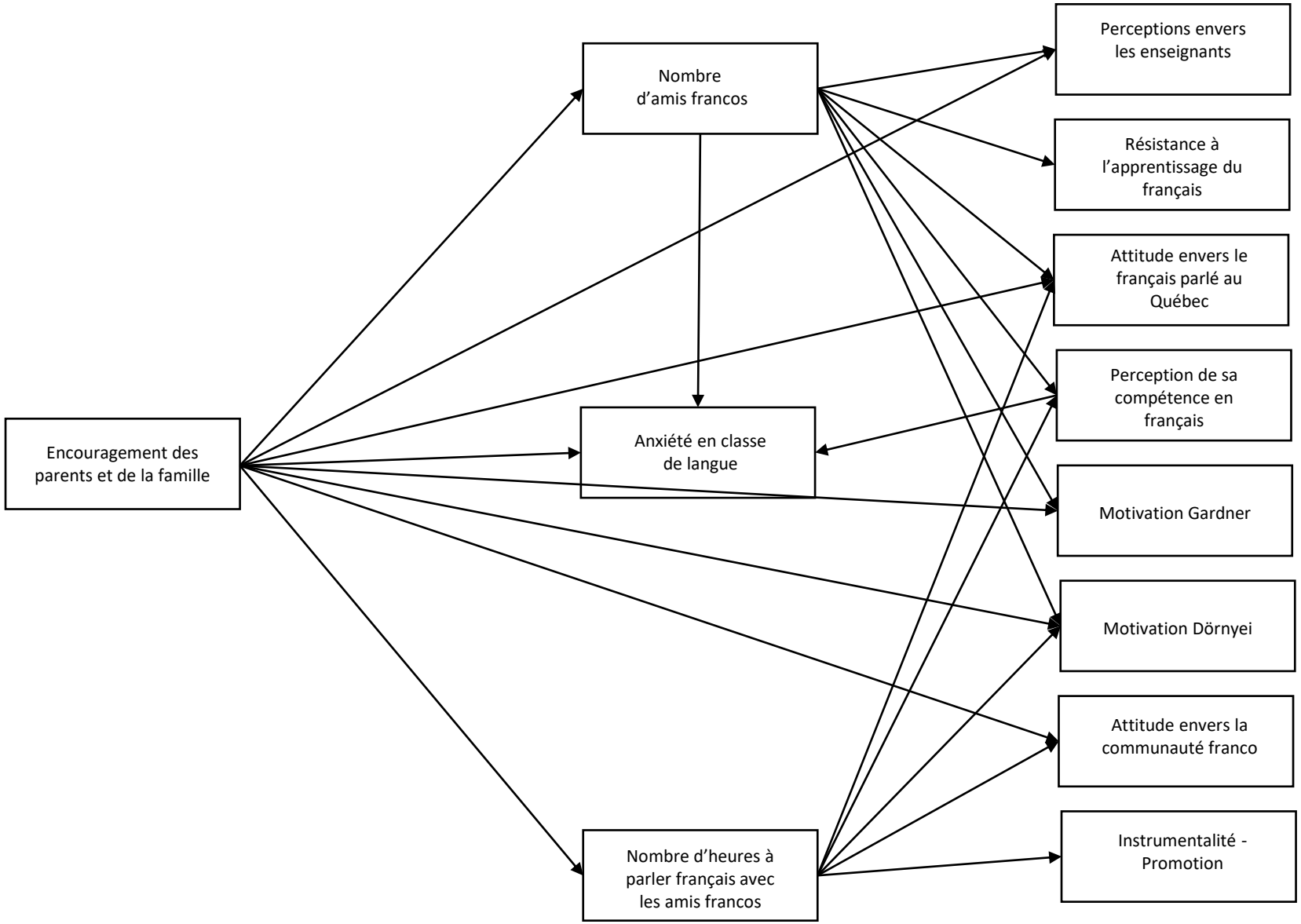

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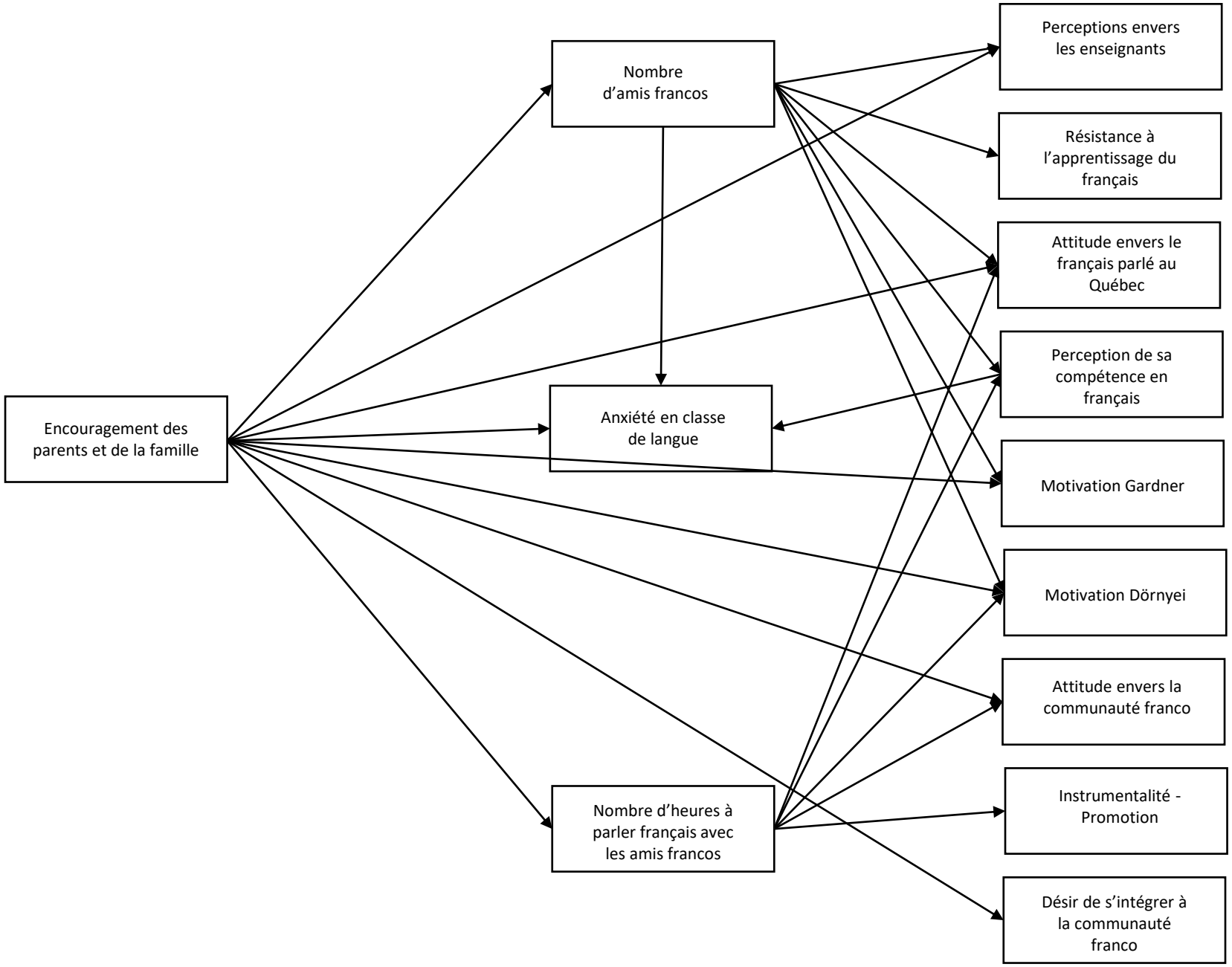

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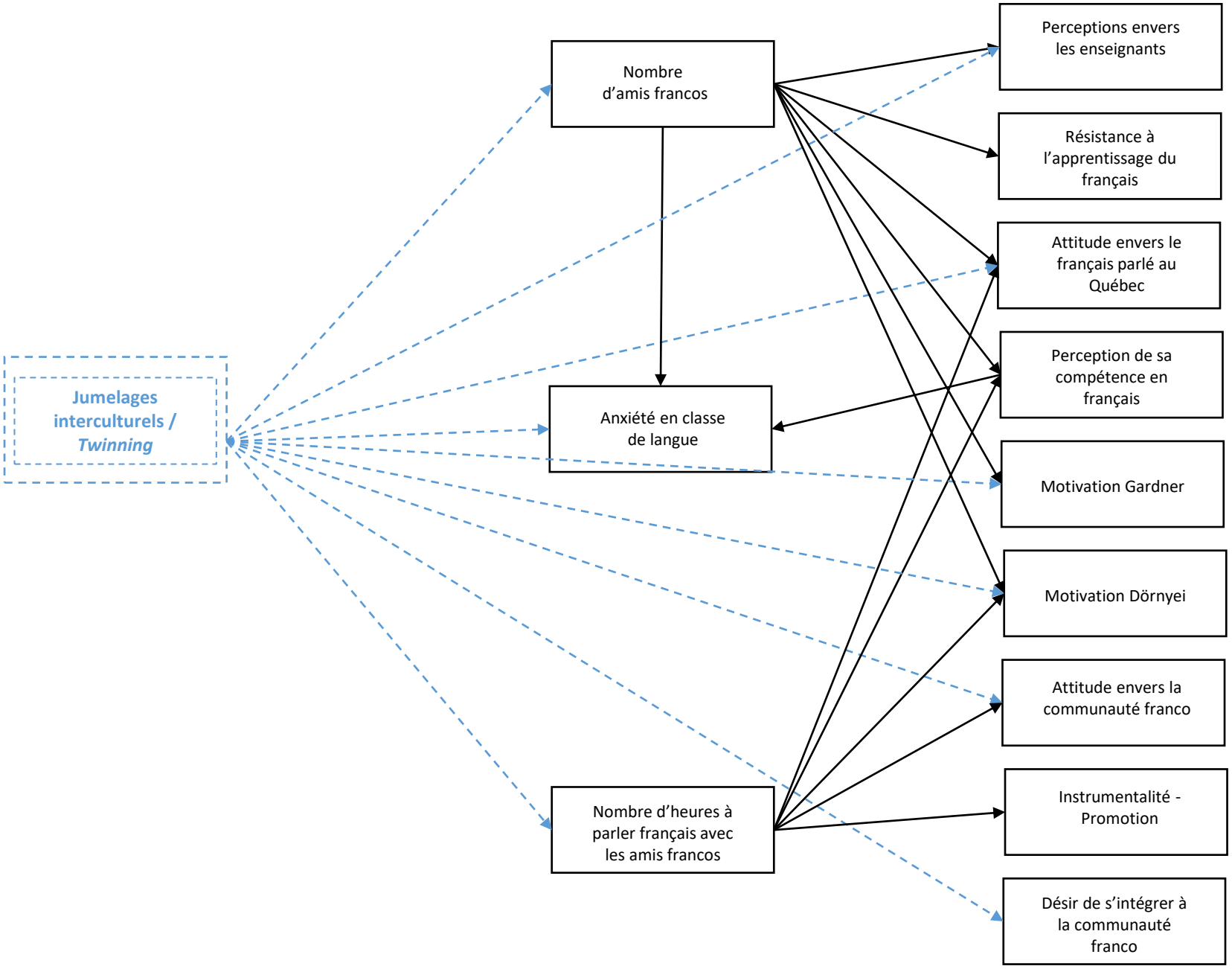

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Learning FSL through Community Engagement

Apprentissage du FLS en milieu communautaire francophone

- Level 2 FSL course;
- Taught alternately in classroom and in community settings:
  - Classroom: 5 weeks per term
  - Community: 10 weeks per term - 3h per week
- Based on Service Learning approach.

Theoretical Framework

- Service Learning (Furco; Eyler; Giles);
- Second Language Learning Beyond the Classroom (Stevick; Richards);
- Investment (Norton);
- Empowerment (Freire; Cummins);
- Intercultural Communication (Dervin; Castellotti; Council of Europe - *Autobiography of Intercultural Encounters*).

Community Partners

- Carrefour Jeunesse-emploi de l’Ouest-de-l’Île;
- Centre d’action bénévole de l’Ouest-de-l’Île;
- 5 CHSLD (Lachine, Dorval, Dollard-des-Ormeaux, Pierrefonds, Île-Bizzard);
- Moisson Montréal;
- Centre de bien-être de l’Ouest-de-l’Île pour personnes atteintes de cancer;
- Services animaliers de Salaberry-de-Valleyfield;
- La maison des enfants *Le Dauphin de Laval.*

Class Activities

- Resume;
- Cover letter;
- Job interview simulation;
- Case study;
- Problem solving;
- Journals (“identity texts”);
- Forum;
- Webzine.

Community Activities

- Meals-preparation or delivery;
- Food baskets preparation;
- Recreational activities for seniors;
- Visits to seniors;
- Tutoring at-risk pupils;
- Animal services.

Before…

*I'm very **excited** to be given the opportunity to use French in a realistic setting and to become more comfortable with verbal communication (…) I'm also **worried**, though, as my spoken French is sometimes very slow and takes a lot of effort. I will be speaking with people who are fluent and I worry about them becoming frustrated with my language skills.* (Exerpt 1)

During…

I don't like sitting in a classroom all the time. It's nice to learn and actually do something helpful in the process.

(Exerpt 2)

After…

I got to spend time with people that needed it and give them the attention they needed all while practicing my French. (Exerpt 3)

After…

It was a great way to get real life experience in speaking French, the people don't care if you make mistakes and they don't make fun of you, they just like that you are trying and that you are spending time with them. (Exerpt 4)

After…

At first, I was shy and did not really trust my French and my ability to adapt to a new environment with new people. The first few weeks, it was hard for me to get out of my shell, but ***I started to realize that these people do not care or are just as nervous and frightened as I am.*** (Exerpt 5)

After…

I think that my French has improved and ***I am a more sociable person with less concern****. I made new friends and I plan to continue volunteering after the end of this class because I like to bring joy to people and it makes me happy to see that I can make a difference in their lives.* (Exerpt 6)

Benefits for Students

- Opportunity to use French language in real life;
- Acquiring useful skills and learning: intercultural communication, critical thinking, problem solving, leadership;
- Transformative experience: social awarness and social accountability;
- Feeling of belonging to a multilingual and intercultural environment;

Benefits for Students (2)

- Preparation for bilingual job market :
  - Resume, cover letter, job interview simulation in French
  - Volunteering Certificate
  - Summer or part-time job offers.

Benefits for Language Teacher

- Authentic communication situations for learners;
- Diversification of teaching techniques (face-to-face, distance learning);
- Increased participation of students in activities;
- Partnership with community organizations.

Benefits for Community Partners

- Possibility to diversify the services offered;
- Opportunity to benefit from the students' skills.

Conclusion

It is necessary to develop a transdisciplinary pedagogy of **intercultural mediation** where socialization with Francophones would take precedence over the mastery of the linguistic norm.

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Merci!
Thank you!

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Programme Entente Canada-Québec