

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

Attitudes of Young Quebecers towards English and French

Julie J. Boulé

A Thesis

In

The Department

Of Education

(T.E.S.L. Centre)

**Presented in Partial Fulfillment of the Requirements
For the Master of Arts Degree at
Concordia University
Montreal, Quebec, Canada**

August 2002

© Julie J. Boulé, 2002



**National Library
of Canada**

**Acquisitions and
Bibliographic Services**

**385 Wellington Street
Ottawa ON K1A 0N4
Canada**

**Bibliothèque nationale
du Canada**

**Acquisitions et
services bibliographiques**

**385, rue Wellington
Ottawa ON K1A 0N4
Canada**

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-72834-X

Canada

ABSTRACT

Attitudes of Young Quebecers towards English and French

Julie J. Boulé

This matched guised study investigated young Quebecers' attitudes towards English and French and the speakers of those languages. A total of 414 participants rated the voices of 4 bilinguals (males and females) reading in English and French in terms of fourteen traits (e.g., kindness, sense of humor, level of education) and a socio-economic scale. In this adaptation of the classic study by Lambert, Hodgson, Gardner and Fillenbaum (1960), students from both ethnolinguistic heritages in English and French colleges participated as raters.

Participants consistently rated the English guises more favorably on almost all of traits, and no French guises were favored on any of the characteristics investigated. Some results indicate that higher L2 proficiency and contact with members of "the other" ethnolinguistic group correlates with more balanced views.

Acknowledgements

Many people have contributed to the success of this investigation in various ways.

First of all, I would like to thank all 523 participants who took part in this study, the numerous readers who lent their voices, and the judges who rated readers' proficiency. A special thank you to all of the teachers who kindly gave up class time to take part in this experiment. Johanne Ness and her ESL students agreed to participate in a pilot study prior to the main experiment, and Daron Westman, helped coordinate the investigation in the English Cegep.

Deuxièmement, je suis reconnaissante de l'appui financier fournit par le Cégep de Drummondville tout au long de mes études de maîtrise. De plus, le soutien de collègues du Département de Langues, notamment Sylvia Watterson, Jeffrey Gallant, Yvon Courcy et Nancy Poulin-Gatien, a été très apprécié.

Also, thank you to Joanna White and Elizabeth Gatbonton for their insightful comments in an earlier version of this thesis. Thank you to Randall Halter for the statistical help provided to elucidate one huge monster Excel sheet.

De plus, l'encouragement des membres de ma famille et d'amis ont été salutaires dans une multitude de projets entrepris, incluant celui-ci. Un très chaleureux merci à tous ceux qui ne cessent de répéter : <<t'es capab' Julie!>>. Lisette, Gilles, Claude Junior, Michel, Stephen et Nancy.

Finally, this thesis could not have been completed without the tenacious patience, help and continuous encouragement from my thesis director, Patsy Lightbown. She persistently continued to make me believe this story was worth telling, even in the most difficult moments. I will forever be grateful for her so very significant contribution.

A vous tous, un très gros Merci!

Julie

Table of Contents

List of Tables	vi
1. Introduction	
1.1 Review of the Literature	2
1.2 Research Questions and Hypotheses	10
1.3 Terms Operationalized	11
2. Methodology	
2.1 Pilot	14
2.2 Participants	14
2.3 Instrument: Matched-Guised Tapes	15
2.4 Procedure	18
2.5 Participants' Questionnaires	20
2.6 Traits Investigated	21
2.7 Considerations Regarding Ethical Acceptability	23
3. Results	
3.1 Reactions to Individual Readers	25
3.2 Reactions to Tape A and Tape B	27
3.3 Regrouping of Participants	29
3.4 Main Hypothesis: Reactions from Three Populations	30
3.5 Hypothesis 2A: Cegep Language of Instruction	34
3.6 Hypothesis 2B: Results according to L2 Proficiency	35
3.7 Hypothesis 2C: Reactions to Gender	37
3.8 Then and Now	38
4. Discussion	
4.1 Interpretation: Main Hypothesis	40
4.2 Interpretation: Sub-Hypotheses	48
4.3 Significance of the Study	54
5. Conclusion	
5.1 Limitations	59
5.2 Needs for Future Research	63
5.3 Summary	64
References	65
Appendices	67

List of Tables

1: Preston's categories and traits.....	5
2: A synthesis of the four previous studies.....	8
3: Number of characteristics and participants' positive reactions to them	9
4: Grid used to self-assess participant's L2 proficiency.....	12
5: A definition of participants' L2 proficiency	12
6: Participants: by gender, by location	15
7: Order of voices on the two investigation tapes	18
8: A breakdown of solidarity, status and other traits	22
9: Traits used by previous (teams of) authors	22
10: Repeated measures ANOVA for four voices in their English guise	27
11: Repeated measures ANOVA for four voices in their French guise	27
12: Guises order on both tapes.....	28
13: Instances with significant differences for voice order	29
14: Reactions of 3 populations to 14 characteristics for both guises	31
15: Average difference for both guises for solidarity and status traits.....	33
16: Differences between guises for Francophones of both cegeps	34
17: Score discrepancy between guises by proficiency	37
18: Score discrepancies for English and French guises by gender	38
19: Descriptive comparison of 3 previous studies and this one	39

Appendices

- 1: Text recorded on tape
- 2: Nativelike proficiency questionnaires
- 3: Sample sheet used by participants
- 4: Nominal information sheet
- 5: Thank you messages in the cegep papers
- 6: Booklet cover page

1. INTRODUCTION

In 1958-1959, Lambert, Hodgson, Gardner and Fillenbaum (1960; hereafter Lambert et al.) used the matched guise technique (MGT) to assess young Quebecers' attitudes toward English and French voices, and, indirectly, towards the speakers of those two languages. This technique was first used¹ in Montreal by the above-mentioned McGill University researchers in this study that is now considered a classic.

The MGT is a tool used by linguists and sociolinguists to investigate the attitudes of people towards different language varieties, registers or accents. Participants are asked to evaluate different characteristics (e.g. intelligence, sense of humour) of various people when listening to their voices. However, the participants are not told they hear the same person twice in two different languages, and the discrepancy of their responses to the same voice in different linguistic "guises" is examined as evidence of whether their reactions to a specific language and its speakers are positive or negative.

Since 1960, the MGT has been used in a great number of studies all over the world. When used in conjunction with various questionnaires and interviews, significant correlations have emerged, attesting to the validity and reliability of this technique for assessing attitudes (e.g. Andrews 1994, Nasu 1997, Robinson 1996).

¹ Crystal, David, Cambridge Encyclopedia of Language, 1987, p. 23.

As the attitudes of young Quebecers have not been empirically observed for over 15 years, the time has come to examine whether time has had any impact on their views. In this study we will examine the attitudes of young Quebecers towards English and French, Canada's official languages, at the onset of the twenty-first century.

1.1 Review of the Literature

Four MGT studies conducted in Montreal have reported the attitudes of young Quebecers towards English and French. All (teams of) authors conducted studies similar to the original study by Lambert et al., each making minor modifications. This section presents these four studies; a synthesis is displayed in Tables 2 and 3.

Lambert, Hodgson, Gardner and Fillenbaum (1960)

In this original study, the voices of four men speaking in English and in French were used. Two speakers used a regular, standard Quebec French; one spoke a European variety, and one spoke *joual*, having "an accent characteristic of those who work 'in the bush' where, in fact, his style of pronunciation was acquired" (Lambert et al., 1960, p. 296). Participants heard a 2.5-minute text of a philosophical nature read by each speaker in each language. They were asked to rate the speakers on fourteen characteristics using a 6-point Likert scale, where one is least positive, and six is most positive. An open-ended question asked participants to indicate the perceived profession of each speaker. The

participants (n=130) were Montreal students: 64 English-Canadian males and females from McGill University and 66 French-Canadian males enrolled in a classical French college, where most students had a French mother-tongue and cultural background.

Lambert et al. chose to investigate 14 traits: ambition, character, dependability, entertainingness, good looks, height, intelligence, kindness, leadership, likeability, religiousness, self-confidence, sense of humour, and sociability. These traits were evaluated on a 6-point Likert scale, from "very little" to "very much".

The results were astounding to many. In this study, the Francophones evaluated the English guises in a more positive light than the French guises on ten of the fourteen traits (height, good looks, leadership, intelligence, self-confidence, dependability, ambition, sociability, character, likeability). There were no differences on two traits: sense of humour and entertainingness. They rated the French guises more favourably on only 2 of the 14 traits under study: kindness and religiousness. The European French voices were favoured over the Quebec French voices. The participants also associated professional careers, as opposed to blue-collar work, with the English guises more often than with the French voices. Lambert and his colleagues concluded that the Canadian-French population "may well regard themselves as members of an inferior group" (p. 302).

The Anglophones also tended to rate the English guises more favourably, showing a more positive view of their own ethnolinguistic group. Although they

were less negative in rating the French guises, they responded to the English guises in a more positive light on 7 traits (height, good looks, intelligence, dependability, kindness, ambition and character). They indicated a more positive view of the French guises on one trait, sense of humour, and they indicated no differences for 6 traits (leadership, religiousness, self-confidence, entertainingness, sociability and likeability).

Lambert et al. found that the more bilingual students showed more balanced views of both ethnolinguistic groups. The Anglophones with high proficiency in French showed more positive attitudes towards French than the less bilingual group, while the more bilingual Francophones reliably showed less own group preference than did those with little facility in English (p. 301).

Preston (1963)

In his unpublished MA thesis presented to the Department of Psychology of McGill University, Preston (1963) replicated the Lambert et al. study using the voices of four men and four women speaking in English, and in either European French (n=2) or in Canadian French (n=2). He opted for a shorter (1.5-minute) text of philosophical prose. The participants (n=172) were 80 English-speaking males and females and 92 French-speaking males and females in their second year of community college in Montreal.

Preston added 4 adjectives to the original 14 traits investigated by Lambert et al.: affectionate, courageous, conscientious, and sincere. He also chose a 6-point Likert scale where the high numbers indicate positive attitudes.

Preston then grouped the traits into 4 categories: competence, integrity, social attraction and others (see Table 1).

Categories	Traits
Competence	ambition, courageous, intelligence, leadership, self-confidence
Integrity	character, conscientiousness, dependability, kindness, sincerity
Social attraction	affectionate, entertaining, likeable, sense of humour, sociable
Others	religion, height, good looks

Table 1: Preston's categories and traits

In this study, the Anglophones viewed the females more favourably in their French guise, and the males more favourably in their English guises. Furthermore, the Francophones systematically showed more positive reactions towards the European French than the Quebec French voices, indicating a strong bias towards European French. The only case in which French voices were viewed more positively was that of the Francophone females, who had a tendency to rate the French male voices more positively than the English male voices.

Mazurkewich, Fister-Stoga, Mawle, Somers, Thibaudeau (1986)

In this study, the voices of two males and two females speaking in English and in Standard Canadian French, 15 characteristics and a 2.5-minute descriptive passage were selected. The participants (n=85), were English-speaking males (n=25) and females (n=19) and French-speaking males (n=12) and females (n=29) studying in Montreal community colleges.

Mazurkewich et al. (1986) found that French speakers evaluated the English guises in a more positive light on 5 of the 15 traits evaluated. There were

no differences on 9 traits, and, ironically, they viewed the French voices more favourably on one trait: self-confidence.

On the other hand, the English speakers never favoured the French on any of the traits studied; they showed a positive view of their own ethnolinguistic group, especially on 7 traits. However, there was no significant bias towards either group for 8 traits.

In this study, conducted 25 years after the Lambert et al. (1960) and the Preston studies, the Anglophones showed the same positive attitudes towards their own ethnolinguistic group. Furthermore, the Francophones continued to downgrade themselves, but not as much as they had in the late 1950s or early 1960s. The authors suggest that this is a reflection of the political and social changes which have affected Quebec society (p. 205) between their 1984 study and the two initial studies of Lambert et al. (1960) and Preston (1963).

Genesee and Holobow (1989)

Although it was published in 1989, the most recent MGT study was conducted in Montreal in early 1984. The authors selected the voices of three "trilingual" males who read a 30-second text in Canadian English, in Standard Quebecois French, and in European French. Thirteen characteristics were investigated. The participants (n=111), were 50 English-speaking males, and 61 French-speaking students (31 males and 30 females) enrolled in Montreal high schools.

Genesee and Holobow chose to use Ryan's (1979: 151) categories of status and solidarity traits. The solidarity items comprised the terms colorful, warm, kind, likeable, and has a sense of humour, and the status characteristics included ambitious, dependable, educated, intelligent, and with leadership qualities. They used three other descriptors that did not clearly fit in either category, i.e. religiousness, height and toughness. The participants indicated their response on a nine-centimetre long line which was subsequently measured to the nearest half-centimetre.

In this study, the Francophones showed no significant differences on 6 traits and favoured the English voices on 7 traits. They did not favour the French voices on any of the traits, although the European French guises were rated more favourably than the Canadian French guises. The Anglophones showed no differences for 4 traits and they favoured the English voices on 8 traits. They gave a higher rating to the French voices on one trait: they tended to view the French speakers as more "tough" than the English voices. However, it is not clear whether "tough" was seen as a trait which bears positive or negative connotations by the respondents.

Both ethnolinguistic groups tended to rate the guises of their own group higher on the solidarity traits. However, this was not the case for the status traits, where the French guises continued to be downgraded by both ethnolinguistic groups. Genesee and Holobow conclude that, "More significant socio-economic changes that are sustained over time may be required before French Canadians come to see themselves of equal status to English Canadians" (p. 36).

The main features of these four investigations are summarized in Tables 2 and 3.

Author (year)	Number of Voices (+2 practices)	Participants Selected	Text Recorded
Lam- bert et al. (1960)	4 males in: <ul style="list-style-type: none"> English French Total: 8	<u>English</u> : 64 males and females at McGill University. <u>French</u> : 66 males in a <i>Collège Classique</i> Mean age: 18.5 Total: 130	<ul style="list-style-type: none"> 2.5-min. w/90-sec. pauses "of philosophical nature" Total 40 min.
Preston (1963)	4 males, 4 females in English and French Canadian or European Total: 16	<u>English</u> : 80 males and females <u>French</u> : 92 males and females Mean age: 17.8 Total: 172	<ul style="list-style-type: none"> 1.5-min. text of "philosophical prose" Total: 32 min.
Mazur- kewich et al. (1986)	2 females, 2 males in <ul style="list-style-type: none"> Standard French Cdn Cdn English Total: 8	<u>English</u> : 25 males, 19 females <u>French</u> : 29 females, 12 males Mean age: 18.4 Total: 85	<ul style="list-style-type: none"> 2.5-min. w/90-sec. pauses "a descriptive passage" Total 40 mins.
Gene- see et al. (1989)	3 males in: <ul style="list-style-type: none"> Cdn English Qc French European Fr. Total: 9	<u>English</u> : 50 high school males <u>French</u> : 31 males, 30 females in high school Mean age: 16 Total: 111	<ul style="list-style-type: none"> 30-sec. text neutral topic: hypothermia Total: 5 min+pauses

Table 2: A synthesis of the four previous studies.

Table 3 indicates, for the 3 previously published studies, how frequently the English guises were preferred over the French guises by both Francophones and Anglophones. Table 3 shows the number of characteristics seen as positive for each linguistic guise¹. For example, the "10" under "Francophones" and "+English" indicates that in the Lambert et al. study, Francophones had a more positive reaction towards the English guises on 10 of the 14 traits evaluated.

¹ As Preston presented all of his results in terms of raters and readers' genders, his results are not presented here.

Note that the characteristics which yielded no significant differences are not included in this table.

guise	Francophones		Anglophones	
	+ English	+ French	+ English	+ French
Lambert et al. (n=14)	10	2	7	1
Mazurkewich et al. (n=15)	5	1	7	0
Genesee and Holobow (n=13)	7	0	8	1

Table 3: Number of traits on which participants rated one guise more positively

The 21st Century

Many sociopolitical changes have occurred in Quebec since 1960. In 1969, the Official Languages Act recognized the official status of both English and French in Canada. In 1977, Bill 101, the Quebec Charter of the French Language, was adopted "to enhance the status and income of Francophones" (Kaplan & Baldauf, 1997, p. 169). In 2001, 43 years after Lambert et al. carried out their pioneer study, and nearly a quarter century after the passage of Bill 101, the time seemed appropriate to take a new look at the attitudes of English and French Quebecers towards Canada's official languages and the speakers of those languages.

1.2 Research Questions and Hypotheses

Research Questions

Do Quebec Anglophone and Francophone young adults today show a more balanced attitude towards spoken English and French than the students observed in previous studies? Do various populations of students hold different attitudes towards spoken English and French? Do participants react differently towards men's and women's voices?

Research Hypotheses

The main and last hypotheses pertain globally to all of the participants in this study; three sub-hypotheses are related to various sub-groups of participants.

1) The French language now has more prestige than it had in the past. French Quebecers are now found in all socio-economic groups; the segregation of English factory managers and French blue-collar workers is no longer observed in plants across the province. Given the socio-political and economic changes to Quebec society in the last four decades, it is hypothesized that Quebec's young adults of 2001 will show more balanced attitudes towards English, French and the speakers of those languages than the participants involved in the 1960's and the 1980's studies².

² As the participants, the readers, the texts, the descriptors, and the scales used are not the same as those used in the previous studies, this investigation cannot be viewed as an exact replication.

2 A) It seems likely that the students who chose to enrol in an educational institution where the main language of instruction is their L2 are highly motivated and linguistically proficient individuals. Thus, it is predicted that the students who are studying in a post secondary educational institution of the other ethnolinguistic group will hold more balanced attitudes towards that group.

2 B) In light of the findings reported by Lambert et al., we expect that the students who are most proficient in their respective L2 will have more balanced attitudes towards the other ethnolinguistic group than the students who are least proficient in their L2.

2 C) Finally, given the more egalitarian status of women in all walks of life, it is expected that there will be no significant difference in students' attitudes towards the male and female voices.

1.3 Terms Operationalized

For the purpose of this study, attitude is defined as the result of responses to a 6-point semantic differential scale, as well as a 6-point socio-economic scale, during a matched guise experiment. A positive attitude refers to a response on the positive side of the scale (i.e. a higher score); a negative attitude refers to a response on the negative side of the scale (i.e. a lower score).

The level of L2 proficiency pertains to a participant's self-assessment score. This scale is identical to the one used by Lambert et al. except that two middle options of "pretty well" and "well" were added between a "little" and "very well" to offer a greater variety of perceived proficiency levels and obtain a more accurate self-evaluation. This scale is shown in Table 4.

Survey: Please complete this questionnaire for statistical analyses.						
Imagine that you find yourself abroad, in a country where only your second language is spoken. At which level are you able to...? (Check ✓ the 3 appropriate bubbles.)						
	not at all	a little	pretty well	well	very well	fluently
read?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speak?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table 4: Grid used to self-assess participant's L2 proficiency.

In keeping with Lambert et al.'s scoring method, the score for "speaking" is doubled as it is considered the most important factor. Furthermore, doubling the speaking score helps to account for all four language skills as the students' listening abilities are not assessed.

A score of zero was given to each "not at all" answer, one point for "a little" and one point was added for each subsequent answer, until a maximum of five points was granted for a "fluently" response. Thus, given that the speaking score was doubled, the possible L2 proficiency scores ranged between 0 and 20. According to this score, participants were assigned to one of three L2 proficiency groups: low, middle and high L2 proficiency (see Table 5).

L2 Proficiency	Self-Assessment Score
Low	0 to 8
Middle	9 to 15
High	16 to 20

Table 5: A definition of participants' L2 proficiency

As for the nominal information collected on this same questionnaire, participants were asked to indicate their age, their language of education in both elementary and secondary schools, and their origin ("Where are you from?"). They were also asked to check a box to indicate their gender, and their mother tongue: "English/French/Other".

As this study addresses the attitudes of young Quebec Anglophones and Francophones towards both official languages, the data provided by participants who answered that they were from outside the province of Quebec, as well as those who answered that their mother tongue was neither French nor English were eliminated.

Also, as we wished to evaluate the reactions of two distinct groups, the Anglophones and the Francophones, and because the number ($n=7$) of students who responded that their mother tongue was both English and French was so very small, the data provided by these participants were also eliminated.

2. METHODOLOGY

2.1 Pilot

Prior to the main study, 40 students, enrolled in two different classes of English as a Second Language in a private Montreal cegep,³ were selected to take part in a pilot experiment. They were 11 males and 29 females with an average age of 17.4 years. Although their answers were not statistically analysed, their responses, questions and confusion indicated that some minor terminological modifications were in order. Furthermore, their comments and feedback led to the production of better questionnaires for use in the main study.

2.2 Participants

The participants selected for the main study come from 2 different cegeps located outside the Montreal metropolitan area. One is a French cegep in a predominantly French-speaking city (45,000 inhabitants, 98.7% French according to the 1998 census) located an hour away from Montreal. The other is a cegep whose main language of instruction is English, located almost 2 hours away from Montreal, in an area with 145,000 inhabitants, most of whom are Francophones (91%), with some Anglophones (6%)⁴.

³ "Cegep" refers to the community colleges found across the province of Quebec. Generally, after high school Grade 11, Quebec students attend cegep for 2 years (pre-university programs) or 3 years (technical programs) before they attend university or join the job market respectively. Also, it should be noted that this word sometimes appears in capitals, as it originates from an acronym. However, in this study, the new orthography representing it as a single morpheme, a common noun, is selected.

⁴ Statistics Canada, 1996 census.

Although a total of 537 students initially participated in the study (248 in the English cegep and 289 at the French cegep), the data provided by 123 students were excluded from the analysis for one of four reasons: either the participants indicated they were from areas outside of the province of Quebec (n=22), their mother tongue was neither English nor French (n=17), their mother tongue was both English and French (n=7), or they failed to provide one or more of the 159 responses requested (n=77). As a result, only the data obtained from 414 students were compiled and analysed in this investigation (see Table 6).

The students were enrolled in a variety of programs including Languages, Social Science, and Computer Science. Their mean age was 18.39 years in the French cegep and 18.01 in the English cegep. The participants (see Table 6) were 236 females and 178 males. The investigation took place in the month of March, 2001, in 9 Humanities classes in the French cegep and in 13 German, English, Statistics, Humanities, and History classes in the English cegep.

	English Cegep	French Cegep	TOTAL
Females	104	132	236
Males	71	107	178
TOTAL	175	239	414

Table 6: Participants: by gender, by location

2.3 Instruments: Tapes

Originally, nine people (4 females, 5 males) were recorded reading a neutral text about corporate hiring over the Internet (Appendix 1) in both English and French. The voices were recorded in a sound proof recording studio at the French cegep. Many attempts were made to achieve a suitable recording. To

avoid paper crackling noises on the tape, the text was inserted into a noiseless plastic cover. The readers were selected for their nativelike proficiency in both languages. They were also chosen because they did not teach or work at either cegep, in order to ensure that students who participated in the study would not recognise them. In fact, none of the students mentioned that they had recognised the voices as those of people they knew.

The voices of 4 readers were selected. As many studies (e.g. Munro & Derwing 1995, Derwing & Munro 1997) have shown that people often react differently to accented voices, it was important to assess the nativelike quality of the readers' excerpts. The French voices were evaluated by 12 French native speakers and French L1 teachers in a French post-secondary school, and the English voices were rated by 10 English native speakers who taught at the primary, collegial and university levels. The nativeness judges heard the voices and indicated whether they thought the readers were native speakers of the language they heard (Appendix 2). To ensure that their responses were valid, they were also asked to specify their own native language.

The four voices perceived as the most nativelike in both languages were selected for the investigation tapes. Out of 22 raters, 18, 18, 17 and 11 rated Nadia, Gilbert, Justin and Michelle respectively as native speakers of both English and French.

Although Michelle actually learnt both English and French together from birth, she received a 50% score from the nativeness judges. Michelle's voice sounds somewhat funny on the tape, but that is the case for both guises, as she

was rated an English native speaker by 5 of 10 Anglophones and a French native speaker by 6 of 12 Francophones. This low nativeness score was of concern; however, as will be seen, the reactions to her two guises were entirely consistent with those of the other readers'.

To control for individual readers' effects, efforts were made to ensure that they shared similar characteristics and backgrounds. For example, all four of them speak the same variety of French; all were born and raised in the same city, and they still lived and worked in this town at the time of the recording. All four are successful professionals in their own fields; three of them are ESL teachers and/or administrators and one is a sales representative. At the time they were recorded (February 2001), the 2 males were 35 and 38 years old, and the 2 female readers were a 55 year old woman and her 33 year old daughter.

The order of the initial 4 voices on which the analyses were to be based was determined randomly, using a simple, very low-tech system composed of a die (each reader was assigned a number) and a coin (heads, or *_f_ace* meant *_F_rench*). The remaining 4 voices were then mixed so that the second time a reader was heard in the other language, it was as far as possible from the first time heard. Thus, voices #3 and 7, 4 and 8, 5 and 9, and 6 and 10 were those of the same speakers. To control for order effects, two audiocassettes bearing the same voices in a reverse order were used. In accordance with the procedures used in previous studies, the first two voices were used strictly as practice and the responses they elicited were not analysed. The voices of an English male

and a French female were selected as practice. The voices were heard in the orders shown on Table 7.

Tape A	FP1, MP2, F1F, M1E, F2F, M2F, F1E, M1F, F2E, M2E	FP1 = Female, Practice #1 MP2 = Male, Practice #2
Tape B	FP1, MP2, M2E, F2E, M1F, F1E, M2F, F2F, M1E, F1F	F1F = Female #1 in French M2E = Male #2 in English

Table 7: Order of voices on the two investigation tapes

2.4 Procedure

As the true rationale of a matched guised experiment cannot be disclosed for obvious reasons, the participants were told that the investigator was interested in finding out whether people's voices carried specific information about themselves. Similarly, Preston and Mazurkewich et al. also reported that they presented their study as an investigation of the accuracy of judgements about personality traits of unknown people. To begin the experiment, and activate their schema, students were given the time to reflect on, and to express their views on three questions⁵:

- When you listen to the radio, do you imagine what kind of person is behind the microphone?
- If you talk to somebody you've never met on the phone, do you create a mental picture of this person?
- Do you believe it is possible to guess people's profession simply by listening to their voice?

The students were then invited, but not forced, to participate in this experimental study. They were asked not to indicate their names on their questionnaires and they were assured that their responses would remain anonymous and confidential, and that they would be used for research purposes only. As their desks were generally very close to one another, and since students occasionally seemed curious about others' answers, they were asked to ignore their friends' responses; they were told that a great number of students and a great number of different opinions were sought.

The raters were asked to evaluate each voice on 14 characteristics (e.g., kindness, intelligence) on a 6-point Likert scale and to select one of 6 professions (e.g., gas pump attendant, doctor) representing a socio-economic scale. The evaluation of each voice was performed on a separate sheet of paper with a large heading indicating the voice number to ensure accurate responses and avoid confusion (Appendix 3). The investigator stood by the tape player and waited for students to finish each voice before pressing "play". She then announced the next voice, repeating the voice number twice (e.g. "Three, voice number three") to increase the probability that participants were filling out the right page. After the first voice, students were asked if they had any questions to make sure they understood. Once they had finished responding to voice #10, students were asked to complete a nominal information questionnaire (Appendix 4).

⁵ The first two situations were also articulated by Lambert et al. and Genesee & Holobow; both teams of authors mention reminding participants about creating mental pictures of unknown people on the phone and radio. The last question is mine.

Before the students and teachers were thanked for their time and assistance, orally, in class and, later, in their college daily information paper (Appendix 5), they were asked whether they had any questions or comments about the experiment. In the last 2 French cegep groups, two students said that they had heard the same person speak in both English and French. There is no way of knowing whether any other students noticed the repetition of voices; however, given the fact that only 2 of the 537 participants brought this up, it seems likely that a very small percentage of the students unmasked the technique.

2.5 Participants' Questionnaires

English questionnaires and instructions were provided to the English cegep participants; French questionnaires and instructions were provided to the French cegep participants. All students received 6 double-sided stapled sheets that included:

1. a cover page (Appendix 6) with:

- one of the following titles:

**Can Voices Reveal People's Personalities?
An Experiment in Quebec Cegeps
March 2001**

**Avec quelle précision la voix des gens permet-elle de décrire leur
personnalité? Recherche auprès des cégépiens(ne)s**

Mars 2001

- the instructions for the experiment (which were also reviewed orally in each group);
- a written copy of the recorded text, both in English and French, to increase familiarity with the text and minimize distraction. The text, which was originally published in a supplement in the Saturday, October 7, 2000,

editions of the Montreal Gazette and Le Journal La Presse de Montréal was adapted and corrected by five professional language experts who assessed the translation and nativelike quality of both texts prior to the recording.

- the signature of the investigator which was actually used to keep track of the tape used. Groups who heard tape A had a right hand side signature while the sheets filled out by tape B raters had a left hand side signature.
2. ten pages (one for each voice heard) bearing the 14 semantic traits as well as a 6-point socio-economic scale (sample in Appendix 3).
 3. a last page (Appendix 4) with:
 - an L2 proficiency self-assessment questionnaire;
 - a self-report survey to measure the students' use of L2 on a 6-point Likert scale;
 - nominal information such as gender, age, L1, etc.;
 - a consent sentence indicating that students agreed to having their responses used for research purposes.

2.6 Traits Investigated

A total of 25 to 30 traits were investigated in the 4 studies mentioned previously, and 14 of them were used in this study⁶. On the questionnaires, these traits were anchored with the terms “very” or “not at all”, on both sides of 6 dots for participants to check the appropriate one. These traits were selected as they seemed intrinsically interesting. In the French questionnaires, some lexical items had to be adapted to the new millennium terminology; thus, “*gentillesse*” replaced

⁶ Since a number of traits had to be selected from the 25-30 traits previously used, the non-selected terms were those which were the most likely to yield unclear, misleading or confusing referents. For example, “*character*” could refer to two or three different lexemes “*avoir du caractère*” or “*avoir un bon/mauvais caractère*”, and it is not clear which one Lambert et al. referred to. Also, for the term “*ennuyeux*”, some French L1 participants in the English cegep may confuse “*bored*” and “*boring*”. Moreover, some people disagree with some previous translations, arguing that “*colorful*” and “*flamboyant*” do not necessarily, nor accurately reflect Lambert’s original sense of “*entertainingness*” and “*jovialité*”.

"bonté"; "croyant(e)" replaces *"religieux"* previously used in Lambert et al.'s study.

Care was taken to investigate a balance of solidarity and status traits (Table 8).

Solidarity	Status	Others
kind likeable sociable sense of humour warm	ambitious educated intelligent leader self-confident	good looks height religious dependable

Table 8: A breakdown of solidarity, status and other traits.

Seven of the traits were expected to yield particularly interesting results as they were investigated in all 4 previous studies; they are kindness, intelligence, dependability, leadership, likeability, ambition and sense of humour. Two traits, education and warmth, appear only in Genesee & Holobow, while good looks appears only in Lambert et al. and Preston. Sociability and self-confidence do not appear in Genesee and Holobow, and religiousness and height were not investigated in the Mazurkewich et al. study (Table 9).

Legend		
A = all four studies L = Lambert et al. P = Preston M = Mazurkewich et al. G = Genesee & Holobow		
Solidarity	Status	Others
kind = A likeable = A sense of humour = A	ambitious = A intelligent = A leader = A	dependable = A
sociable = L, P, M	self-confident = L, P, M	height = L, P, G religious = L, P, G good looks = L, P
warm = G	educated = G	

Table 9: Traits used by previous (teams of) authors.

Furthermore, 6 different professions (gas pump attendant, photographer, police officer, secondary school teacher, human resources director, and doctor) were chosen for the 6-point socio-economic scale. Care was taken to include professions which are regularly held by both men and women.

2.7 Considerations Regarding Ethical Acceptability

- From the beginning of this investigation, the author understood that in order to ensure the validity of an uncompromised thesis and to advance the cause of scholarship she had to “be scrupulously honest, ready to abandon a pet theory if it is not supported by data and resist the desire to ignore certain data” (Madsen, 1992).
- Students in various classrooms were invited yet not obliged to participate. Clear oral and written instructions were provided in the participants’ language of instruction (Appendix 6). For example, in all of the 22 classrooms visited, a handful of unhappy students felt uneasy about “judging” others and refused to participate, occasionally warning the researcher “Do not judge others!” Those students were respectfully told their participation was not mandatory.

- The disclaimer at the bottom of the last page, stating “I understand and agree that my answers will be used for research purposes”, ensured participants were aware of the purpose of their participation.
- To thank the students and their educational institutions for their time and assistance in this investigation, each cegep library will receive a copy of this thesis. This is true for the cegep which participated in the pilot study as well.

3. RESULTS

This chapter reports the results of the quantitative analyses of participants' responses. Over 65,000 responses were analyzed: a total of 414 participants provided over 159 responses each (14 traits and 1 socio-economic scale for all 8 guises, in addition to nominal information in the initial questionnaire).

Participants' reactions to each guise were computed for each characteristic. One point was attributed to each "not at all" answer, while 6 points were given for a "very much" response. Since the items are presented in their positive form (e.g., "warmth" rather than "coldness"), the higher the number, the more favourable the response.

In light of the large number of comparisons and the large number of participants in this study, the significance level was set at a stringent $p < .001$ for all comparisons to reduce the likelihood of finding non-genuine responses.

3.1 Reactions to Individual Readers

The first analyses were designed to confirm that the data obtained for this study were reliable and valid for the purposes of this investigation. The results of each individual reader were analyzed to ensure that no individual reader or guise contributed disproportionately to the overall results.

Before the experiment, raters were reminded of how we may create, in our minds, pictures of unknown people heard on the radio or on the phone. Moreover, this investigation was presented as a study which examines how accurately people can guess certain characteristics of unknown people solely by

listening to their voices. After the investigation, some of the students' comments indicated they truly believed that was the rationale of the study. I was asked, "How do you measure people's good looks? Will you put the pictures of the readers in your thesis? Voice number 3 was a cop, right!?" One student confidently told me, "Well, this exercise became easier towards the end... I think my assessments of the last few people were more accurate than those I heard at the beginning of the tape."

Raters did distinguish among readers within a guise (see Tables 10 and 11). They genuinely believe they are listening to 8 different individuals and they react differently towards certain of them. They truly were discriminating among voices, not just by language. However, it seems that in spite of the fact that some guises were preferred over others, an overall result remains consistent: the English guises were always preferred over the French guise of the same reader.

Thus, even though they "like" Justin better than Nadia in English, they like both of them better in their English guise than in their French guise. This confirms that the raters really do think they are rating individuals, rather than languages. This finding offers further support for the validity of the matched guise technique. In light of these findings, the results for all English voices and all French voices were combined.

Source	SS	df	MS	F
English Voices	86.85	3	28.95	89.04*
Error	409.65	1260	0.33	

<i>Pairwise Comparison of Voices</i>					
M	Voice	ME	NE	JE	GE
4.04	ME				
4.38	NE	*			
4.59	JE	*	*		
4.60	GE	*	*		

*Table 10: Repeated measures ANOVA for four voices in their English guise based on mean score of all traits. * $p < .001$.*

Source	SS	df	MS	F
French Voices	387.19	3	129.06	322.31*
Error	504.54	1260	0.40	

<i>Pairwise Comparison of Voices</i>					
M	Voice	MF	JF	NF	GF
3.10	MF				
3.47	JF	*			
3.80	NF	*	*		
4.41	GF	*	*	*	

*Table 11: Repeated measures ANOVA for four voices in their French guise based on mean score of all traits. * $p < .001$.*

3.2. Reactions to Tape A and Tape B

Analyses were conducted to ensure the order in which the voices were presented did not alter participants' reactions. To this end, two tapes were created, presenting the voices in different orders. Each tape was used with approximately half the participants: 209 participants heard Tape A; 205 heard Tape B.

Following the standard practice in matched guise experiments, the first two voices that the participants heard were used as practices on both tapes. The responses the tapes produced were not analyzed for inclusion in the results of the study. In these two practice voices, a male voice was heard in English and a female voice, in French. The 4 readers were then heard in one of two orders, the order on Tape B being the reverse of the order on Tape A, as indicated on Table 12.

#	Tape A	Tape B
1	Practice: Female, French	
2	Practice: Male, English	
3	Nadia – French	Gilbert - English
4	Justin – English	Michelle – English
5	Michelle – French	Justin – French
6	Gilbert – French	Nadia – English
7	Nadia – English	Gilbert – French
8	Justin – French	Michelle – French
9	Michelle – English	Justin – English
10	Gilbert - English	Nadia – French

Table 12: Order of guises on both tapes.

Overall, significant differences for voice order were produced in only 13 instances out of a possible 120, and for 3 of the 4 readers (Table 13). There were no significant differences for Michelle's voice in either guise. For the few cases where there was a difference, the guises that the participants heard first always garnered higher results. The differences range from 0.34 to 0.58, with a mean difference of 0.44.

Reader	Language	Trait	Tape	
			A	B
Nadia	French	ambitious	4.12	3.58
		self-confident	4.06	3.61
		profession	4.00	3.49
Gilbert	English	intelligent	4.98	5.32
		leader	4.84	5.19
		ambitious	4.68	5.14
		self-confident	4.80	5.21
Justin	English	sociable	4.58	4.19
		profession	5.06	4.48
	French	intelligent	3.90	4.32
		educated	3.89	4.33
		height	3.86	4.25
		ambitious	3.22	3.66

*Table 13: Instances with significant differences for voice order.
All differences are significant at $p < .001$.*

In light of the small number of differences, and because the direction of the differences did not consistently favour one tape over the other, results for Tapes A and B were combined for all further analyses.

3.3 Regrouping of Participants

The other four studies which have investigated the attitudes of young Quebecers all included two groups of participants: the Anglophones and the Francophones.

The initial project and the thesis proposal that first presented this study also provided for two main groups of participants: the Francophones, a group of French-speaking students enrolled in a French cegep, where the main language of instruction was French. The second group of participants was the

Anglophones, a group of English-speaking students enrolled in an English cegep, where the main language of instruction was English.

However, after the experiment, it became necessary to split the English cegep participants into two distinct groups: out of 175 participant who attended the "English" cegep, 117 of them indicated their mother-tongue was French, while only 58 of them reported their mother-tongue to be English. These figures reflect a census recently published in this cegep: although the main language of instruction is English, over 60% of the students claimed French as their mother tongue.

Hence, it was deemed necessary to split the original "Anglophone" group into two distinct groups, hereafter called: the "Francophones in the English cegep" and the "Anglophones".

3.4. Main Hypothesis: Reactions from Three Populations

Chapter 1 introduced one major hypothesis and 3 sub-hypotheses. The main hypothesis was that participants in this study would demonstrate a more balanced view of both ethnolinguistic groups than participants in earlier studies. A balanced view would be shown if the findings do not permit rejection of the null hypothesis, namely, that there would be no significant differences in their ratings of French voices and English voices on 15 characteristics. This hypothesis was not confirmed.

The participants were initially grouped according to one of three populations:

- Francophone students in a French cegep,
- Francophone students in an English cegep
- Anglophone students in an English cegep

The mean reaction scores for each group were computed separately and t-tests were used to compare the ratings. Table 14 presents the results for the 3 populations of participants.

Participants		Francophones				Anglophones	
Cegap		French (n=239)		English (n=117)		English (n=58)	
Rated guise		English	French	English	French	English	French
solidarity	warmth	4.21	3.53	4.16	3.51	4.33	3.86
	kindness	4.52	4.10	4.41	3.78	4.54	4.06
	sociability	4.48	3.80	4.37	3.63	4.44	3.93
	likeability	4.52	3.96	4.41	3.80	4.43	3.98
	s. of humour	3.93	3.32	3.84	3.22	3.93	3.44
status	intelligence	4.85	3.94	4.90	3.84	4.71	4.31
	education	4.91	3.96	4.96	3.93	4.84	4.32
	leadership	4.74	3.84	4.59	3.42	4.47	3.88
	ambition	4.77	3.73	4.59	3.38	4.39	3.83
	s.-confidence	4.73	3.57	4.57	3.48	4.58	3.89
others	dependability	4.73	4.02	4.28	3.85	4.63	4.23
	good looks	4.26	3.13	4.15	3.13	3.94	3.56
	religion	(3.48)	(3.65)	(3.23)	(3.51)	(3.64)	(3.41)
	height	4.32	3.71	4.21	3.69	(4.04)	(3.79)

All differences are significant @ $p < .001$ - except those in parentheses

Table 14: Reactions of 3 populations to 14 characteristics for both guises

All 3 groups of participants perceived the English guises significantly more favourably than the French guises. This strong pattern is absolutely consistent, for all characteristics investigated, except for two traits: "religion", for all 3 groups, and "height", for the Anglophones. The differences between the scores for each pair of guises ranged from 0.38 to 1.21, with a mean difference of 0.72.

In light of the fact that these figures reflect a 6-point scale, a difference of 0.72 point is rather substantial. That is, the raters' preference for the English guises is not only statistically significant, it may also be said to represent a meaningful difference.

3.4.1 Solidarity VS Status Traits

The main hypothesis was that participants would show a balanced view towards both ethnolinguistic groups. It was expected, for example, that they would show no significant differences on their responses towards the English and French guises on the solidarity and the status traits. Once again, this hypothesis was not confirmed: overall, the participants consistently rated the English guises more favourably than the French guises on all of the solidarity and the status traits.

Both the Anglophones and the Francophones consistently rated the English guises more favourably than the French guises on both the solidarity and status traits (Table 15). For all three groups, the average rating for the English guises was higher for status than the solidarity characteristics. This difference was even greater for the Francophones who averaged a gap of 0.99 and 1.11 point on the status traits and 0.59 and 0.65 on the solidarity characteristics while the difference for Anglophones was only 0.48 for solidarity and 0.55 for status traits (see Table 14).

Participants Cegep Rated guise	Francophones				Anglophones	
	French (n=239)		English (n=117)		English (n=58)	
	English	French	English	French	English	French
Solidarity Traits	4.33	3.74	4.24	3.59	4.33	3.85
Status Traits	4.80	3.81	4.72	3.61	4.60	4.05

Table 15: Average difference for both guises for solidarity and status traits
All results are significant at $p < .001$.

Overall, then, the Anglophones and the Francophones exhibited similar patterns, although the bias of the Anglophones did not seem as pronounced as that of the Francophones.

Regardless of the main language of instruction of their cegeps, both groups of Francophones behaved similarly, although those enrolled in the English cegep had a slightly more positive view of the other ethnolinguistic group, to the detriment of their own group.

Table 14 shows that when the reactions of the English cegep Francophones were compared to those of the French cegep Francophones, the former students displayed greater differences on all of the status traits, except self-confidence.

All 3 groups seem to agree on the solidarity traits, displaying very little discrepancy for each one of these characteristics.

3.4.2. Socio-Economic Scale

The main hypothesis was that participants would show a balanced view of both ethnolinguistic groups, it was expected that they would show no significant differences on their responses on the socio-economic scale. Once again, this

hypothesis was not confirmed. When asked to guess the professions associated with the voices heard, on average, all 3 groups of participants indicated professions of higher status for the English guises than the French guises, and this, by almost a full point difference. The Francophones enrolled at both the English and the French cegep demonstrated identical discrepancies: a 0.87 point difference; the Anglophones showed a very similar reaction, a 0.9 point difference. All differences were significant at $p < .001$.

3.5. Hypothesis 2A: Cegep Language of Instruction

The second set of hypotheses was related to the reactions of various groups of participants, hypothesis 2A being related to participants' cegep.

Hypothesis 2A was that the students who attended a post-secondary educational institution where their L2 was the main language of instruction would be highly motivated language learners who probably hold more balanced attitudes towards the two ethnolinguistic groups. This hypothesis was partly confirmed.

It was expected that the Francophones who were enrolled in the English cegep would hold more favourable attitudes towards the English guises. Table 16 presents the gaps between guise scores for both groups of Francophones.

Participants	Francophones	
	French	English
Solidarity Traits	0.59	0.65
Status Traits	0.99	1.11
Other Traits	0.82	0.66
Profession	0.87	0.87

Table 16: Gap between guise scores for Francophones of both cegeps

The English cegep Francophones indicated greater differences for both the solidarity and the status traits. The French cegep Francophones showed greater differences on the other traits. The two groups generated an identical gap for the socio-economic scale.

3.6. Hypothesis 2B: Results according to L2 Proficiency

Hypothesis 2B was that participants who were most proficient in their L2 would have a more balanced view of both ethnolinguistic groups. In other words, it was expected the participants who were least proficient in their L2 would hold the least favourable attitudes towards the other ethnolinguistic group. This hypothesis would be confirmed if the most proficient users of the L2 code showed the most balanced views, and the least proficient L2 users showed the least balanced views. This hypothesis was partly confirmed, but only by the Anglophone raters.

Second language proficiency was determined through participants' self-assessment on a 6-point scale. Participants were asked to which extent they could read, write and speak their second language and 0 to 5 points were associated to each answer and the score for speaking was doubled. Hence, L2 proficiency scores ranged from 0 to 20.

In order to examine the correlations between proficiency and attitude, the participants were grouped into one of 6 groups: low, mid or high proficiency, for both Francophones and Anglophones. Since the Francophones from both

cegeps reacted very similarly, they were merged into a single group for this analysis.

Once again, the outcome of this analysis is consistent with the previous findings: English guises were rated more favourably in almost all comparisons, except, as earlier mentioned, that the trait *religion* did not yield significant differences. For all groups, the English guises were always favoured over the French guises. Moreover, the tendency to rate the English guises more favourably on the status traits than on the solidarity traits was maintained for all proficiency groups.

A first glance at the t-tests results (see Table17) for L2 proficiency shows that the Anglophones yielded far fewer significantly different responses than the Francophones. While the Francophones generated 42 significant responses out of a possibility of 45, the Anglophones generated only 13 significant responses out of a possibility of 30, most of them (n=8) for the status traits.

The Francophones of all levels of proficiency indicated significant differences favouring English guises on all traits. This outcome was different for the Anglophones. (The low proficiency group of Anglophones was too small to be considered valid (N=7) and results for this group are not shown.) The Anglophones of middle L2 proficiency showed significant differences, favouring the Anglophones on 7 traits, while the high proficiency Anglophones showed significant differences on only 3 traits. The differences were not enormous, yet they indicate that this hypothesis was partly confirmed, meaning that they have a more balanced attitude towards the Anglophones and Francophones.

		Francophones			Anglophones		
L2 Proficiency		low	mid	high	low	mid	high
N		84	192	77	7	22	26
solidarity	warmth	0.66	0.65	0.75	x	—	—
	kindness	0.50	0.44	0.60	x	—	—
	sociability	0.76	0.67	0.71	x	0.62	—
	likeability	0.63	0.55	0.61	x	0.62	—
	s. of humour	0.68	0.60	0.57	x	—	—
status	intelligence	0.85	1.01	0.97	x	—	—
	education	0.89	1.02	0.96	x	0.61	—
	leadership	0.96	1.00	0.99	x	0.66	—
	ambition	1.04	1.11	1.10	x	0.58	0.57
others	s.-confidence	1.08	1.16	1.13	x	0.83	0.69
	dependability	0.57	0.65	0.59	x	—	—
	good looks	1.08	1.14	1.00	x	—	—
	religion	—	—	—	x	—	—
	height	0.60	0.59	0.54	x	—	—

All differences are significant at $p < .001$ — = non-significant x= not analyzed
Table 17: Score discrepancy between English and French guises by proficiency

3.7. Hypothesis 2C: Reactions to Gender

A final hypothesis was related to readers' gender. Hypothesis 2C was that students would show no significant differences in rating the voices of males and females. This hypothesis was confirmed.

The results were analyzed according to the gender of both the participants and the readers. Religion, the only trait for which there was never a significant difference in ratings by these groups, was excluded from the gender analyses. Once again, on average, the English guises are always preferred over the French guises. Table 18 displays the differences between the score of the English and the French guises by gender.

Readers	Females		Males	
Participants	Females	Males	Females	Males
Solidarity Traits	0.69	0.66	0.54	0.47
Status Traits	1.10	0.96	0.92	0.80
Other Traits *	0.78	0.68	0.78	0.52
Profession	0.73	0.63	1.07	1.03
Average	0.83	0.73	0.83	0.71

All differences are significant at $p < .001$

** Religion not included*

Table 18: Score discrepancies for English and French guises by gender

Overall, the male and female participants reacted similarly to the voices of both genders. Once again, the widest discrepancies surfaced on the status traits. Moreover, when comparing professions both male and female raters perceive a greater gap for the male voices than the female voices.

3.8 Then and Now

As the 3 previously published studies⁷ vary from this one in various respects (a Likert scale of 7 points instead of 6, for example), and as I did not have access to the original raw data from the other studies, statistical analyses could not be used to compare the results obtained in this study with those reported in the previously published studies. However, significant differences found in each study for each trait are presented in a descriptive fashion.

Table 19 lists the 14 traits investigated in this study and the results obtained in the 3 studies published previously. For a total of 112 instances, the English guises were favoured 61 times; the French guises were favoured only 3

⁷ Preston's study is not included as his data are presented in a different way than the other studies.

times. A total of 27 cases yielded non-significant differences, and some of the traits were not investigated by all 3 studies, leaving 20 instances without comparison results.

Participants		Francophones				Anglophones			
Authors		L	M	G	B	L	M	G	B
Solidarity	Warmth	-	-	o	A	-	-	A	A
	Kindness	F	A	o	A	A	o	A	A
	Sociability	A	A	-	A	o	o	-	A
	Likeability	A	A	o	A	o	o	A	A
	Sense of humour	o	A	o	A	o	o	A	A
Status	Intelligence	A	o	A	A	A	A	A	A
	Education	-	-	A	A	-	-	o	A
	Leadership	A	o	A	A	o	A	o	A
	Ambition	A	o	A	A	A	A	o	A
	Self-confidence	A	F	-	A	o	A	-	A
Others	Dependability	A	o	A	A	A	A	A	A
	Good looks	A	-	-	A	A	-	-	A
	Religion	F	-	A	o	o	-	o	o
	Height	A	-	o	A	A	-	A	o

Table 19: Descriptive comparison of 3 previous studies and this one.

- A Significant difference favouring English guise (n = 61)
- F Significant difference favouring French guise (n = 3)
- o No significant difference (n = 27)
- Trait not investigated (n = 20)

L = Lambert et al.; M = Mazurkewich et al.; G = Genesee & Holobow; B = Boulé

4.0 DISCUSSION

Some traits yielded particularly interesting results: they will be discussed separately. The analyses of other traits are presented together.

4.1 Interpretation: Main Hypothesis

The main hypothesis of this study was that the participants, Quebec cegep students of 2001, would display balanced views towards English and French and the speakers of those languages. This hypothesis was not confirmed.

The Lambert et al. study generated similar results for the late 1950's. The Anglophones significantly favoured the English guises on 7 of 14 traits, and the French guises for only 1 of 14 traits. Lambert et al.'s Francophone participants also showed a strong bias toward the English guises on 10 of the 14 traits, while they favoured the French guises on only 2 traits.

Mazurkewich et al.'s results were similar. The Anglophones significantly favoured the English guises on 7 of 15 traits, and they did not favour the French guises on any traits. The Francophones rated the English guises more favourably for 5 traits and the French guises on only 1 trait.

Genesee and Holobow found that the Anglophones favoured the English guises on 8 traits, and the Francophones on only one trait, "toughness". The Francophones rated the English guises more favourably on 7 traits, while they never favoured the French guises on any of the traits.

In this study, both the Anglophones and the Francophones consistently rated the English guises more positively in 41 instances out of a possibility of 45.

Only one descriptor (i.e. religious) did not yield significant differences for all groups; and the Anglophones did not show a significant difference between French and English guises on the trait height.

4.1.1. Religion

Back in the 50's, religion was of the utmost importance to Quebec Francophones, the majority being devout, practicing Catholics. Most prayed daily, attended church regularly and non-church goers were the minority. The Quebec in which participants in this study grew up was a much more secular society, one in which the influence of the church has been much diminished.

In the 1958 study, Lambert et al. found that religion and kindness were the only two traits where the French guises were seen more favourably by Francophones. A few years later, Preston (1963) found similar results: the Francophones rated the female voices as significantly more religious in French, and less religious in English. There were no significant differences for the male voices. Mazurkewich et al. (1986) did not investigate the trait religion.

Twenty-five years after the Lambert et al. study, Genesee and Holobow (1989) found that Francophones thought the English guises were significantly more religious than the French guises, while the Anglophones indicated no significant differences on this trait. This change in Francophones' attitudes reflects what has actually happened to the Catholic religion in Quebec society.

In this study, the only trait for which there was not a significant difference between reactions to English and French guises for all groups was religion.

In 2001, nor the Francophones nor the Anglophones perceived the Francophones as more religious. Participants' responses to the trait religion certainly reflect Francophones' change of lifestyle concerning the Catholic religion.

4.1.2 Height

In the original Lambert et al. (1960) study, both the Francophones and the Anglophones imagined the English guises significantly taller than the French guises.

In Preston (1963), the female Anglophones imagined both the female and male voices as taller in their English guises, while the male Anglophones rated the male voices taller in their English guises. There were no significant differences for this trait from the English-speaking males for the trait height.

The Mazurkewich et al. (1986) study did not include the descriptor height.

In Genesee & Holobow (1989), for the trait height, the Francophones saw no significant differences between the English guises and the French guises, while the Anglophones rated the English guises as significantly taller.

In this study, the only trait besides religion on which there was no significant difference was height, but this was true only for the Anglophone raters. The Anglophones happen to be the group who are most likely to be in contact with the other ethnolinguistic group, as they find themselves immersed among them, both at school, where Francophones comprise over 60% of the cegep

population, and in their community, where they also represent a major percentage (91%) of the population.

Compared to most traits, height is a rather objective descriptor. Unlike many traits, such as kind, ambitious or sociable, it can be measured quantitatively. Also, unlike the traits kind, ambitious and sociable, in order to gauge somebody's height, it is not necessary to know them very intimately, as a simple glance suffices.

Hence, given that they are surrounded by Francophones in their daily lives, it is not surprising that the Anglophones would assume no difference on this trait. They do not really have to know Francophones very closely to notice the evidence and realize they are not taller or shorter than themselves; they simply have to look around them, in their school and the community in which they live, to see numerous Francophones of various shapes and sizes.

4.1.3 Favoured English Guises

Overall, in the Lambert et al. (1960) study, Francophone participants rated the English guises more favourably on 10 of the 14 traits, while the Anglophones rated the English guises more favourably on 7 of the 14 traits. The French guises were favoured only twice by the Francophones, and once by the Anglophones.

In Mazurkewich et al. (1986), Francophone participants rated the English guises more favourably for 5 of the 15 traits, while the Anglophones rated the English guises more favourably on 7 of the 15 traits. The French guises were

never favoured by the Anglophones, and, ironically, for self-confidence, the Francophones rated the French guises significantly more favourably.

In Genesee and Holobow (1989), Francophone participants rated the English guises more favourably for 7 of the 13 traits, while the Anglophones rated the English guises more favourably on 8 of the 13 traits. The French guises were not favoured on any of the traits from the Francophones, and the Anglophones rated the French guises significantly "tougher" than the English guises.

Since the 1958 study, some major events have taken place in the province of Quebec. In the 1960's, the Quiet Revolution saw major economic, political, social and cultural changes in Quebec. In 1976, a newly elected government proclaimed French as the only official language of the province. In 1980 and 1995, referendums on the secession of Quebec from Canada drove many Anglophones out of the province.

In the 1950's, Quebec companies imported technically skilled workers such as chemists, engineers, managers from Europe and the United States. Most often, these professionals supervised the labourers and blue-collar workers, who, for the most part, were French-speaking. Nowadays, French universities graduate such French-speaking professionals. Hence, the factory where French labourers worked under the supervision of English-speaking bosses is no longer typical in the province.

Francophones are now just as likely to attend universities, to achieve upper levels of management and to hold political office as the Anglophones, and this is true for both the province of Quebec and the rest of the country.

In this study, aside from religion, for all three groups, and height, for the Anglophones, participants consistently favoured the English guises. It is rather disconcerting to find that biased views persist in Quebec in spite of the government's numerous efforts to raise the status of French in Quebec, and the increased likelihood that Francophones will hold important political seats or high management positions in small, medium or large Quebecois and Canadian companies. Moreover, it is even more disconcerting to notice that the most negative views of Francophones come from themselves.

Of course, in real life, there is no evidence that a child who acquires English as a mother-tongue would be more likeable, intelligent, tall or beautiful than one who first learns to speak French. However, these thoughts seem to persist amongst young Quebecers.

What would make young Francophones believe they are inferior to the Anglophones? Or, perhaps the question could be phrased differently, what would make the Francophones think the Anglophones are so very superior?

The Anglophones participating in this study are the group that is most surrounded by the other ethnolinguistic group. Like the Francophones, they also display significant differences in their attitudes towards the two guises, yet the magnitude of these differences is smaller. Hence, although the Anglophones still consistently favoured the English guises, they appear to have the most balanced views of all groups. Perhaps it is possible that, through intensive contact with Francophones, they have noticed that the members of "the other" group are not that much different from themselves.

On the other hand, although non-urban Francophones are deprived of contact with real, live Anglophones, they are still very much exposed to the English language and American culture through television, radio, music and the Internet. We must admit that Hollywood actors tend to be better looking than the average mortal we meet in our daily lives. Through the roles they act, and to better sell their products, most actors and professional musicians may appear, on television and in movies, warm, kind, likeable and self-confident. The professional athletes we watch on television tend to be taller than the average North American, and the millions of dollars they make every year may make them appear more ambitious, self-confident, with leadership qualities and certainly athletic intelligence.

Let's take the example of Bob Barker. One of the most popular American TV shows amongst the least proficient Francophones is *The Price Is Right*. Very little proficiency is required to follow this show, thanks to the repetitious routines, a small set of recurrent games, all of the visual cues presented on this show (e.g. prices indicated on cards or a 12 feet-high spinning wheel). We only have to watch *The Price is Right* for a few minutes to notice Bob's sense of humour and how warm, kind, and likeable he seems to be. Moreover, his "Beauties", as he calls them, constantly display their good looks, sense of humour, and self-confidence all over the set of the show.

How about the English-singing punk, rock and R & B artists young Quebecers listen to? Most of these successful and charismatic artists exude likeability, ambition, self-confidence and leadership. Their products take a much

greater floor area than the Quebecois artists at the music stores all over the province. Their CD's also occupy much more space in the shelves of young Quebecers than the "Made in Quebec" CDs.

Of course, some Francophone singers and actors have had significant successes both at home and abroad, but compared to the huge numbers of English-speaking Americans, Canadians and Europeans, they are few and far between. Céline Dion is perhaps one of the most famous singers in the world, but she is clearly an exception as very few Quebecers have achieved this level of stardom. Most Quebecois actors or singers do not get the international attention Céline obtains, and it can be difficult to pierce this market, especially for those who do not perform in English.

Also, as Quebec is such a small market (7 million population), a mega success at home does not translate into great recognition. Let's compare two huge box office successes: *Les Boys* and *Titanic*. Although the actors of *Les Boys* are well known in Quebec, they could never achieve the stardom level known by Leonardo de Caprio and Kate Winslet, who, instantly became recognized faces all over the world.

How about the Internet? Global Reach⁸ indicates 68% of web pages found on the Internet are published in English, compared to 3% in French. What message do these disparate proportions send to young Quebecers?

To conclude this section, it is obvious that in spite of their lack of contact with real, live, "mortal" Anglophones, the Francophones get plenty of evidence of the American artists and athletes whose superior talents and industrious work

have helped them to “make it” on television, at the cinema, and on the radio. The media obviously present people who have managed to achieve stardom. Unlike Venus and Serena Williams, not all American sisters make it to the Wimbledon finals, but they are the ones we see on television. It is possible that the Francophones’ distorted self-vision is due to the ubiquitous American culture that permeates their lives.

So, while the fictional and real-life “factory foreman” or “boss” and even the monolingual Anglophone salesperson in a local department store have been largely replaced by Francophones or bilingual Anglophones, young Quebecers continue to be exposed to models of admirable, successful or at least “interesting” Anglophones.

4.2: Interpretation: Three Sub-Hypotheses

A second set of hypotheses pertained to the various populations represented in this study, specifically, participants’ main language of instruction of their cegep, their L2 proficiency, and the attitudes of male and female raters towards male and female speakers.

4.2.1. Cegep Language of Instruction (Hypothesis 2A)

The first of three sub-hypotheses is related to the main language of instruction of the cegep where the participants chose to enrol. Since there were no English mother-tongue students in the French cegep, this hypothesis applies only to the Francophones who were studying in the English cegep. Due to

⁸ Source: Global Reach, www.global-reach.biz/globstats/refs.php3, July 19, 2002.

provincial legislation, Francophone students whose parents were not educated in English must attend French primary and secondary/high schools. After they complete secondary school, students have the liberty of deciding whether to pursue their post-secondary studies in English or in French.

It may be hypothesized that the French students who chose to attend English cegep would be the most motivated to hone their second language skills and the most open-minded, interested or fascinated with their second language. Alternatively, they may simply have realized how advantageous, if not necessary, bilingualism would turn out to be in their future lives.

Hence, sub-hypothesis 2A was that the French-speaking students who chose to enrol in an English cegep would have a more balanced view of the other ethnolinguistic group than those in the French cegep. This hypothesis was confirmed on the solidarity and the status traits, but not on the other three traits (dependable, height, good looks), nor on the socio-economic scale.

The overall differences between the scores of Francophone respondents towards English and French were analyzed. Once again, except for religion, there were significant differences between reactions to French and English guises, at $p < .001$. On the socio-economic scale, when they rated one of six professions, the gaps between their ratings of the English and the French guises were identical for both groups of Francophones.

For the English cegep Francophones, the difference between the English and the French guises was greater than the gap shown by the French cegep Francophones for 8 solidarity and status traits (i.e., kind, sociable, likeable, sense

of humour, intelligent, educated, leader, ambitious). This latter group showed a larger gap for only one solidarity trait (warm), one status trait (self-confident) and all of the other traits (dependable, good looking and height).

These findings suggest that as hypothesized, the English cegep Francophones do view the English guises even more favourably than the French cegep Francophones on most of the solidarity and status traits (intelligence, education, leadership, ambition, kindness, sociability, likeability and sense of humour). The French cegep Francophones view the English guises more favourably on the 3 significant other traits (dependability, height, good looks), and one solidarity trait (warmth) and one status trait, namely self-confidence.

4.2.2. Participants' L2 Proficiency (Hypothesis 2B)

In the original study, Lambert et al. "reasoned that differences in evaluational reactions to the English and French guises would be less pronounced for these [participants] who had experience with both languages, and presumably both linguistic communities as well" (p. 295). This hypothesis was confirmed in this present study.

Preston (1963), Mazurkewich et al. (1986) and Genesee and Holobow (1989) did not analyze any correlations between attitudes and L2 proficiency.

In this study, hypothesis 2B was that the students who were most proficient in their L2 would have the most balanced views of both groups. The basis for this hypothesis included several assumptions. For example, it was assumed that Francophone students who indicated their L2 proficiency was low

after eight⁹ years of studying the language are obviously still struggling and might feel frustrated and experience negative views towards this language, and by extension towards its speakers. On the other hand, it might be reasonably assumed that the most proficient L2 code users are more likely to have been exposed to English speakers from a variety of backgrounds, which would tend to attenuate these negative views. The hypothesis that greater proficiency would generate more balanced views was not confirmed for the Francophones, but it was confirmed for the Anglophones.

Only 7 of the 58 Anglophone participants claimed low proficiency in their second language. Even if they are attending an English cegep, very few consider their French proficiency to be low. Due to the small number of Anglophone students who claimed that their L2 proficiency was low, the low L2 proficiency Anglophones were eliminated from this analysis. This leaves the high and mid L2 proficiency Anglophones, as well as the Francophone participants.

Once again, aside from religion, the Francophones of all 3 levels of L2 proficiency displayed significant differences on all traits, always preferring the English guises. For the Anglophones, the high L2 proficiency participants generated non-significant differences for 12 of the 14 traits. The mid L2 proficiency group yielded non-significant differences for 8 of the 14 traits. Hence, the most proficient students show the least bias.

⁹ In the French school system, until 2002, Quebec students usually started learning English in Grade 4. They studied English for 3 years in elementary school, and then 5 years in secondary school. A recent decision by the *Ministère de l'Éducation du Québec* has lowered the starting age to Grade 3, although the overall number of hours of instruction has not increased.

Contrary to the high L2 proficiency Anglophones, the high L2 proficiency Francophones' attitudes remain biased. The Anglophones, who happens to be the group who is most surrounded by the other ethnolinguistic group, would have had the most contact with Francophones. Here, we notice that for the Anglophones, high L2 proficiency correlates with positive attitudes toward the other ethnolinguistic group while this is not the case for the high L2 proficiency Francophones.

The main difference between the environments of these two high proficiency groups is that the English cegep Anglophones who took part in this study were surrounded by members of "the other" group, as the Francophones population is greater in number both at their school (over 60%) and the greater area in which they live (91 %).

These results suggest that language mastery alone is not sufficient to ward off the negative attitudes one may hold against another group. Since the Anglophones benefit from daily contact with Francophones, and, assuming that the Francophones have little or very limited contact with Anglophones, we may hypothesize that first-hand contact with members of the other group would be necessary to foster more balanced views. Moreover, it is possible that some of the Anglophones became high proficiency speakers because of their positive attitudes.

4.2.3. Reactions to Gender (Hypothesis 2C)

As Lambert et al. (1960) and Genesee and Holobow (1989) used only the voices of male readers, reactions to gender were not analyzed in their studies.

In the Preston (1963) study, the Francophones consistently rated both the male and female voices higher for their English guises, and the Anglophones rated the female speakers more favourably in their French guises, and the male speakers in their English guises. These results were somewhat different than those reported in the Mazurkewich et al. (1986) study, where raters had a tendency to rate the male and female English guises more favourably.

In this study, hypothesis 2C was that the participants would show no differences in their reactions to the male and female voices. This hypothesis was confirmed. Neither the male nor the female participants rated male and female voices differently with regard to the traits under investigation.

In the past, male and female professions were much more exclusive than they are now: the men were usually perceived as the main bread winner, while women were perceived as the ones who stayed home, looking after the house, and the needs of their children and husband. Also, in the past, in Quebec, men were much more likely to pursue post-secondary studies, while women were more likely to look after their siblings until they married and took responsibility for their new family. The world of men and women may have also been more segregated in another realm in the past: more often than today, students attended same sex schools, thus having limited contact with members of the

opposite sex in an area where abilities might have been observed to be more evenly distributed.

However, now, many women have left home, and they thrive in all kinds of professions. In a way, from a professional point of view, both groups may have more contact with one another. Once gain, greater contact between two groups correlates with more balanced views.

4.3 Significance of the Study

Before this investigation, the most recently published study of the attitudes of young Quebecers towards English and French and the speakers of those languages was conducted in 1984 (Genesee & Holobow, 1989). Moreover, as the attitudes of non-Montrealers had yet to be documented, this investigation casts a new light on the perception of young Quebecers by focusing on those in non-urban areas. Contrary to the hypothesis of this study, the attitudes of the 2001 non-urban participants were more, rather than less biased, than the Montrealers who participated in the 1984 study. The population of Montreal is ethnically and linguistically more heterogeneous than the populations in which students in this study live. This may suggest that the lack of contact with members of another ethnolinguistic group hinders the development of positive attitudes towards this population, their language, culture and heritage.

The most distressing result of this investigation is that both the Francophones and the Anglophones young Quebecers surveyed continue to hold negative attitudes towards the French guises. On the other hand, we may find

some consolation in the fact that some students who benefit from contact with the other ethnolinguistic group do have more balanced views. However, as the reactions of the Francophones who were most fluent in English indicate, L2 mastery is not sufficient to lead students to balanced views of the two ethnolinguistic groups. It is difficult to gauge how much or how little contact the Francophones have had with the members, the language and the culture of the other group. However, it seems reasonable to hypothesize that increased contact with the other group would be necessary to ward off negative attitudes towards a different group than one's own.

These findings indicate that the sustained socio-economic changes required for Francophones to hold favourable views of themselves (as reported by Genesee & Holobow) have not yet occurred.

4.3.1 The Problem: Ignorance!

The basis of the lack of balance in students' attitudes towards English, French and the speakers of those languages may be akin to the root of racism: ignorance. A particular conversation I actually heard with my very own ears about 5 years ago, in a predominantly French town, illustrates well this kind of ignorance. Sébastien, who publicly and loudly claims he doesn't like Anglophones, happened to be invited to the same party as Dereck, an Anglophone. This party was held outside, in summer, on a warm and starry night, around a campfire. The guests and hosts spoke French as it was a common language to all. The people who knew Sébastien well expected him to take this

opportunity to, once again, express loud and clear his antagonistic views towards people who speak a different language than his.

However, at one point in the evening, after a few beers and many laughs around the campfire, Dereck told a particularly funny joke that got everybody holding their sides in laughter. The following conversation ensued.¹⁰

Sébastien : *Ouin, t'sais, pour un Anglais, t'est pas trop pire!*
Dereck : *Ah ouin!? Combien d'Anglais tu connais? (accented French)*
Sébastien : *Heu... Ben, t'es le premier que je rencontre.*
Dereck : *Ahhh!? (confused)*

A second anecdote illustrates how a specific (variety of a) language may automatically trigger stereotypes in people's minds. Alain-François once explained a biased opinion he used to hold towards European French. A girl in his Grade 11 class had recently arrived from France, and obviously spoke a European variety of French. This was rather new to Alain-François's ears. He had somehow imagined that this European variety of French was synonymous with a "superior culture". He was rather impressed by this girl and decided she had to be quite sophisticated, due to her accent. Up until they had to perform an oral presentation in front of the class, that is. When the French girl gave her presentation, Alain-François forced himself to listen to the content of her presentation rather than her accent. "She had obviously not prepared her presentation and really looked silly in front of the class. Her accent made her sound sophisticated, but the content she was presenting was totally irrelevant,

¹⁰ Sébastien : Well, y' know, you're not so bad for an Anglo!
Dereck : Oh yeah!? How many Anglos do you know? (accented French)
Sébastien : Hum... Well, you're the first one I've met.
Dereck : Ahhh!? (confused)

devoid of any kind of sense or value. From that moment on, I stopped thinking she was somehow superior to the other girls in my class", he explained.

A third anecdote comes from a linguist who grew up in rural Quebec, where the population seemed to be 110% French mother-tongue. Josée's childhood in a very French community had been deprived of any kind of contact with English speaking people, aside from those who appeared on *The Price Is Right*. The first time she met a real, live, English-speaking man, she stared at him with big eyes and an open mouth. Up until then, this kind of "mystical power" had been vested only in people who appeared on TV, such as Bob Barker. Hence, the first time she met an English-speaking man, he seemed somewhat unreal to her young, ignorant eyes.

Later on, Josée became a linguist. She left her French village, studied English and many other languages. After spending so much time with Anglophones, she now realizes they are not much different than the Francophones. Her 12 year-old views have radically changed now that she's had so much contact with Anglophones.

4.3.2 The Key: Contact!

The students who showed the most balanced views were the participants who had the most contact with the other group, its language and its culture. The participants who had the least contact with the other ethnolinguistic group showed the most biased opinions.

In the past, male voices were seen more favourably than female voices, but now that we observe less gender segregation, we also notice more balanced views towards both genders.

We therefore conclude that the most relevant variables to attenuate biased views towards another ethnolinguistic group is first-hand contact with members of the group. This suggests that the numerous exchange programs now offered by various levels of government (national, provincial, municipal) must be maintained, if not enhanced.

The funds the OLF¹¹ spends on posters which aim to boost positive views towards French might be better invested by developing more programs which aim to favour contact and develop knowledge through cooperation and friendships between Francophones and other groups.

Ironically, it may be that knowing more about Anglophones, their language and their culture may permit these students to assess their own language and ethnolinguistic group more favourably – or at least more realistically.

¹¹ OLF stands for *Office de la Langue Française*, a Quebec government organisation mandated to promote the French language. Source: www.olf.gouv.qc.ca, July 18, 2002.

5. CONCLUSION

5.1 Limitations

Although great care was taken to prepare and produce valid and reliable research, as in all studies, some caveats must be kept in mind.

5.1.1. The Matched Guise Technique

The matched guise technique is a tool used to assess participants' reactions indirectly, and the results it generates must be regarded as indirect evidence of their attitudes toward their own and "the other" ethnolinguistic group. We cannot know what results would have been obtained if we had asked direct questions about the participants' attitudes towards English, French, and the speakers of those languages.

Thus, one of the most important limitations of this study is linked to the use of the matched guise technique. Although strong correlations have emerged in previous research when this technique is used in conjunction with questionnaires, and in spite of the fact that more evidence for its validity emerged from this study, the matched guise technique remains an indirect measure of participants' reactions (Andrews 1994, Betancourt 1986, Cazabazon et al 1998, Clemens 1976, Robinson 1996). However, some people would point out that indirect methods may yield more "honest" responses from the participants.

5.1.2. The Participants

The results of this study might have been dissimilar with a different population of participants. All of the students who participated in this study live in a non-urban area. Perhaps Montreal students, who have much more contact, not only with the Anglophones and Francophones, but with members of other ethnolinguistic groups as well, may have had reacted differently.

Also, because of their youth, (their average age was 18.2 years), many of the participants may not yet have had the opportunity to travel much outside their hometown to meet people from different ethnolinguistic backgrounds. It is possible that older and/or more traveled participants would have reacted differently.

5.1.3. Generalization

The participants of this study were a small subset of the population of the province of Quebec, namely, a group of cegep students. We cannot generalize their reactions and attitudes to all of the population of the province of Quebec, nor to all cegep students, or all Quebec teenagers.

Nevertheless, a substantial number of participants were involved in this study, and they were enrolled in 2 different cegeps in 2 distinct areas of the province. Therefore, although it would appear likely that most non-urban cegep students would behave similarly to the students who participated in this study, we cannot generalize these results to the entire province. In particular, the attitudes

of urban students may have changed more in recent years than those of non-urban youth.

5.1.4 Many Comparisons

Although the results obtained in this study are consistent and robust, a great number of comparisons were made. Therefore, we must acknowledge that it is possible that, for some of these comparisons, the outcome obtained may have been the result of chance. However, given the consistent results obtained and the use of the stringent alpha level, the likelihood of a random outcome due to chance alone seems quite small.

5.1.5 Four Readers

Although care was taken to create two tapes with different voice orders, participants were granted only eight opportunities to rate different guises. Moreover, participants heard and reacted to only four different readers. It is possible that they would have reacted differently if other voices had been used or if a larger number of voices had been rated.

5.1.6. The Scales Used

Although care was taken to find professions which reflected different socio-economic levels, it is difficult to assess the validity of the scale used. The labels and scores associated with each unit of the socio-economic scale were the following:

1 – gas pump attendant 2 – photographer 3 – police officer
4 – secondary school teacher 5 – human resources director 6 – doctor

The positions of the first and last professions may seem less debatable than most others. However, positions 4 and 5 could have easily been inverted. Also, participants may have different views of the second and third professions. For example, a liberal arts student who is an amateur photographer in her spare time may find this profession more desirable. A student blessed with fond memories of a particular secondary school instructor who has affected her life in a positive way may have a favourable attitude towards the fourth position. A student recently fined for speeding may have indicated the third option for all of the voices she did not like. On the other hand, a student dating a police technology student may have selected this option for all of the positively evaluated voices.

The second scale that may be questioned is the second language proficiency self-assessment scale. At the time of the investigation, I was teaching English as a second language in the French cégep. After the experiment, as I picked up students' answer sheets, I glanced quickly at the responses of the students' whose proficiency I was aware of. I was surprised to see how accurate students were in assessing their own L2 proficiency. Moreover, numerous studies have ascertained the accuracy of proficiency self-assessment (Bachman & Palmer, 1989, Coleman 1995, Leblanc 1985, Pierce, Swain, & Hart, 1993).

However, the caveat for the L2 proficiency assessment lies in the possibility of differences between students' L2 proficiency assessment for the two

language groups. The Anglophones, who live within a French community, and are regularly forced to use their L2, may rate themselves differently than the participants enrolled in the French cegep, who do not have to test out their L2 proficiency on a daily basis. Students who have the opportunity to test their second language proficiency on a daily basis may be more realistic about their own level of proficiency.

5.2 Directions for Future Research

If possible, in the short term, it would be interesting to use the same tapes and questionnaires with Montreal cegep students to compare the results of this study, to assess whether participants of the metropolitan area demonstrate similar attitudes.

Over a longer time period, it would be interesting to continue documenting the reactions of young Quebecers towards English, French, and the speakers of those languages to find out more accurately when and how young Quebecers develop more balanced views. Moreover, the scope of such an investigation could be enlarged to include the numerous speakers of other languages who live in the province.

In this paper, it was suggested that the main factor which leads to positive attitudes is contact with the other ethnolinguistic group. It is important to continue research with students involved in exchange programs, to verify how their views prior to and after their trip differ.

5.3 Summary

The attitudes of young Quebecers towards English and French and the speakers of those languages were investigated 43 years after an original, now classic, sociolinguistic study. In spite of the numerous social, economic and political changes experienced in Quebec, young Quebecers persist in rating English guises more favourably than the French guises. Contact with members of “the other” ethnolinguistic group ought to be emphasized as it appears to contribute to more balanced views of English and French.

REFERENCES

- Andrews, D.A. (1994). Subjective reactions to non-standard pronunciations in Great Russian and American English: a comparison of two matched guise studies: Language Quarterly, 32, 149-164.
- Bachman L.F., & Palmer, A.S. (1989). The construct validation of self-ratings of communicative language ability, Language Testing 6, 1, 14-29
- Betancourt, F. (1986). Puerto Rican Spanish: Attitudes. Puerto Rico, U.S.
- Coleman, J.A. (1995). Developing a questionnaire to investigate the advanced language learner. Language Learning Journal, 12, 20-25
- Cazabon, M.T., Nicoladis, E., & Lambert, W.E. (1998). Becoming bilingual in the amigos two-way immersion program. (Report No. FL025538). Santa Cruz, CA: Center for Research on Education. (ERIC Document Reproduction Service No. ED 424 754).
- Clemens, M.B. (1976). Evaluational reactions to spoken Ilokano and their relationship to years of foreign language study. Master's thesis, University of Hawaii, Hawaii, U.S.A.
- Derwing, T.M., & Munro, M.J. (1997). Accent, intelligibility, and comprehensibility: Studies in Second Language Acquisition, 19,1, 1-16
- Genesee F., & Holobow, N.E., (1989). Change and stability in intergroup perceptions: Journal of Language and Social Psychology, 8, 1, 17-38.
- Kaplan, R.B., & Baldauf, R.B., Jr. (1997). Language planning: From practice to theory, Toronto: Multilingual Matter.
- Lambert W.E., Hodgson R.C., Gardner R.C., & Fillenbaum, S. (1960). Evaluational reactions to spoken languages: Journal of Abnormal Psychology, 60, 44-51.
- Leblanc, R. (1985). Second language student placement through self-assessment. Carlton Papers in Applied Language Studies. New York
- Mazurkewich, I., Fister-Stoga, F., Mawle, D., Somers, M., & Thibaudeau, S. (1986). A new look at language attitudes in Montreal: Genetic, Social and General Psychology Monograph, 112, 2, 203-217
- Munro, M.J., & Derwing, T.M. (1995). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. Language Learning, 45, 73-97.

Nasu, T. (1997, May). Language attitudes in the second generation Japanese group in Melbourne. Paper presented at the Annual Meeting of the International Conference on Language and Social Psychology. University of Ottawa.

Pierce B. N., Swain, M., & Hart, D. (1993). Self-assessment, French immersion and locus of control. Applied Linguistics, 14, 1, 25-42

Preston, M.S., (1963). Evaluational reactions to English Canadian French and European French voices. Unpublished master's thesis, McGill University, Montreal.

Robinson, C.D.W. (1996). Language use in rural development: An African perspective. New York: Mouton de Gruyter.

Appendix 1 : Text Read

L'Internet se trouve au coeur de la stratégie de recrutement d'un nombre croissant d'entreprises. Grâce à cet outil, une multinationale comme Alcan peut maintenant recevoir des candidatures de partout dans le monde et retenir rapidement les plus intéressantes. Avec l'utilisation d'un questionnaire en ligne, l'Internet permet aux compagnies faire une présélection parmi les candidatures. Les autres CV peuvent être gardés en banque pour être réévalués à nouveau lorsqu'un autre poste s'ouvrira.

The Internet is at the centre of the hiring strategy of an increasing number of companies. Thanks to this wonderful tool, a multinational like Alcan can now receive applications from anywhere in the world and quickly choose the most interesting ones. With an online application form, the Internet allows a preselection of potential candidates. The CV's of unsuccessful candidates can be kept in a bank to be re-evaluated later when another position opens up.

Adapted from Focus on Jobs #5, Information supplement in the Montreal Gazette, October 7, 2000, p.5 and Modes d'emploi #5, Fascicule spécial de La Presse, 7 octobre 2000, p. 5.

Appendix 2: Readers' Nativelike Assessment (French Judges)

Francophones de langue maternelle ou pas?

- Voix #1: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #2: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #3: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #4: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #5: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #6: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #7: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #8: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #9: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #10: Oui ☐ Non ☐ Si non, pourquoi? _____
- Voix #11: Oui ☐ Non ☐ Si non, pourquoi? _____
-

Pour fins de statistiques...

Sexe: Homme ☐ Femme ☐

Quelle est votre langue maternelle? _____

Appendix 2: Readers' Nativelike Assessment (English Judges)

English Native Speaker or Not?

- Voice #1: Yes ☐ No ☐ If no, why not? _____
- Voice #2: Yes ☐ No ☐ If no, why not? _____
- Voice #3: Yes ☐ No ☐ If no, why not? _____
- Voice #4: Yes ☐ No ☐ If no, why not? _____
- Voice #5: Yes ☐ No ☐ If no, why not? _____
- Voice #6: Yes ☐ No ☐ If no, why not? _____
- Voice #7: Yes ☐ No ☐ If no, why not? _____
- Voice #8: Yes ☐ No ☐ If no, why not? _____
- Voice #9: Yes ☐ No ☐ If no, why not? _____
- Voice #10: Yes ☐ No ☐ If no, why not? _____
-

Statistics...

Sex : Male ☐ Female ☐

What is your mother tongue? _____

Appendix 3: Participants' Response Sheet (English Cegep)

Voice #5

According to you, does this person seem...?

- | | | | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|
| cold | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | warm |
| not at all kind | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very kind |
| not very intelligent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very intelligent |
| not at all dependable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very dependable |
| not very educated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very educated |
| incapable of leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very capable of leadership |
| not at all good-looking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very good looking |
| not at all sociable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very sociable |
| not likeable at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very likeable |
| not religious at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very religious |
| short | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | tall |
| not ambitious at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very ambitious |
| not self-confident | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | self-confident |
| to have no sense of humour | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | to have a good sense of
humour |

Employment of this person: Check (✓) only one answer:

gas pump attendant ☐

office clerk ☐

police officer ☐

secondary school teacher ☐

human resources director ☐

doctor ☐

Appendix 3: Participants' Response Sheet (French Cegep)

Voix # 5

Est-ce que cette personne vous semble...?

froide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	chaleureuse
pas gentil(le) du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très gentil(le)
très peu intelligente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très intelligente
pas fiable du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très fiable
très peu instruite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très instruite
incapable de gérer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	apte à gérer
pas du tout attrayant(e) physiquement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	physiquement très attrayant(e)
pas sociable du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très sociable
pas sympathique du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très sympathique
pas croyant(e) du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très croyant(e)
court(e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	grand(e)

Selon vous, est-ce que cette personne semble avoir...?

aucun sens de l'humour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	un bon sens de l'humour
peu de confiance en elle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	confiance en elle
très peu d'ambition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	beaucoup d'ambition

Emploi de cette personne: Cochez (✓) une seule réponse:

Pompiste ☐

Commis de bureau ☐

Officier de police ☐

Prof au secondaire ☐

Directeur(rice) des ressources humaines ☐

Médecin ☐

Appendix 4: Nominal and L2 Proficiency Information (French Cégep)

SVP complétez le questionnaire suivant pour fins de statistiques.

Imaginez que vous vous retrouvez à l'étranger, dans un pays où l'on parle seulement votre langue seconde. Dans quelle mesure êtes-vous capable...? (Cochez <input checked="" type="checkbox"/> les trois cercles appropriés.)						
	pas du tout	un peu	assez bien	bien	très bien	couramment
de lire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d'écrire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
de parler?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veuillez cocher (☒) Sexe: Masculin ☐ Féminin ☐ Age: _____ ans.

Votre langue maternelle: Français ☐ Anglais ☐ Autre: laquelle? _____ ☐

Langue parlée à la maison: (si une seule, indiquez 100%, si $\frac{1}{2}$ + $\frac{1}{2}$, inscrivez 50%, etc.)

Français _____% Anglais _____% Autre: laquelle? _____%

Langue d'enseignement au primaire _____; secondaire _____

De quelle ville/région êtes vous? _____

Programme d'études au cégep: _____

Raison(s) pour laquelle vous avez choisi ce cégep plutôt que l'un des 30 autres:

J'accepte que les réponses que j'ai fournies soient utilisées pour fins de recherche.

Appendix 4: Nominal and L2 Proficiency Information (English Cegep)

Survey: Please complete this questionnaire for statistical analyses.

Imagine that you find yourself abroad, in a country where only your second language is spoken. At which level are you able to...? (Check \checkmark the 3 appropriate bubbles.)

	not at all	a little	pretty well	well	very well	fluently
read?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speak?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check (\checkmark) **Sex:** Male ☐ Female ☐ **Age:** _____ years old.

Mother tongue: English ☐ French ☐ Other: which one? _____ ☐

Language spoken at home: if only one, write 100%; if $\frac{1}{2} + \frac{1}{2}$, indicate 50%, etc.

English _____% French _____% Other: which one? _____%

Language of education in elementary school: _____ **secondary:** _____

School program at cegep: _____

Where are you from? _____

Reason(s) why you chose to study at this cegep rather than in any of the other 30:

I understand and agree that my answers will be used for research purposes.



Volume 26, Numéro 50

Jeudi, 5 avril 2001

STAGIAIRE FRANÇAISE

Nous souhaitons la bienvenue à Élodie Rivière, étudiante à l'Institut universitaire de technologie de La Roche-Sur-Yon (Vendée - France). Madame Rivière effectue un stage en administration qui se terminera le 5 juin 2001.

Bon séjour!

Pierre Grondin

293 fois MERCI!

Merci aux 293 étudiants et étudiantes des 9 groupes de philosophie qui ont participé à l'étude des voix la semaine dernière. Votre précieuse collaboration était nécessaire au succès de ma thèse de maîtrise. Vous trouverez les résultats à la bibliothèque de notre cégep cet automne.

Merci beaucoup!

Julie J. Boulé
Département des Langues
(Concordia University)

SOMMET DES AMÉRIQUES

Problème de covoiturage? On y a pensé pour vous. Le groupe anti-zléa organise des autobus pour y aller les 20 et 21 avril prochain. Dépendamment de la demande des étudiants et des étudiantes qui désirent y aller, nous allons organiser les autobus et l'hébergement pour tous les manifestants. Inscrivez-vous dans l'atrium. Il y aura une table **aujourd'hui**.

Venez manifester en grand nombre!

La Mondialisation c'est...

Aux États-Unis, 60 « grands fortunés » se partagent 311 milliards de dollars.

QU'EST-CE QUE JE FAIS AVEC MA PROPOSITION DE CHOIX DE COURS AUTOMNE 2001?

Il existe plusieurs possibilités pour procéder au paiement des droits et frais afférents pour le trimestre A-01... Par contre, il n'y a qu'un seul endroit pour déposer votre proposition de choix de cours **SIGNÉE** et **COMPLÉTÉE**:

« **LE SECRÉTARIAT PÉDAGOGIQUE** »
Entrez par le laboratoire d'information scolaire, local 1001.

Faites-le dès maintenant!

COURS OFFERTS À L'ÉTÉ 2001 AU CÉGEP DE DRUMMONDVILLE

SEUL LES ÉTUDIANTS

=> FINISSANT UN DEC

OU

=> TERMINANT LEUR DERNIÈRE ANNÉE AVEC UN STAGE

SERONT AUTORISÉS À S'INSCRIRE

Dates d'inscription : 2 au 6 avril 2001

Frais d'inscription : 5 \$ par cours + 2 \$ l'heure (frais de scolarité)

Heures d'inscription : 9 h à 11 h 30 et 13 h à 15 h au local 1001

COURS OFFERTS	NO des cours	HORAIRE	JOURS	Début	Fin	Coût total
---------------	-----------------	---------	-------	-------	-----	------------

THE BULLETIN

A publication of Student Services

CHAMPLAIN REGIONAL COLLEGE

Monday, March 26, 2001

Week 10

ACADEMICS/ADMINISTRATION

SIX WEEKS LEFT OF CLASSES! Three more weeks 'til Easter, then three more weeks 'til exams!

WRITING WORKSHOP: Beginning Tuesday, April 3 the Workshop will be open from 6:30-8:30 p.m. in the Common Room at the Residence. Sign up for an appointment with Cathy Matthew in C133.

STUDENTS WANTED:

- Would the following students please come to the Financial Aid Office, C138 with their I.D. card before Friday, March 30: Annick Lachance, Sophie Lapointe, Jo-Ani Mercier.
- Would the following students come to the Records Office, C139 with your student I.D. card: Alexandre Beauregard, Josianne Boisvert, Kimberly Fletcher, Yves Landry, Evelyn Robertson & Krista Sparkes.

MID-TERM GRADES: Students new to the College in January may get their marks from their Mentors. By-Law 7 students who were readmitted may get their marks from their Follow-Up Person. Other students' marks have been sent to their mailboxes (If they are not there, the Records Office has withheld them).

VOICE STUDY - 260 THANK-YOUS: Seven teachers and 253 students participated in a voice study and I wish to thank you for your cooperation and valuable contribution to the success of this study. Those interested in the results will find a copy of my master's thesis at the library next fall. Julie Boule, Concordia University

ENGLISH FOR SOCIAL SCIENCES: Nigel Spencer's students are reminded to meet in the foyer of the library at the beginning of class.

EMPLOYMENT OPPORTUNITIES

SUMMER JOBS AT THE TOWN OF LENNOXVILLE: Application forms are available at the Town Hall on Queen Street. Deadline to apply is **March 30**.

VILLE DE SHERBROOKE SUMMER JOBS: Application forms to apply for summer jobs are available from Cathy Matthew in C133. Deadline to apply is **March 31**.

ACTIVITIES

SUMMIT OF THE AMERICAS: All those interested in going or in finding out more are invited to an organizing meeting for resisting the Free Trade Agreement of the Americas plus a film "This is What Democracy Looks Like" on Tuesday at 7:30 p.m. in Nicolls 1, and on Wednesday at 4:30 in the BU student lounge (old Quiet Bar) an organization meeting for a possible trip to Quebec City.

BU/CRC INTRAMURAL 3 ON 3 BASKETBALL TOURNAMENT (men's and women's divisions): Sign up your team (only 1 varsity basketball player allowed) at the Sports Centre offices before Wednesday, March 28 (limited to first 16 teams per division). Tournament will be played on Friday and Saturday, March 30 and 31.

HUMAN RIGHTS IN TIBET will be the subject of a talk by Tenzin Yandoon of the Canada Tibet Committee

Appendix 6: Booklet Cover Page, Tape A (English Cegep)

Can Voices Reveal People's Personalities? An Experiment in Quebec Cegeps March 2001

INSTRUCTIONS

When you listen to the radio, do you wonder what type of person is behind the microphone? If you speak to a person you have never met on the phone, do you invent a mental picture of what the person looks like? Do you think you can guess what kind of work people do simply by listening to their voices?

During this survey, you will hear 10 different voices. The following texts will be read either in English, or in French.

The Internet is at the centre of the hiring strategy of an increasing number of companies. Thanks to this wonderful tool, a multinational like Alcan can now receive applications from anywhere in the world and quickly choose the most interesting ones. With an online application form, the Internet allows a preselection of potential candidates. The CV's of unsuccessful candidates can be kept in a bank to be re-evaluated later when another position opens up.

L'Internet se trouve au coeur de la stratégie de recrutement d'un nombre croissant d'entreprises. Grâce à cet outil, une multinationale comme Alcan peut maintenant recevoir des candidatures de partout dans le monde et retenir rapidement les plus intéressantes. Avec l'utilisation d'un questionnaire en ligne, l'Internet permet aux compagnies faire une présélection parmi les candidatures. Les autres CV peuvent être gardés en banque pour être à nouveau réévalués lorsqu'un autre poste s'ouvrira.

For each voice that you hear, indicate the characteristics you find most probable by checking the appropriate circle on your answer sheet. Finally, at the bottom of your sheet, check the most likely profession of the speaker you hear. It is possible that more than one speaker practice the same job.

You don't have to write your name on your answer sheets; your answers will remain anonymous. I thank you for your valuable cooperation.

Julie J. Boulé

Appendix 6: Booklet Cover Page, Tape B (French Cegep)

**Avec quelle précision la voix des gens permet-elle
de décrire leur personnalité?
Recherche auprès des cégépiens(ne)s
Mars 2001**

I N S T R U C T I O N S

Lorsque vous écoutez la radio est-ce que vous vous imaginé quel genre de personne il y a derrière la voix? Si vous parlez à un inconnu au téléphone est-ce que vous vous faites une photographie mentale de votre interlocuteur? Croyez-vous que vous pouvez deviner la profession d'une personne en se fiant seulement à sa voix?

Pendant cette intervention, vous entendrez 14 voix qui liront, soit en anglais, soit en français, le texte suivant:

L'Internet se trouve au coeur de la stratégie de recrutement d'un nombre croissant d'entreprises. Grâce à cet outil, une multinationale comme Alcan peut maintenant recevoir des candidatures de partout dans le monde et retenir rapidement les plus intéressantes. Avec l'utilisation d'un questionnaire en ligne, l'Internet permet aux compagnies de faire une présélection parmi les candidatures. Les autres CV peuvent être gardés en banque pour être à nouveau réévalués lorsqu'un autre poste s'ouvrira.

The Internet is at the centre of the hiring strategy of an increasing number of companies. Thanks to this wonderful tool, a multinational like Alcan can now receive applications from anywhere in the world and quickly choose the most interesting ones. With an online application form, the Internet allows a preselection of potential candidates. The CV's of unsuccessful candidates can be kept in a bank to be re-evaluated later when another position opens up.

Pour chacune des voix que vous entendrez, indiquez les traits qui vous semblent les plus probables en cochant la bulle appropriée sur votre feuille réponse. Finalement, au bas de la page, cochez la profession que vous croyez que cette personne exerce. Il est possible que plus d'une personne exerce la même profession.

Vous n'avez pas à inscrire votre nom sur ces feuilles réponses; vos réponses resteront anonymes. Je vous remercie de votre précieuse collaboration.

Julie J. Boulé