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Language vitality in action: language profiles in minority official language schools in Canada

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Minority Community Vitality through Education

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Plan

1. Canada: Two official languages, two official language minorities
2. Sociolinguistic profiles of students in official language minority (OLM) schools: Theoretical framework
3. Methodology
4. Results
5. Discussion and conclusion

Plan

1. Canada: Two official languages, two official language minorities

Mother tongue (MT) populations (2016): Percentage

Canada

Multiple Responses	English	French	Non official
Distributed equally	57	21	22
Included	58.1	21.3	22.9

- Quebec

Multiple Responses	English	French	Non official
Distributed equally	8.1	78.0	13.8
Included	8.9	79.1	14,5

- Outside Quebec

Multiple Responses	English	French	Non official
Distributed equally	71.8	3.8	24.4
Included	72.9	4.0	25.4

First official language spoken (FOLS)(2016): Percentage

- **Canada**

English	French	English and French	Neither
74.8	22.1	1.2	1,8

- **Quebec**

English	French	English and French	Neither
12.0	83,7	3.5	0.9

- **Outside Quebec**

English	French	English and French	Neither
93.8	3.6	0.5	2.2

OLM vitality

a) Increase in official language population due to immigration

- FOLS/MT ratio (equal distribution of multiples) :
 - English OLM = **1,68**
 - French OLM = **1,01**
- FOLS/MT ratio (multiples included in OLM) :
 - English OLM = **1,73**
 - French OLM = **1,02**

OLM vitality

b) Language attraction index

- Language most often used at home/Mother tongue ratio:
 - English OLM = **1,34**
 - French OLM = **0.63**
- Language used at least regularly at home/Mother tongue ratio:
 - English OLM (English + French included in OLM) = **1,98**
 - French OLM (multiples included in OLM) = **1,05**

Is it the power of English in Quebec that explains this difference?

English is a global language(Crystal, 2004) and exerts a strong « gravitational pull » on other languages (de Swaan, 2001), a phenomenon related to globalization (Steger, 2009) and history of colonization (Ostler, 2010).

Is English the last *lingua franca*? (Ostler, 2010)

Bilingualism is primarily vertical. Second languages tend to be higher in the hierarchy of languages. English is at the top of the hierarchy (de Swann, 2001) and is spreading as L2 across the planet; not a foreign language for most (Risager, 2009).

English speakers tend not to be bilingual, unless they are in a minority context. (ex. 7% of Anglophones outside Quebec versus 69% of Anglophones in Quebec and 85% of Francophones outside Quebec)

Francophones outside Quebec (and also in Quebec) experience a very strong gravitational pull of English because of their **proximity to the epicenter of this force.**

On average, an **Anglophone in Quebec** lives in a census division (CD) that is composed of 15.2% Anglophones, 63.9% Francophones and 20,9% Allophones (roughly 80% live in the Montreal area) (Lachapelle and Lepage, 2010).

The average **Francophone outside Quebec** lives in a CD that comprises 39.6% Anglophones, 55.0% Francophones and 5.3% Allophones.

The English OLM is less « ethnically oriented » than the French OLM: ex: « **English-speaking communities** » versus « **Communautés francophones et acadienne** ».

English OLM tend to see their linguistic rights as **individual** and French OLM more as **collective** (Foucher, 2012).

Because of the strong « gravitational pull » of English in North America:

English OLM: advantageous to be counted by FOLS (13.7% or 15.4% of provincial population) or language use at home (12% or 19.2%) rather than by MT (8.1 or 8.9).

French OLM: no clear advantage to be counted by FOLS (3.8% or 4,1% of outside Quebec population) or language use at home (2.6% or 4.2%) rather than by MT (3.8% or 4.0%).

If we apply the same criteria to both OLMs (numbers of minority mother tongue and FOLS parents and not Section 23 of the Charter) the percentage of students attending the minority school are lower for the English OLM (Landry, 2014), an effect probably due in large part to Bill 101 and the parents' desire for their children to learn French:

English OLM : 50,4%

10

French OLM: 38,2%

10

General hypotheses

- 1.The strong attraction of English as a global language with its base in North America has an advantageous effect for the English OLM but is a strong disadvantage for the French OLM.
- 2.The advantageous effect for the English OLM will be stronger in low demographic vitality contexts.
- 3.Both OLMs are real minorities and their language use is explained by the same sociolinguistic principles i.e. in this case, increase with demographic vitality.

Plan

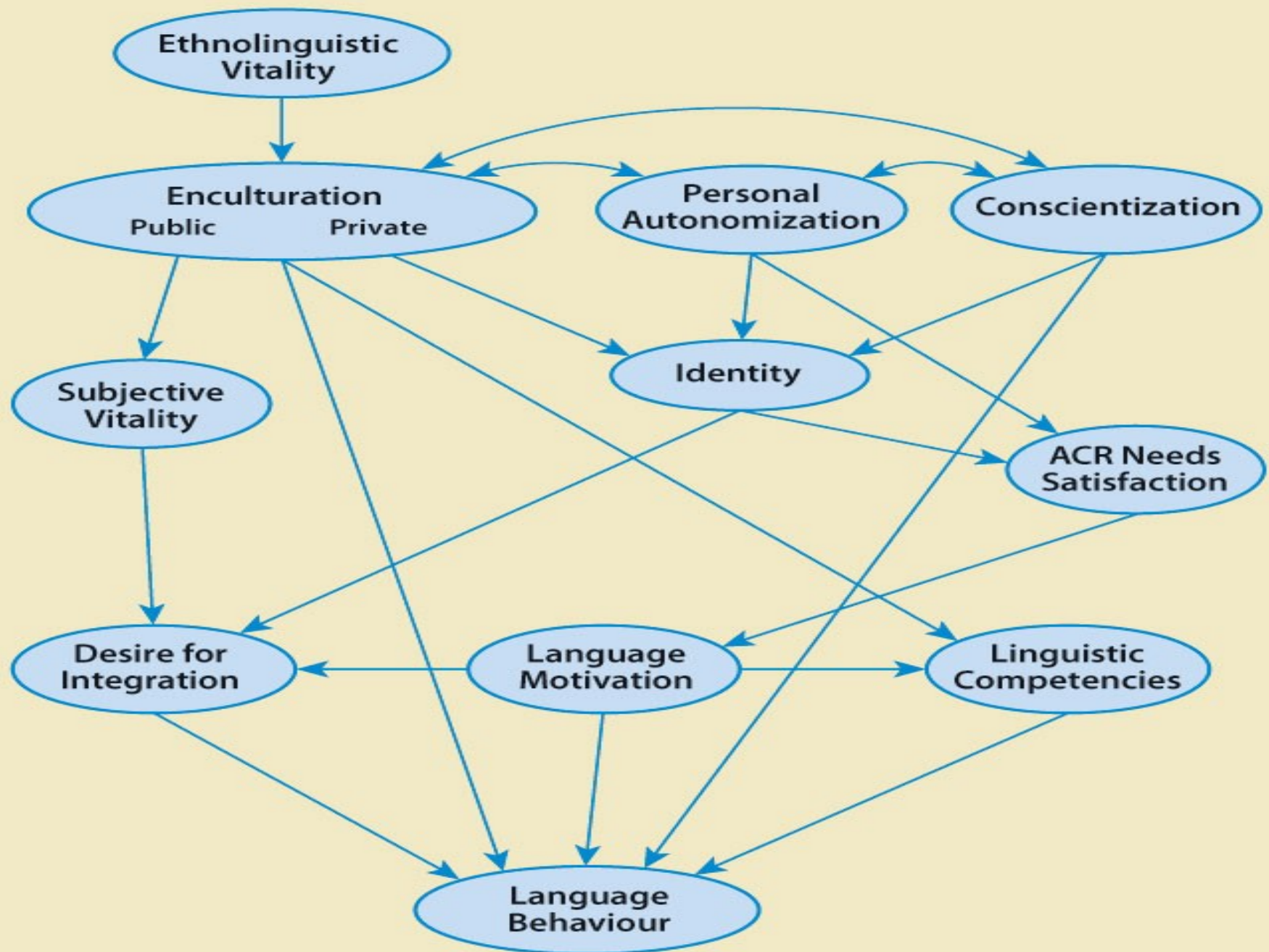
2. Sociolinguistic profiles of students in official language minority (OLM) schools:
Theoretical framework

Theoretical Framework

The **Self-Determination and Ethnolinguistic Development Model (SED)** (Landry, Allard, Deveau et Bourgeois, 2005; Landry, Allard and Deveau. 2007) identifies three types of language socialization that have distinct effects on psycholinguistic development: **enculturation, personal autonomization, conscientization.**

Will focus mainly on **enculturation**, (a **quantitative** aspect of language socialization and the model's component most directly related to linguistic vitality) and relevant psycholinguistic variables from the model.

Objective linguistic vitality (Giles, Bourhis and Taylor, 1977) is estimated by the proportion of OLM members inhabiting a municipality, i.e. **demographic vitality.**



Theoretical Framework

Cognitive-affective disposition continuum toward a language (Allard and Landry, 1986, 1994; Landry and Rousselle, 2003)

- **Subjective vitality** (Bourhis, Giles and Rosenthal, 1981): most cognitive component (general beliefs about group vitality): « **What is** »
- **Ethnolinguistic identity** : most affective component (self-definition and engaged identity): « **What I am** »
- **Desire for integration**: result of both affective and cognitive experiences, (desire to be part of group): « **What I want** »

Theoretical Framework

Our research has found that the following hypotheses were confirmed for both OLM (Landry, Deveau et Allard, 2006; Landry and Allard, 2016).

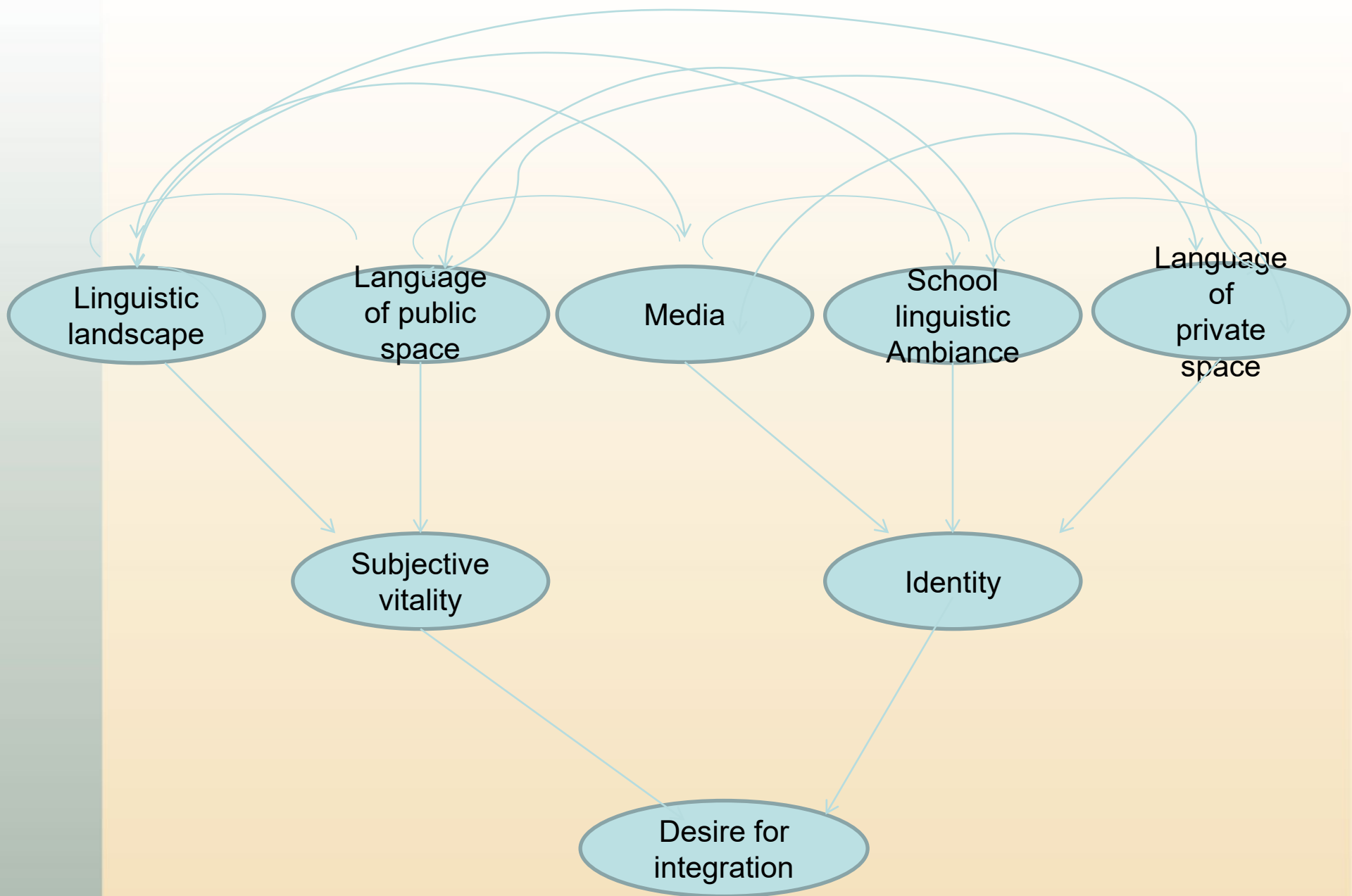
Language enculturation is described on a **public-private continuum**.

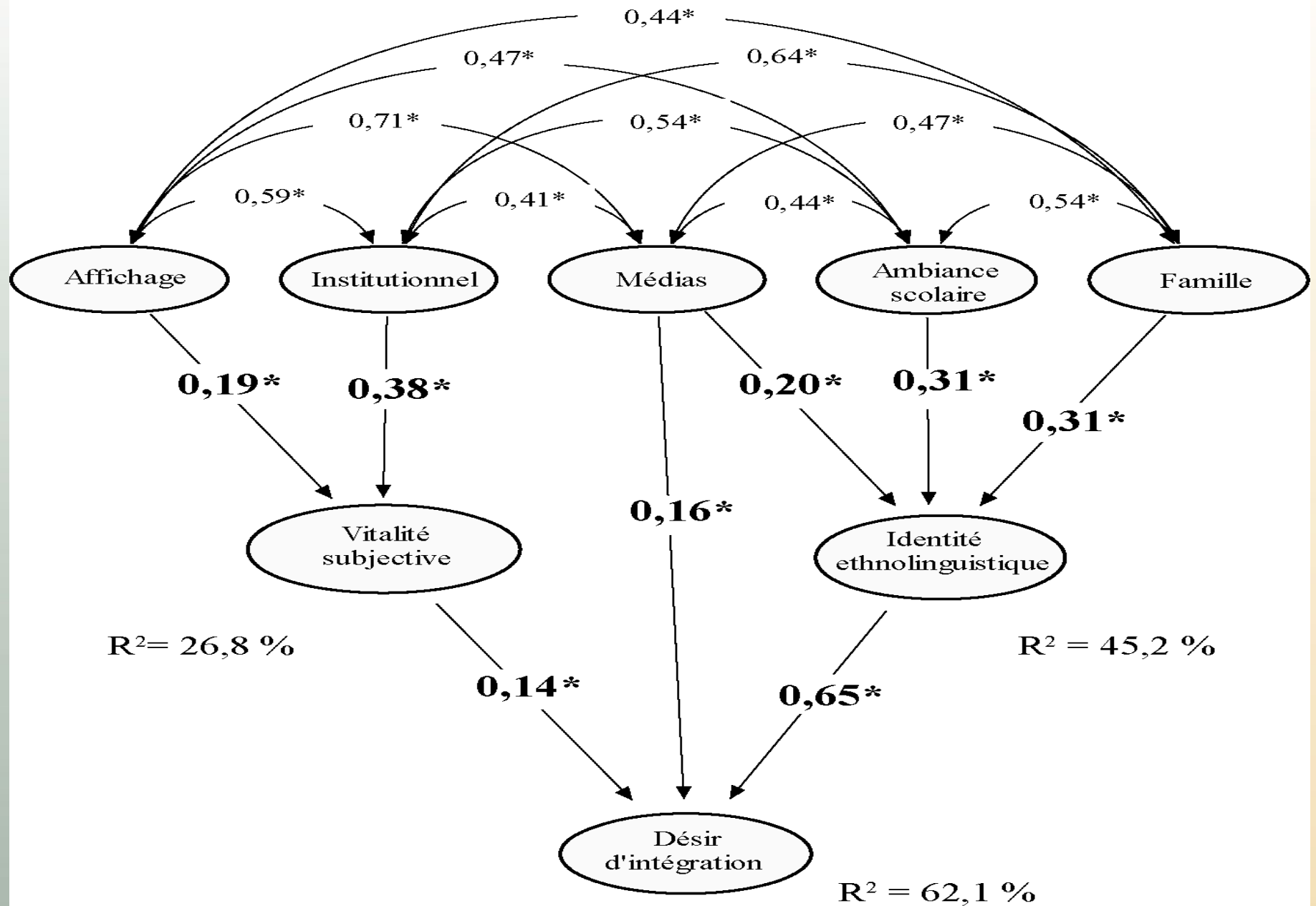
1. Ethnolinguistic identity is related to enculturation in the **private space**

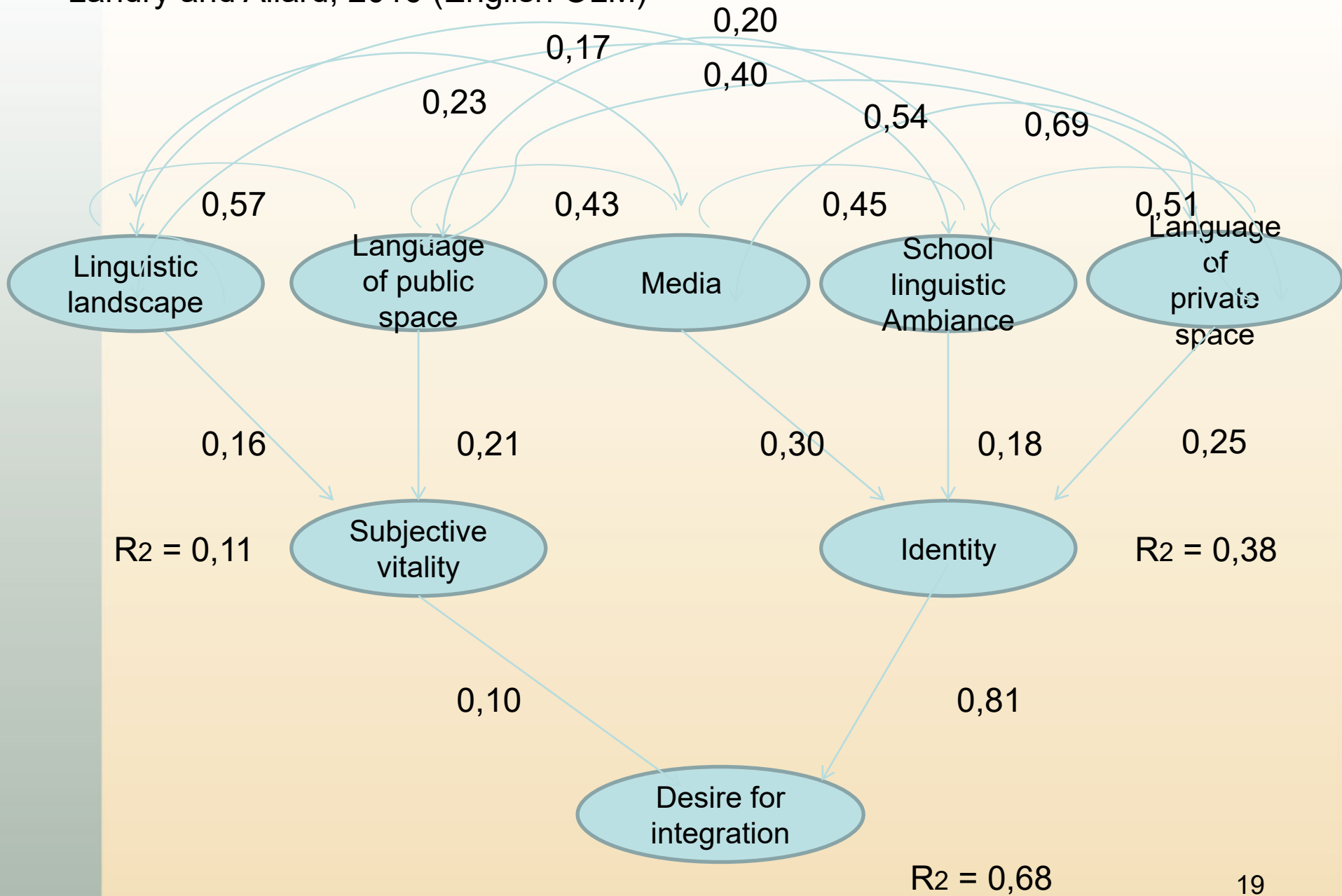
2. Subjective vitality is related to enculturation in the **public space**

3. Desire to integrate the OLM community is predicted by both ethnolinguistic identity and subjective vitality (most strongly by identity).

4. Media and **school linguistic ambiance**, though stemming from public institutions, have effects similar to that of enculturation in the private space.







Plan

3. Methodology

Methodology

Sample:

A) English OLM (2008-2010)

- 1905 students from 7 of 9 English school boards in Quebec
- 98% Secondary 4 students
- Mother tongue: 65.2% English, 20.7% French, 14.1% other
- Anglophone parents: 2 (34,6%), 1 (29,1%), 0 (36,4%)

Methodology

Sample:

B) French OLM (2004-2006)

- 8124 students from OLM schools in all provinces and territories (except Nunavut) outside Quebec (all 30 school districts that had secondary school students).
- 81.3 % were grade 11 students
- Mother tongue: 83% French, 14% English, 3.1% other
- Francophone parents: 2 (67.4%), 1 (24.9%), 0 (7.7%)

Methodology

Instruments et procedures

- Two periods of 75 minutes on 2 days
 - Day 1: Closure test (English) (20 minutes) and questionnaire on demographics and psycholinguistic variables
 - Day 2: Closure test (French) (20 minutes) and questionnaire on demographics and sociolinguistic variables

Analyses

Mean comparisons (SPSS) of three categories of percentage of OLM population in municipalities inhabited by students of the English and French OLM schools: **1) Less than 30%, 2) 30 to 69%, 3) 70% plus, 4) Total**

Plan

4. Results

(see also)

Landry, Rodrigue, R  al Allard et Kenneth Deveau (2010), *Schooling and Cultural Autonomy: A Canada-Wide Study in Francophone Minority Schools*, New Canadian Perspectives, Ottawa, Canadian Heritage).

Landry, Rodrigue, R  al Allard et Kenneth Deveau (2013), *The Vitality of the English Speaking Community of Quebec: A Sociolinguistic Profile of Secondary IV Students in Quebec English Schools*. Ottawa: Canadian Heritage

Results

Average percentage of OLM population in municipalities inhabited by students of the English and French OLM schools

Percentage of OLM in municipality				
O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	10,1	42,6	82,9	22,1
French outside Quebec	11,7	48,8	90,4	47,4

Enculturation

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

a) Family and relatives

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6,6	7,3	7,6	6,8
French outside Quebec	5,6	6,5	7,5	6,5

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

b) Friends

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6,6	7,3	7,6	6,8
French outside Quebec	5,2	6,3	7,6	6,3

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

c) Schoolmates

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6,8	7,2	7,6	6,9
French outside Quebec	5,8	6,7	7,8	6,7

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

d) Social network

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	5,8	6,9	7,4	6,1
French outside Quebec	4,5	6,0	7,4	5,9

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

e) Media

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	7,2	7,8	8,1	7,4
French outside Quebec	3,6	4,0	5,6	4,4

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

f) Public services

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	5,3	6,3	6,9	5,6
French outside Quebec	3,8	5,5	7,1	5,3

Mean score of enculturation in minority language (Ages 2 to 12) for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

g) Linguistic landscape

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	5,2	5,3	6,1	5,3
French outside Quebec	3,0	3,9	5,6	4,1

Psycholinguistic development

Mean score of **ethnolinguistic identity: self-definition** in minority language for students in OLM schools according to percentage of OLM in municipality (1 = Very weak, 5 = moderate 9 = Very strong)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	7.4	8.0	8.0	7.5
French outside Quebec	6.8	7.4	7.9	7.3

Psycholinguistic development

Mean score of **ethnolinguistic identity: identity involvement** in minority language for students in OLM schools according to percentage of OLM in municipality (1 = Does not correspond at all, 5 = Corresponds moderately, 9 = Corresponds totally)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	7.2	7.7	7.6	7.3
French outside Quebec	6.3	6.7	7.3	6.7

Psycholinguistic development

Mean score of **subjective ethnolinguistic vitality** in minority language for students in OLM schools according to percentage of OLM in municipality (1 = Very weak, 5 = moderate 9 = Very strong)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6.0	6.2	6.6	6.1
French outside Quebec	4.6	5.3	6.2	5.3

Psycholinguistic development

Mean score of **desire for integration** in minority language for students in OLM schools according to percentage of OLM in municipality (1 = Never, 5 = from time to time 9 = Always)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	7.5	7.7	7.7	7.5
French outside Quebec	5.5	5.8	6.6	5.9

Psycholinguistic development

Mean score of **integrative motivation for minority language learning and use** for students in OLM schools according to percentage of OLM in municipality (1 = Does not correspond at all, 5 = Corresponds moderately, 9 = Corresponds totally)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6.2	6.6	6.7	6.3
French outside Quebec	5.7	6.0	6.5	6.0

Psycholinguistic development

Mean score of **self-evaluated competencies** in **minority** language for students in OLM schools according to percentage of OLM in municipality (1 = Very weak, 5 = Equal in both, 9 = Totally in Min L)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	8.2	8.4	8.5	8.3
French outside Quebec	6.5	6.6	7.5	6.9

Psycholinguistic development

Mean score of **self-evaluated competencies** in **majority** language for students in OLM schools according to percentage of OLM in municipality (1 = Very weak, 5 = Equal in both, 9 = Totally in Min L)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6.0	5.8	5.3	5.9
French outside Quebec	7.7	7.3	6.6	7.2

Psycholinguistic development

Mean score of **cognitive-academic competence in minority language (Z score on cloze test)** for students in OLM schools according to percentage of OLM in municipality (50 = unilingual norm, standard deviation = 10)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	42.3	43.7	44.6	42.6
French outside Quebec	39.6	38.0	41.1	39.9

Psycholinguistic development

Mean score of **cognitive-academic competence in majority language (Z score on cloze test)** for students in OLM schools according to percentage of OLM in municipality (50 = unilingual norm, standard deviation = 10)

Percentage of OLM in municipality

O L M Schools	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	27.7	28.7	22.6	27.3
French outside Quebec	48.9	43.5	35,7	43.3

Psycholinguistic development

Mean score of **actual minority language use** for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

a) **Family and relatives**

O L M Schools	Percentage of OLM in municipality			
	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6,9	7,9	8.1	7.1
French outside Quebec	5,0	6,3	7,6	6,2

Psycholinguistic development

Mean score of **actual minority language use** for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

b) Social network

O L M Schools	Percentage of OLM in municipality			
	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	6,9	7,7	8.1	7.1
French outside Quebec	3.8	5.1	6.9	5,2

Psycholinguistic development

Mean score of **actual minority language use** for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

c) Public places

O L M Schools	Percentage of OLM in municipality			Total
	Less than 30%	30 to 69%	70% plus	
English in Quebec	4.8	6,3	7,3	5.3
French outside Quebec	2.5	4.3	6.5	4.3

Psycholinguistic development

Mean score of **actual minority language use** for students in OLM schools according to percentage of OLM in municipality (1 = Totally in Maj L, 5 = Equal in both, 9 = Totally in Min L)

d) Media

O L M Schools	Percentage of OLM in municipality			
	Less than 30%	30 to 69%	70% plus	Total
English in Quebec	7.7	8.2	8,6	7.9
French outside Quebec	2.8	3.4	4.6	3.6

Psycholinguistic development

Mean score of minority **engaged language behaviours** for students in OLM schools according to percentage of OLM in municipality (1 = Does not correspond at all, 9 = Corresponds completely): Valorization > Affirmation > Assertion

O L M Schools	Percentage of OLM in municipality			Total
	Less than 30%	30 to 69%	70% plus	
English in Quebec	5.2	5.0	5.3	5.2
French outside Quebec	3.9	4.4	4.9	4.4

Plan

5. Discussion and conclusion

Discussion and conclusion

All general hypotheses were supported:

Hypothesis 1: The strong attraction of English as a global language with its base in North America has an advantageous effect for the English OLM but is a strong disadvantage for the French OLM.

- Despite their average lower demographic vitality, the English OLM (22.1%) have a stronger language socialization than the French OLM (47.4%).
- Probably the best indicator of the « gravitational pull » of English is English media use (the domain where influences are most clearly continent wide) and to some extent the linguistic landscape (Landry and Bourhis, 1997) where national and international companies may be quite visible.

Discussion and conclusion

All scores are on 9-point scale.

- **For the English OLM**, average language socialization scores were in the following order:

Media (7.4) > private space (family and relatives, friends, schoolmates) (6.8, 6.8.6.9) > social activities (6.1) > public services and linguistic landscape (5.6, 5.3)

- **For the French OLM**, ...:

Private space (family and relatives, friends, schoolmates) (6.5, 6.3.6.7) > social activities (5.9) > public services (5.3) > media and linguistic landscape (4.4, 4.1)

Discussion and conclusion

On psycholinguistic variables differences favoring the English OLM over the French OLM were in the following order (**All scores are on 9-point scale**):

- **desire for integration** (7.5 vs 5.9) = +1.6
- **self-evaluated competencies in minority language** (8.3 vs 6.9) = + 1.4
- **subjective vitality** (6.1 vs 5.3) = + 0.8
- **engaged language behaviours** (5,2 vs 4.4) = + 0.8
- **linguistic identity: involvement** (7.3 vs 6.7) = + 0.6

Discussion and conclusion

Differences were minimal for **integrative motivation** (6.3 vs 6.0) and **linguistic identity: self definition** (7.5 vs 7.3)

Linguistic competencies in the **minority language** were higher for the English OLM:

- **self-evaluated competencies** in **minority** language (8.3/9 vs 6.9/9) = + 1.4
- **Cognitive-academic competency** in **minority** language : 42.6 vs 39.9 = + 0.27 standard deviation (**Z score**, unilingual norm = 50.00, standard deviation = 10.00)

Discussion and conclusion

Linguistic competencies in the **majority** language were higher for the **French OLM**:

- **self-evaluated competencies** in **majority** language
(5.9 vs 7.2) = + 1.3
- **Cognitive-academic competency** in **majority** language : 27.3 vs 43.3 = + 1.6 standard deviation
(**Z score**, unilingual norm = 50.00, standard deviation = 10.00)

Overall bilingualism tends to be stronger on written tests for the French OLM but it is more **subtractive**: lower scores in the minority language than in the majority language. (Average 0.84 SD below unilingual norms for the French OLM versus 1.51 SD for the English OLM).

Discussion and conclusion

Results on **actual minority language use** were very similar to enculturation results (**9-point scale**):

- **English OLM**: media (7.9) > family and relatives (7.1) = social network (7.1) > public places (5.3)
- **French OLM**: family and relatives (6.2) > social network (5.2) > public places (4.3) > media (3.6)

Hypothesis 2: The advantageous effect of the English OLM will be stronger in low demographic vitality contexts.

- All differences on language socialization and psycholinguistic development in the minority language favoring the English OLM were larger in low demographic vitality contexts (30% or less) and smaller in higher demographic vitality contexts (70%₅₃ plus)

Discussion and conclusion

Hypothesis 3: Both OLMs are real minorities and their language use is explained by the same sociolinguistic principles i.e. in this case, increase with demographic vitality.

- All results for both OLMs **increase linearly with increase in demographic vitality.**
- Both OLMs are less enculturated and use the minority language **less in the public space than in the private space** which tends to be dominated by the majority language (a typical characteristic of a minority group: **diglossia**)
- As previously shown with past research testing the same model on both OLMs, the same **enculturation variables have a very similar effect on three psycholinguistic variables:** subjective vitality, linguistic identity and desire for integration into the minority group. (Landry, Allard and Deveau, 2006; Landry and Allard, 2014)

Discussion and conclusion

English OLM is “**a minority with an edge**” (Landry, Allard et Deveau, 2013): being speakers of the most powerful language on the planet.

The strong “gravitational pull” of English (de Swann, 2001) is real and is now part of the “rising global imaginary”(Steger, 2009). “*The rise of the global imaginary is inextricably connected to the rise of the global media*” (p. 97).

In Quebec, the English OLM, **as a minority group**, is much less threatened by the vitality of its language than by its possible loss in “**cultural autonomy**” and “**collective identity**”(Landry, 2009, 2018; Landry et al., 2013): mainly in the leadership role of its governance structure (Jedwab, 2005), in “institutional completeness” and in its language legitimacy as recognized by the State. (see model, following page)

Model of Cultural autonomy

(Landry, 2009, 2018; Landry et al., 2013)

