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THE ROLE OF COMMUNICATIONS IN CHANGING ATTITUDE  
TOWARDS LEARNING FRENCH AS A SECOND LANGUAGE

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THE ROLE OF COMMUNICATIONS IN CHANGING ATTITUDES  
TOWARDS LEARNING FRENCH AS A SECOND LANGUAGE

by

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ABSTRACT

An experiment was conducted to test the relative importance of communicator accent and type of message in changing the attitude of 600 unilingual English CEGEP students in Montreal towards learning French. Using a pretest - posttest design, one of three types of short tape-recorded English admonitions (Praise, Threat or Irrelevant message) was given to an intact class, with the announcer's accent being either French-Canadian or North-American English. The same Likert attitude questionnaire was administered immediately before the treatment and two weeks after the treatment.

Analysis of Variance showed no significant differences ( $p < .05$ ) among the groups on pretest attitudes. Regardless of Ss' sex, posttest attitudes significantly ( $p < .05$ ) favoured the North-American English accent over the French-Canadian accent. Repeated-Measures analysis of Variance and multiple comparison tests indicated a significant ( $p < .05$ ) positive change in attitude for the Praise message, no change for the Irrelevant message and a negative change for the Threat message.

To My Mother and Father

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## CHAPTER 1

### The Language Question in Quebec

"Bilingualism is, in a sense, the price that must be paid for unity. It is the first step towards a good education in any land in modern times."

Wilder Penfield

Two voices appear to be crying out simultaneously from Quebec. One demands equality of opportunity for French-Canadians from coast to coast, while the other proclaims the doctrine of "maîtres chez nous" (Joy, 1967).

The French-speaking people of Quebec realize that their influence in making Canada a bilingual country is limited, as shown by the following statement by Professor Brunet of the Université de Montréal:

Il faut constater une fois de plus, le poids de l'héritage pernicieux d'un certain messianisme.

Il se trouve encore en 1963 des Canadiens Français pour rêver du jour où on parlera Français à Toronto, Halifax et Vancouver comme on parle Anglais à Montréal." (Brunet, 1963)

The Federation of Nova Scotia, New Brunswick, Upper and Lower Canada in 1867 recognised French as the official second language and furthermore, British policy as well as the British North America Act allowed the French Canadians to maintain their language as well as their cultural differences. After Confederation, French retained its status as the official language of Quebec, while English became recognised as the second official language of the French province. However, until just recently the English language has received preferential treatment within the Province of Quebec. A knowledge of French was useful though not essential in the province and did not carry the same prestige as the knowledge of English did. "In the factories and elsewhere the burden of bilinguality was on the French-Canadian workman rather than the non-French foreman" (Joy, 1967).

Within Quebec society, the English-Canadian performed the financial, managerial and technical functions while the French worked in the support services, clerical and in small industry (Rioux, 1964). The school situation followed the same basic pattern, with English as the language of instruction in all provinces except Quebec which had a French system, but conceded the English-speaking minority the right to a separate school system of their own. However, many English-speaking Catholics wanted, and eventually won, a semi-autonomous system of English Catholic schools. One can surmise

from the above that there actually was no bilingual instruction but that English or French, when not taught as the mother tongue, was taught as a Foreign language. Thus, there exists in Quebec today, a cultural, linguistic and educational duality which has been recognised by law and confirmed by the presence of strong English-speaking elements for over two hundred years. In fact, so overwhelming has been the influence of the English-speaking minority upon the development and progress of Quebec, that in the past decade a fervent nationalism has gripped part of the French population. What more effective way can the English elements be contained, they ask, than by establishing unilingual French education for the young? Such a plan would assure eventual French cultural control of the province through its influence on future generations (Staff Reporter, Montreal Star, March 1, 1971).

This, in effect, encompasses 'the language problem'. This state of affairs is not unique in Quebec. It is present within numerous world areas, including Belgium, Switzerland, Lebanon, Puerto Rico, Austria, Ireland and Pakistan. Due to the very nature of the 'language problem' in reference to its political and cultural implications, the problem, in every area where found, is cast from a unique mold - similar in basic structure, yet different enough to justify

the unique characteristics (Staff Reporter, Montreal Star, March 1, 1974). As of yet, no satisfactory solution to the 'language problem' of any world area has been demonstrated. However, upon examination of recent developments in Quebec, a reasonable conclusion might be that Quebec may very well become the first world area to solve the 'language problem'. The solution would be the creation of a situation within Quebec whereby Anglophones (English-speaking persons) and Francophones (French-speaking persons) would be able to converse through both French and English language with approximately equal facility. Both Anglophones and Francophones would also be capable of full appreciation of and easy participation within both English and French cultures. Quebec would then be inhabited by truly bilingual and bicultural persons. This situation could remain stable as long as neither political nor economic tactics are employed to force the elimination of one of the two cultures and its associated language (Editor, Montreal Star, March 1, 1974).

The role of English language education in the province of Quebec towards the formation of such a situation will be the major topic of this discussion. We will discuss Bill 63, Regulation 6, a language plan effective as of September 1971 to upgrade the quality and quantity of French instruction.

in Quebec's schools for Anglophones. Of major concern, will be the passing of Bill 22, the official language act.

#### A Historical Perspective

In order to have a proper historical perspective it is necessary to first review major trends in social, economical, educational and language-right development of Quebec right up to the present time. While proceeding with this task, the fundamental concept of a dynamic relationship existing between society and education, that is, changes in either affect the other, should be kept in mind. A second concept which must not be ignored is the role of education as a transmitter of culture and as a preparation for a productive adult life within Quebec society (Reid, Gazette, February 23, 1974).

In Europe, France and England were hostile to each other and were trying to concentrate their war efforts everywhere, to win military superiority and to gain new colonies. Several battles were fought between French and English in North America at Carillon, Louisbourg, Fort Niagara and Fort Frederick. On 13th September 1759, General Wolfe defeated General Montcalm on the Plains of Abraham resulting in the fall of Quebec to the British. This brought about an imminent threat to the French culture as established during the previous two centuries in Quebec area (Bergeron, 1971).

As the direct result of the 1759 conquest, further immigration to Quebec from France ceased and immigration to Quebec from Great Britain increased. (Scott, 1964). The French-speaking clergy were determined to preserve the French culture, especially the Roman Catholic religion within Quebec in face of the increasing number of English-speaking people, and worse yet, Protestant people inhabiting Quebec. At the persuasion of the Roman Catholic clergy, the French speaking population of Quebec who will now be referred to as Francophones were encouraged to increase their birth rate (Scott, 1964). This program proved so successful that the birth rate for Quebec consistently remained higher than the national average for every year until 1962 (Census of Canada, 1965).

Due to recommendations of Lord Durham, the Act of Union came into effect in 1840. The purpose of this legislative policy was to decrease the influence of the Francophones in government by bringing inhabitants of Upper Canada (Ontario), the majority of whom were English-speaking, and inhabitants of Lower Canada (Quebec) under a single government. The ultimate result was major dissension on the part of the Francophones, who interpreted the move as eventual extinction of their culture (Bergeron, 1971).

As a consequence of consistent Francophone determination

for cultural preservation, legislation establishing a dual educational system in Quebec was accepted in 1841. Both English and French schools were supported by public funds. To this day, Quebec is the only Canadian province in which such a dual system is fully established.

#### The B.N.A. Act

1864 marked the year in which the Act of Union of 1840 was finally realised as being inadequate and in 1867 the British North America Act came into effect. The B.N.A. Act established a confederation of provinces, each with their own provincial governments. This marked the Birth of Canada (Ryerson, 1968). Two very important language legislations defined by the B.N.A. are found in Sections 133 and 28 of the Act. Section 133 provides for the use of French or English in the Federal and Quebec Parliaments and in all courts. Section 28 states that Provincial governments have the right to provide education in either language but not the power to prohibit the use of either language as the language of instruction (Allnut, 1972).

Montreal and Quebec City were the commercial centres of the era. The Anglophone population comprised 54% and 33% of the total populations inhabiting each respective city. The Anglophone population count for the Province of Quebec in 1851 was 215,000 (Bergeron, 1971). During the



1860's a trend to replace commercialism by industrialism as the base of major financial endeavours was underway. This meant rapid progress for areas where coal was found, but as a demand for steel increased, demand for wood - one of Quebec's major export items - sharply declined. Immigrants bound for Canada began to bypass Quebec in favour of the newly developing and promising West and Ontario. These areas were greatly profiting from the industrial era due to strategic location of rail and water-way connections to the coal-bearing regions to the south (Ryerson, 1968).

Through the efforts of the Roman Catholic clergy Quebecois were encouraged to stay in their villages and not move west. Also, their insufficient knowledge of English and lack of training would probably have prevented them from finding an enriched life-style in the progressive areas of the west (Rioux, 1964).

The early twentieth century brought a new era of industrialisation. The United States found herself in need of Quebec's resources - electric power for aluminium production, copper and the like. What occurred in Quebec was industrial expansion as a result of large-scale industries - an exceedingly large proportion of which were in the hands of English-speaking Americans (Ryerson, 1968).

Quebecois continued to play no great role in Quebec's industrial development. American ownership of large

monopolistic industry in Quebec resulted in English being respected as the preferred language of business. These large enterprises imported their own English-speaking managerial personnel and employed the Quebecois as workers. Those Quebecois who spoke English were the ones who obtained the better employment posts - better with respect to prestige, responsibility and salary (Scott, 1964). Their purpose was to facilitate communication between the English-speaking managerial personnel and the French-speaking workers. Since employment opportunities were not diminished as a result of being English unilingual, Anglophones' attempt to learn French were indeed slight. This certainly was not the case for French unilinguals. Many Quebecois residing in urban centres learned English merely through the influence of the English cultural surroundings (Rioux, 1964). These urban centres also consisted of French cultural surroundings (e.g. French newspapers, radio and the like). Anglophones could have learned French via the same means as bilingual Quebecois learned English, yet did not choose to do so. They tended to remain within their segregated English areas and ignore the French culture. They, in effect, lived IN Quebec but not WITH Quebec. It became apparent that the less the command of the English,

language a Quebecois possessed, the lower the level of employment he received if he were employed by the large enterprises. Virtually no Quebecois found himself in decision-making posts (Ryerson, 1968). The obvious outcome of such a situation is underemployment in terms of potential of many Quebecois employees. Documented findings of the Bilingual and Bicultural Commission and the Gendron Commission have shown that a disparity exists in occupational opportunities between the English and French residents of Québec. Soon the Quebecois perceived themselves as being subjugated, humiliated, dispossessed and unsuited for high financial and industrial positions or ownership (Vallières, 1971).

During the 1960's, a phenomenon known as the quiet revolution was well underway in Quebec (Audet, 1971). Perhaps two of the most valuable results were the new Quebecois - aggressive, self-confident and strongly culture conscious - and the new Anglophones - extremely aware of the French culture of Quebec and willing to live with Quebec (Sabourin, 1970). Another very important factor contributing to the quiet revolution involves treatment of French-Canadian minorities of other provinces of Canada. The Quebecois have seen how their fellow brothers have repeatedly been deprived of their language rights in other Canadian

provinces, despite what is stated in the B.N.A. Act and despite the abundant rights given to the English-speaking minority in language choice for education in Quebec (Audet, 1969).

However, the twin factors of automation and better opportunities for higher education have led to increasing numbers of French-Canadians becoming more educated in the professional fields and thus the rise of a radical new elite of Quebecois who are ambitious, qualified and confident. More and more Anglophones are recognising and sympathising with past injustices imposed upon the Quebecois and their present aspirations (Rondeau, 1971). With the moving of Quebecois to better business posts, a shift of power in economic control is evident. As once the ability to communicate via English was the key to employment opportunity, today bilingualism is that key (Audet, 1969). Since Quebecois are more apt to be bilingual than Anglophones, the Quebecois are now obtaining the better employment posts. In Montreal, where the concentration of Anglophones and the head offices of many large, foreign-owned companies operating in Canada are found, being unilingual is a handicap to employment opportunities, even if the unilingual individual is well educated. With this in mind, Anglophones are making sincere attempts to become bilingual, and more important, are instilling

the importance of bilingualism upon their children. As a consequence of this attitudinal change towards deciding to live with Quebec rather than in Quebec, many Anglophone parents are helping to persuade school boards to take an honest look at their French-language programs and make improvements beginning at the kindergarden level.

The Quebec Department of Education states that no less than 80% of the immigrants to Quebec favour adoption of English over French as the language of instruction for their children. The reason, no doubt, lies in the belief that better employment opportunities are available for English-speaking persons and the belief that English is the language of North America and thus must be the language of Quebec (Alarie, 1971). If these two phenomenon continue, it has been estimated that the French-speaking population of Montreal would drop from 65% of the total Montreal population, as the situation now stands, to 52% of the total Montreal population, by the year 2000 A.D. Just as the Roman Catholic clergy played a major role of cultural survival during the years following 1759, the new Quebecois elite seem to be assuming a similar role today in face of a threat to French cultural survival in Quebec (Audet, 1969).

The Official Language Act - Bill 63

The Official Languages Act of 1969 declares that English and French are the two official languages of Canada. Government policy on bilingualism required that as of 1970, a knowledge of the two official languages, or a willingness to acquire it, would normally be required for recruitment to executive positions in the public service (Maughan, 1971) and as of 1975, a knowledge of the two official languages would be required for the promotion to executive positions within the public service (Trudeau, 1968). Many French-Canadians resent the fact that they have to be perfectly bilingual to reach the top, while English-speaking Canadians do not have to meet this requirement. The report of the Royal Commission on Bilingualism and Biculturalism recommended that work units using French as the working language should be provided all across Canada. They also suggested that training programs and other skills should be available to both languages, so that both the groups should have equal chance for promotion. This is necessary for maintaining the French culture in Quebec and must be enforced now while Anglophone attitude towards such matters is positive.

It is estimated that 80% of the total population of Quebec live in urban centres. Ever since the 1759 conquest, Anglophone population has concentrated in Montreal and Quebec

City. Apparently Quebec City is becoming less and less a centre of Anglophone residence. The only major centre of Anglophone residence in the Province of Quebec is Montreal. In 1971, 2.5 million persons inhabited the Montreal area - 65% of this population were French-speaking. It is estimated that 3/5 of the population of Quebec speak French only, meaning that about 3 million persons of Quebec do not have any command of the English language (these persons mainly residing in the lesser urban centres). Viewing the population of Quebec in terms of language spoken, it would be found that 80% of the population are French-speaking, 13% are English-speaking, the rest titled as others (Census of Canada, 1971).

It must be noted that, even though the Anglophones comprise the minority population segment in the Province of Quebec, this segment does have more than 1,000,000 members, which is a number exceeding the total population count of six provinces of Canada. Thus Quebec ranks fourth among Canadian provinces in number of English speakers. Roughly 80% of all the Anglophones reside in the Montreal area. Also, Montreal is the country's third largest English-speaking city (Staff Reporter, Montreal Star, February 18, 1974).

On November 28, 1969, the National Assembly of Quebec passed Bill 63, "An Act to promote the French language in Quebec". The Bill required: 1) the school boards to offer

English-language instruction to all children whose parents requested it; 2) all English-language schools to provide the pupils with a 'working knowledge' of French-language and 3) empowered the Government to 'take the measures necessary' to ensure that immigrants to Quebec acquired a knowledge of French and educated their children in French-language schools. (Henchey, 1972). Thus the Bill 63 which assured the option of English or French as the language of instruction in Quebec - the choice being left to the parents of students in the primary and secondary schools.

In 1969, the Government of Quebec appointed a Royal Commission to deal with the language problem in the Province of Quebec. The chairman of the Commission was Mr. Jean-Denis Gendron - Dean of Arts at Laval University.

The Commission heard briefs from August 1969 until the spring of 1970. Three questions dealt by the Commission were: 1) the question of French language as the working language of the Province of Quebec; 2) the integration of newcomers, i.e. recent immigrants to Canada into French-speaking community; 3) linguistic rights of all the citizens in the Province of Quebec.

On January 2nd, 1973, the Commission submitted their report and recommended that French language should be Quebec's sole official language and should be encouraged



for internal communication in Quebec work milieu. The Commission has recommended the extended use of French as a technical language and as the working language of company personnel and that the Government of Quebec should provide funds to support terminology banks to disseminate the French equivalents of the many English terms to the public. The Gendron Report has recommended the working knowledge as a requirement for practicing a trade or a profession, by way of the Professional Code. The report also recommends that the Government proclaim the right of the French-speaking client to be served in his own language in all written and verbal communication with regards to consumer activities in the private sector throughout Quebec.

The Commission recommended that the Government of Quebec adopt a policy of persuasion in its attempts to attract immigrants to opt for the French language milieu.

The Gendron Commission urged that the French language be declared the province's sole official language, but also recommended that Quebec Government should maintain Bill 63 for a period of three to five years to see if persuasion was enough to guarantee the primacy of French language over English language. Bill 63, passed by the Union Nationale Government in 1969, had guaranteed parents the right to choose their children's language of instruction.

However, Jean-Denis Gendron, Chairman of the Gendron Commission, announced a year after the publication of the Commission's report, that the Commission had erred in recommending the present school system be left unchanged and he personally urged the Government of Quebec to alter Bill 63. He further maintained that the Commission had underestimated the psychological reaction of French-speaking Quebecers to proposals that Bill 63 be maintained. He declared that Bill 63 was a symbol of "inferiority" and that it would be impossible to formulate a comprehensive language policy without first changing Bill 63.

#### The Bill 22

On July 31st, 1974, the much discussed Bill 22 was passed and became known as the Official Language Act of the Province of Quebec. According to this Language Act, parents lost the freedom to choose their children's language of instruction. Bill 22 says that:

1. All future pupils wishing to enter the Quebec school system be required to take a pedagogical examination to determine their language proficiency.
2. Only children who showed that they were able to follow English-language curriculum would be permitted to enter English schools.

3. Only children who showed they were sufficiently proficient in French would be permitted to enter French schools.

4. Immigrant children who spoke neither English nor French would be routed to French-orientation classes and then sent to French schools.

Also, Bill 22 further discourages any French-speaking parents from sending their children to English schools, and vice-versa. With the passing of the Language Act, Bill 63 was repealed.

All the minority groups, i.e. Greeks, Italians, Hindus, Portuguese, Pakistanis, etc., have come out strongly against Bill 22 which would force all children who do not speak English into the French school system. These groups, who represent roughly 500,000 Montrealers, feel they have been 'betrayed'. They point to the fact that Dr. François Cloutier and Mr. Jean Bienvenue had told immigrants in 1973 that only the children of future immigrants to Quebec would be affected by any new language legislation.

Paul Vachon, a spokesman for the Association des Cadres Scolaires du Québec, a school administration group, said the language tests proposed in Bill 22 were impractical and would lead to a proliferation of private language schools. The French-language administrators fear that Bill 22 would lead to bilingualism and the eventual assimilation of French

Quebecers into the English-language culture. The administrators ask the government to send all the immigrant children to the French-language school system.

The 275,000 member Quebec Federation of Labour (QFL) urged that all immigrants be sent to French-language schools and they were critical of Bill 22's policy to test English-language students before allowing them into French-language schools. The QFL urges the government to make French the working language and thus allow 'Francophones' to gradually have a share of the management posts (Block, Irwin, The Gazette, March 16, 1974).

The Confederation of National Trade Unions (C.N.T.U.) instead of demanding French-language schooling for immigrants, has proposed that primary schools be operated in the mother tongue of an ethnic group large enough to form a school population. But Marcel Pepin, President of the 180,000 member C.N.T.U. said "The language of work must not be negotiated. It must be imposed". He further stated that secondary and post-secondary school would be in the French-language only (Block, Irwin, The Gazette, March 18, 1974).

There have been some cases where school commissions have refused the application of a fluently bilingual French-Canadian student to attend an English school. Also, immigrant youngsters forced into French-language schools have met some pretty hostile reaction from students and teachers. Faced

with an intolerable and unjust situation in a so-called democratic system, it is a sad thing that these children have no other alternatives.

Most of the people are really confused and uncertain about the future of the average young Quebecer. French-Canadian and immigrant alike, by the very nature of their schooling, will be confined to the borders of this province. A great deal of the anxiety and resentment which is currently displayed over Bill 22 seems to be inspired by the fact that for several years Montreal's English-speaking population has gradually been losing control of its community institutions. The bureaucratic authority of the Provincial Government has been extended considerably, in the field of schools, hospitals and welfare agencies. They have also lost partial control over their municipal affairs through the integration of suburban municipalities into the Montreal Urban Community.

It is seen by some people that testing Bill 22 in the courts means much more than a simple defence of individual rights. It is safe-guarding of freedom of choice in education. The idea is also to initiate some kind of political counteraction to arrest certain trends which are perceived as unfavourable and discriminatory. There is no doubt in the minds of the public, English and French, that

Bill 22 has gone too far in curbing individual rights, particularly those that relate to choices in education. The Quebec Association of Protestant School Boards (QAPSB) has presented a 29-page petition containing 45,000 signatures to the Federal Cabinet asking for a Supreme Court of Canada ruling on the constitutional validity of Bill 22. The petitions have also been sent to the Federal Cabinet by the Quebec Federation of Home and School Associations, the Verdun Anglophone Committee, the Canadian School Trustees Association and the Provincial School Board Associations of Nova Scotia, Prince Edward Island, Ontario, Saskatchewan, Alberta and the Ontario Federation of Home and School Associations. Rev. John Simms, Chairman of the PSBGM, has vowed to battle Bill 22 all the way to the Supreme Court of Canada. The petition maintains that the Supreme Court should declare Bill 22 unconstitutional because:

1. Section 1 which declares French as the province's sole official language, violates Section 133 of Canada's Constitution (B.N.A. Act) which clearly spells out both French and English as official languages in Quebec's legislature and courts.

2. Section 2, which declares the French text of Quebec laws prevail over the English version in any case of conflict, also violates Section 133 of the B.N.A. Act.

3. Sections 40 to 44, dealing with the language of instruction in schools, violates Section 93 of the B.N.A. Act which prohibits any provincial law that reduces rights held by Quebec's denominational boards at the time of Confederation.

4. Bill 22 is contrary to Canada's public interest in that it undermines the concept of two equal cultures and employs 'coercive measures' to impose French language on some of the chief institutions of Quebec's English community.

5. Bill 22 gives the Provincial Government an 'unparalleled degree of discretionary power', making its decisions in many areas 'absolute and uncontrollable'.

6. Bill 22 discriminates against such groups as professionals who lack what the province considers an adequate knowledge of French.

7. Bill 22 discriminates against businesses failing to francisize themselves.

8. Bill 22 discriminates against English-language universities.

9. Bill 22 discriminates against French-Canadians and other ethnic parents seeking an English education for their children.

10. Many of the provisions of Bill 22 are vague and of 'doubtful interpretation and effect'.

11. Bill 22 violates 'reason, justice and natural equity'.

Mr. Jean-Paul Tardiff, Director-General of the Catholic School Commission, said that the language tests which were originally meant to be compulsory, will now be available on request. Language test is meant to be one way of deciding whether a child has sufficient knowledge of English or French to be educated in that language. The department originally intended to administer the 24 tests to 500 English and French children from kindergarden to grade 11, to evaluate the knowledge of students taking the tests in a language other than their mother tongue. A boycott by teachers and boards forced the government to abandon this proposal. Dr. Cloutier announced that he was making the tests optional for boards in a bid to 'decentralize' the implementation of Bill 22's schooling clause (Staff Reporter, Montreal Star, March 15, 1974).

Thus, the public at large feels that the Government of Quebec is trying to erode two basic principles of education:

1. Parental choice in selecting their children's language of instruction.
2. The autonomy of individual school boards.

Canadian Indians and Eskimos will be the most hard hit by Bill 22. Because so many are proud of their traditions and culture, they are always inclined to write 'Cree', 'Mohawk' or the like while filling the questionnaires including the one relative to "mother tongue" of the parents. These natives are all English-speaking. However, at a later date, the provincial computer may dig up the information that the



mother and father of the offspring are from a family whose mother tongue is 'Cree', 'Mohawk' or the like. Because their language is not English, they will not be eligible to go to English schools (Horn, *Taiotekane*, *Montreal Star*, January 21, 1975).

What is most puzzling about Bill 22 is that although its overall long-range intent is fairly clear - to promote and strengthen the French language in Quebec - many of its provisions are deliberately ambiguous. Is it, as the P.Q. contends, nothing more than a semantic exercise to placate critics of the government's failure to deal squarely with the language issue? Or is it, as some English Quebecers fear, potentially more diabolical than would appear?

It is this very vagueness which is disconcerting. So, too, are the arbitrary powers left to civil servants, to the Minister of Education and to the proposed new language board. The withdrawal of the right of parents to choose the language of instruction for their children and the imposition of French-language education on non-English immigrant children is not conducive to the voluntary integration into the French milieu which has already begun.

We are not suggesting that the government has no right to legislate in the area of language. It would be forsaking its responsibility if it permitted French to become Quebec's

second language. It has every obligation to ensure that Quebecers are able to use their language at their place of work and in their dealings with government and public institutions. But government must also be responsive to reason. It must be willing to make changes to rid this bill of ambiguities, arbitrariness, prejudice and potential misapplication. Any attempt to disregard responsible criticism and ram Bill 22 down the throats of the English Quebecers and immigrants, to prove who is boss, would be an abuse of elected authority.

If French Canada rejects bilingualism and substitutes unilingual French education, civil service etc., with English rights reduced to "maybe's" at the mercy of any bureaucrat's mood, then the federal system must produce a new design for the future of Canada.

How are Quebec applicants for federal civil service going to acquire both languages if Quebec becomes unilingually French in the future? Must every French applicant be educated in English at the expense of taxpayers in all provinces indefinitely? Is this Quebec language legislation just the opening move to more regionalization of the country, and is this Premier Bourassa's way (and possibly Mr. Trudeau's way) of stealing the Parti Quebecois thunder; that is a staged plan of achieving a French national state in loose affiliation with three or four English regional governments?

To sum it up, is French Canada indicating through Mr. Bourassa, a new direction for their nationalist ambitions which will achieve all the major goals of Parti Quebecois without the hazards of a complete severance of the federal connection with the inconveniences of an independent currency, tariff, having to shoulder their share of the national debt, etc? In Premier Bourassa's eyes, passing of the Bill 22 should lead to "cultural sovereignty". This is a term he has been using for a few years and it covers Quebec's demands for a veto power over immigration to the province, Quebec control of Radio-Canada, the French arm of the C.B.C., and the final word on the priorities and funding in the vast and vague area of "culture" (Murray, Don, The Gazette, July 18, 1974).

Many Anglophones believe that Confederation is a thing of the past. They feel that with the passing of Bill 22, Quebec's 1974 chapter of the "Quiet Revolution" has already removed the province from the country.

The above is a very short account of the linguistic and cultural situation prevailing in Quebec in its historical context. Whatever views one might hold of the language rights of various ethnic groups of Quebec, it is obvious that an acquisition of competency in the French language is likely to be a tremendous asset, if not a basic requirement in the future. Since attitudinal factors are an important

aspect of the learning process, it will be necessary for non-French speakers in Quebec to have positive attitudes towards French if they are to succeed in acquiring such competency.

The purpose of this study will be to examine the attitudes of students studying in English milieu towards learning French. An attempt will be made to change these attitudes in the positive direction and to study the various factors that might have an effect on the outcome. These factors will include the source, message and receiver variables.

## CHAPTER 2

### Review of Literature on Attitude and Attitude Change

There are a number of definitions of attitude in sociology and psychology. Lange in 1888 found that a subject who was instructed to be prepared to perform a task or receive a stimulus responded faster than a subject who was told to concentrate on the stimulus itself. In 1888, Lange subjectively analysed attitudes and called this the subjects "aufgab" or task-attitude (Murchison, 1935). Some describe attitude as an implicit response, an intervening variable between an objective stimulus and an overt response. The attitude is a response to an observable stimulus and is an unseen stimulus to an observable response. This theory defines attitude as "an implicit" drive, producing responses considered socially significant in the individuals' society (Doob, 1947).

Attitude has been described as a collection of similar and closely interrelated opinions (Eysenck, 1960). Some psychologists consider attitude as consistency in response to social objects (Campbell, 1950). Thurstone (1946) defines attitude as "the intensity of positive or negative affect for or against a psychological object". Campbell (1950) defines attitude as "consistency in response to social objects".

Perhaps the most comprehensive definition is by G.W. Allport:

An attitude is a mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1935, p. 906).

Before adopting a definition of attitude for the purpose of this study, it might be worth examining the methods that have been employed to study attitudes.

Perhaps the first published technique that led to graded measurement of attitudes was put forth by Allport and Hartman (1925). They asked a sample of sixty upper division students at a university to write their own views on a number of topics. They then collected the relevant views on each topic and had a panel of six independent judges, both professors of political science and psychologists, rank them in logical sequence for each topic, ranging from one extreme to the opposite. Using the resultant rankings they tested the attitudes of a sample of undergrads by having them check the response on each topic that most nearly coincided with their view. This was a major break from the traditional questionnaire where the respondent answered yes or no to each question.

A refinement of the technique proposed by Allport and Hartman (1925) was devised by Thurstone (1928). In Thurstone's

method statements were printed on cards and then sorted into eleven piles ranging from least favourable to most favourable. The judges were instructed to make the interval between piles equal. By equal intervals Thurstone meant that the difference between any two piles should represent an equal amount on the underlying continuum. Thus Thurstone proposed a procedure for scale scores from attitudinal responses and called it "the method of Equal Appearing Intervals", which was fully developed by Thurstone and Chave (1929). But this scale has not proved as popular as the monograph proposed by Likert (1932) which allowed psychologists to score attitudes directly from responses without referring them to a panel of judges. Likert (1932) describes such a procedure as follows: Respondents in a Likert scale test are asked to indicate the degree of agreement or disagreement to all items. The degree is ranked on a five-point scale. The respondent's total score is the sum of the individual item scores and his total score is the measurement of the respondent's attitude. By item construction the investigator has determined, on an a priori basis, whether a high or low score determines approval or disapproval of the attitude in question.

A method of testing attitudes by means of a scalogram analysis was developed by Guttman (1944). It would thus

appear that although the term 'attitude' has been differently defined by several authors, the various techniques employed to measure 'attitude' are similar in their conceptual framework. For the purposes of this study attitude of an individual will be defined in operational terms as that individual's score on a Likert scale.

In the period immediately following the development of the measurement techniques by Thurstone and Likert, psychologists became more interested in studying attitudes as a component of personality, as serving functional or adjustive ends, or as a descriptive concept characterising a prevailing mode of thought prevailing among members of a group or subgroup. Because of this change in emphasis, there developed gradually several theories concerning attitude formation and change (Triandis, 1971). These theories have resulted in a number of studies that probe into the effects of variable dealing with communicator, message and target audience on attitude change.

#### Communicator Variable

One could probably predict that if a communication were attributed to a source that was highly respected, its impact would be greater than if it were attributed to an untrustworthy source. However, very rarely is the communicator



trusted by the entire audience. Therefore, it must be ascertained what type of person one is trying to persuade so that the greatest credibility can be obtained.

Hovland and Weiss (1951) used four communications, each administered to two different groups. They found that neither the acquisition nor the retention of factual information appears to be affected by the trustworthiness of the source. But changes in opinion are significantly related to the trustworthiness of the source used in the communication. There is most attitude change occurring immediately after the communication, but on retest four weeks later, the number of subjects influenced by the low credibility source had increased. The experimenter believed that this "sleeping effect" was due to the failure of the subjects over time to spontaneously associate the source with the content of the communication.

Another variable important in influencing an audience is the acceptance of an unknown communicator. Both T. Ewing (1942) and W. Weiss (1957) found that by agreeing with an audience on one issue, led to better persuasion of the audience on other issues. This goes back, however, to trustworthiness, the audience trusting the speaker, that he is on their side, that "he is a sensible man", and that "he knew what he was talking about on that issue, therefore he must know what he

is talking about on this issue". In other words the communicator must relate himself to the audience. Therefore, many irrelevant characteristics of the communicator come into play. These characteristics have long been utilized outside the laboratory: by lawyers aware of the importance of dress and demeanor of their client upon jury attitude; by advertisers sensitive to the appeal of a sexy communicator; and more recently even by politicians trying to set forth a youth image.

One method that is efficacious and can influence large groups readily, is the persuasive communication. This method has been chosen for the present research.

Many years before the study of human behaviour was formalized, the importance of the communicator in influencing people was recognized.

History calls our attention to men who had this ability, so the status of the communicator has been commonly accepted as a factor in persuasibility. Hovland, Janis and Kelley (1953) conducted considerable research into the role of the communicator in persuasion, or "source credibility": They found that if the communicator has a compelling personality or if he has a high status in the group he addresses, his message is more likely to be accepted. As suggested by Hovland, Janis and Kelley (1953):

In certain matters persons similar to the recipient of influence may be considered more expert than persons different from him. An individual is likely to feel that persons with status, values, interests and needs similar to his own, see things as he does and judge them from the same point of view (p. 22).

Taylor and Gardner (1969) designed a study to investigate the effects of credibility of a communicator on stereotyped and evaluative reactions toward him. They suggested that "factors which influence the perceived trustworthiness of the speaker should influence the effectiveness of his message". In order to create differences in the perceived trustworthiness of the communicator, they included three factors in their study: (a) Message Intent (a persuasive or non-persuasive communicator); (b) Message Setting (public or private); (c) Political Belief (Separatist or non-Separatist). These factors were intended to establish different levels of credibility. A fourth factor, Message Content, varied the extent to which the communicator described himself - as either supporting or contradicting the stereotype (traits associated with French-Canadians).

Although the speaker, in some instances, contradicted the stereotype, all the subjects perceived him as possessing

these traits. They tended to rate him as less credible, in the public setting, if he contradicted this stereotype. In the private setting, if he was described as persuasive, he was rated less favourably. He was also perceived less favourably when identified as a Separatist.

Taylor and Gardner (1969) concluded that it is possible for a communicator to modify stereotyped reactions to him, but that this may reduce his credibility in much the same way that disagreement on any important belief issue arouses dis-favour (cf; Rokeach, 1960). Johnson and Scileppi (1969) and Johnson and Izzet (1972) have suggested that source credibility acts as an evaluative "set" influencing the subject's acceptance or rejection of the contents of the communication. Under high source credibility the arguments presented are generally accepted as valid; however, under low source credibility the arguments are treated with suspicion and counterarguments are generated.

Whether or not the subject's interest is aroused depends not only on emotional factors e.g. level of the fear but also on the cognitive factors: the subject must believe in the source of the communication. Hewgill and Miller (1965) and Miller and Hewgill (1966) obtained results which are consistent with this cognitive interpretation. It also showed that the low fear - high credibility group was better than low fear -

low credibility. In essence, there seems to be a positive relationship between source credibility and persuasiveness of fear message (Powell and Miller, 1967).

McGuckin (1967) notes that homeostatic attitude theory (Maccoby and Maccoby, 1961) explains the effects of source credibility in terms of similarity in cognitive style between advocate and audience. When an advocate successfully identifies himself as somehow basically similar to his listeners, they must esteem him or experience imbalance. To reject or remain indifferent to such an advocate would be an inconsistency. His positive identification with his listeners is a support for their position.

One of the first problems of a communicator, especially when dealing with a controversial subject - in this experiment, bilingualism - is to present both sides of the argument to the audience.

In presenting two sides of the argument through the Praise (Reassurance) message, the communicator may feel confident that he is telling the audience both sides to a story and therefore win their confidence. Thus, he is not confusing the audience with negative facts of fear or threat message. Subjects, who are already opposed to the communication may become more so, if they see their arguments "purposefully" ignored in a one-sided message. In this case, it would be best to present both sides of the argument.

Thus, if the audience was initially opposed to the point of one view being presented or if the audience was made up of educated subjects, then it is best to present both sides of the issue, i.e. Reassurance or Praise message. However, one-sided presentation through the Fear or Threat appeal, was best when the audience already supported your views or when the audience was made up of poorly educated subjects.

#### Message Variable

A difficulty facing a communicator is whether to put the positive or the negative arguments in a two-sided communication at the beginning or at the end of the presentation. This primacy-recency problem has been the object of a considerable amount of research. R.L. Rosnow, in analysing the results from his experiments, and many other psychologists (Rosnow and Goldstein, 1967; Lana, 1963; Lana, 1961; Rosnow, Holz and Levin, 1966; Rosnow and Russell, 1963) have come to the conclusion that:

Nonsalient, controversial topics, interesting subject matter and highly familiar issues tend towards primacy. Salient topics, uninteresting subject matter, and moderately unfamiliar issues tend to yield recency. If arguments, for one side are perceived more strongly than arguments for the other, then the side with the stronger arguments has the advantage - "strength" being the variable.

Another major focus of experimentation has been concerned with the determinants of the optimum level of emotional arousal for inducing acceptance of a given type of persuasive message, or of persuasive communications in general (Janis, 1967). The multiplicity of interacting personality variables affect the outcome of fear or threat appeal studies and could account for many results attributed to different fear appeals (Janis and Feshbach, 1954). They found that high anxiety subjects were consistently less influenced by strong appeals than the low anxiety subjects. But Robbins (1962) found that anxiety was positively related to attention and found no evidence to support a relationship between anxiety increase and defensive avoidance as suggested by Janis and Feshbach (1954). The pliability of fear as a learned drive within the context of stimulus-response theory, greatly contributes to its functional importance. In its occurrence as a process it conforms to the basic laws of a stimulus. It can serve either as a cue or as a drive. Likewise, fear conforms to the basic laws of a response: it can be learned, inhibited and/or generalized to cues similar to those of the original learning situation. Further, as a response, it tends to be reinforced by the very same stimuli that elicit it.

Is an individual more likely or less likely to accept a persuasive communication if it arouses a relatively high

degree of fear, as compared with equivalent communication that arouses mild fear or no fear at all? Some experiments on this subject show a negative relationship; others show a positive one. Niles (1964) found that a strong fear arousing version of an anti-smoking communication was less effective than milder fear arousing versions in producing professed willingness to stop smoking but was more effective in gaining acceptance for the belief that smoking causes cancer, and made no significant difference in verbal acceptance of the communicator's recommendation to obtain chest x-rays.

In an initial experiment on fear appeals, Janis and Feshbach (1953) found that a strong fear arousing version of a dental hygiene communication produced less attitude change among high school students than a milder version which provoked less worry about decayed teeth and gum disease; but the decrements in effectiveness could not be accounted for by any decrements in attention, comprehension or learning, since the subjects exposed to the strong arousal condition attained just as high scores as the others on a comprehension test covering the essential content of the communication. Moreover, subjects in the strong arousal condition experienced less mind wandering behaviour than the others. It would, therefore, appear that while both groups learn as much about the communica-



tion, there may be a selective recall tendency such that one facet of the topic (the actual threat) may have a greater effect on the student than another facet (the recommendation to avoid threat, in this case brushing teeth).

Horowitz (1972) suggests that the relationship between fear arousal and attitude change is not a generalized notion, but susceptible to modification by such factors as personality and situational variables. The study only dealt with perceived arousal and there was no evidence that high levels of fear arousal in fact did produce a greater fear.

Using 88 female undergraduate subjects, Rothbart et al (1972) examined the motivating effects of fear arousing events, repression-sensitization and avoidability of shock on attention. They found that attention increased with fear, but fear also interacted with the repression-sensitization variable. Thus, attention to a danger signal was affected by motivation to avoid harm and the ability to tolerate short-term fear arousal for long-term alleviation of fear. They also found that repressors differed from sensitizers on both these variables (Rothbart, Myron., Mellinger, Marcia., (1972).

Gibbons (1972) found that motivation and activity increase under conditions of coercion (threat), especially in subjects with high need-achievement and test anxiety.

In yet another study, Berkowitz and Cottingham (1960) presented college students with illustrated talks urging the use of automobile safety belts and compared the effectiveness of a version that played up the risk of serious injury in an automobile accident with an equivalent one containing the same arguments with no threat material at all. The stronger version produced more reported emotional tension than the milder version but there were no significant changes in overall attitude change. A breakdown of the audience into two "relevance" categories, however, showed that the stronger threat version produced more attitude change than the milder version among those students who infrequently rode in cars, for whom the warning communication was of relatively low relevance.

The experimenters conclude that whenever a low threat version is regarded by members of the audience as boring, or of low relevance to them, the inclusion of a strong fear arousing appeal can have a facilitating effect on attitude change. Those for whom the threat was clearly relevant from the onset, however, would be less likely to benefit from the enhanced interest value evoked by a fear appeal and became defensively resistant.

From the foregoing discussion, it is apparent that we need to focus research on interactions between level of

arousal and various other factors, such as those content variables that affect the recipient's appraisal of the recommendations on how to cope with the threat. Other variables might affect their willingness to continue acknowledging the seriousness of the threat after being jolted by an emotional appeal. There are also a number of sources and situational variables that could make it relatively easy or difficult for the audience to ignore the communicator's warning. Personality variables would also be expected to interact with level of arousal.

It is Janis' belief that strong fear appeal arousal will lead to increased attitude change if some way can be found to counteract the interfering effects that ordinarily are dominant over the facilitating effects of high emotional arousal. From field observations of behaviour changes in green combat troops, disaster rescue workers, and medical personnel involving their first "baptism of fire", it seems quite plausible to presume that attitudes and decisions can be markedly transformed by a single harrowing experience (Janis, 1968). Direct confrontation with a real threat seems to be extraordinarily effective in breaking through the defensive facade that normally enables a person to maintain an unwarranted but highly cherished attitude of complacency.

If the above is true, emotional role-playing situations should be extremely effective in facilitating attitude change. To test this hypothesis, Lichtenstein, Keutzer and Himes (1969) had their subjects role-play a patient who received information that she had lung-cancer, would have to undergo an immediate operation and would have to stop smoking. Control subjects listened to a taped role-playing session. While experimental and control groups did not differ in attitude or behaviour change, the comparison of pretest and posttest measures of smoking attitudes indicated significant in-group changes on several items for both role players and controls.

A similar experiment was done by Janis and Mann (1965). In their reported findings, female smokers (who had not expressed desire to quit smoking) participated in a single "emotional" role-playing session wherein they imagined they had consulted their physician for a nagging cough and were subsequently diagnosed as having lung cancer. They were advised to undergo surgery or radiation therapy, and, of course, stop smoking. When compared to a control group of subjects who were passively exposed to the same information, the role-players manifested significantly greater attitude and smoking rate change. More striking, the role player still reported greater smoking reduction than did controls when subjects were followed up eighteen months later.

The discrepancy between these two rather similar studies makes it rather hard to assess the value of role-playing experimentation in facilitating attitudinal change.

One important variable that seems to influence the effectiveness of fear appeals is the self-esteem of the subjects. Originally Leventhal and Perloe (1962) reported that high-esteem subjects were influenced more by optimistic communications than by threatening communications, while subjects low in self-esteem showed the opposite pattern. However, these results occurred only among subjects who received communications from sources dissimilar to themselves with respect to personality characteristics. Higbee (1969) assumes that high self-esteem subjects are less personally threatened by a threat appeal and thus can react to such an appeal by taking realistic action rather than by attempting to avoid thoughts about the threat.

Recent work has shown that the subjects' perceived vulnerability to danger can be brought under experimental control. Rogers and Thistlethwaite (1970) found that if they differentiated between communications that were manipulated to possess either high or low reassurance, increments in fear arousal produced greater increments of belief in smokers in the high reassurance than in the low reassurance conditions. These results are consistent with the earlier recommendation

made by Janis and Feshbach (1954), who suggested that fear would have a facilitary effect on an acceptance "if the communications contained reassuring recommendations which are perceived to be a potentially successful means of averting the threat".

The work of Allen (1969) and Evan et al (1970) introduced a previously overlooked but crucial factor in persuasive appeal studies. Both sides obtained optimal behavioural changes when positive appeals were used. Fear appeals did not produce significant changes in actual behaviour, while the positive appeals did.

Besides source and message related variables, there are audience related variables which can influence the potency of a communication. What are the factors of persuasibility, inherent in the individual, which enhances his susceptibility to a persuasive appeal? There are persons who only can be labelled as extremely gullible and accept virtually everything they hear. There are others who seem to be susceptible to emotional appeals and jump on the bandwagon of every "cause" that is popular. Some are very susceptible to fear appeals while others to rational but seldom to emotional propaganda. Fortunately, the great majority of us fall into some middle category.

Target Audience

Janis and Field (1956) did an experiment on individual differences on attitude change in an attempt to find one general factor which affected susceptibility to persuasion. The test procedure was of the usual type - subjects were given an initial attitude test, they then were exposed to a series of communications (many communications on a wide variety of topics in order to discover one factor in persuasibility common to all the subjects). A post communication attitude test was given to determine the degree of attitude change. They found a strong relationship between changes in opinion on unrelated topics and also a strong positive relationship between changes in opinion following opposing communication on the same topic. The hypothesis that opinion change is exclusively determined by topic bound predispositions fails to explain the positive relationships among opinion changes on diverse and opposing communications. It therefore must be that persons most readily influenced by persuasive communication advocating a given set of attitudes are also most likely to be influenced in the reverse direction by communications which take an opposing stand on the same issue. Simply, that people are fairly flexible on some issues and may be persuaded to follow any (personally) convincing argument.

The general view of social psychologists is that spoken language is an identifying feature of members of a national or cultural group and any listeners' attitude toward members of a particular group should generalize in the language they use. Furthermore, evaluational reactions to a spoken language should be similar to those prompted by interaction with individuals who are perceived as members of the group that uses it, but because the use of the language is one aspect of behaviour common to a variety of individuals, hearing the language is likely to arouse mainly generalized or stereotyped characteristics of the group. In a variety of studies (Lambert, 1972; Williams et al, 1971; Pearce and Conklin, 1971; Webster and Kramer, 1968) it has been consistently shown that judgements of speakers upon the basis of language or language characteristics is an integral part of social stereotyping and a means by which individuals remind themselves of social and ethnic boundaries. In the technique to be used herein, the reactions of members of an English-speaking community are examined when they are confronted by a representative of the French-speaking community. In order to be effective the communication itself must be credible.

The main goal of the experiment is to explore the process by which an induced emotional state, social anxiety



affects susceptibility to influence. The particular possibility to be investigated is that cognitive organisation (the need for reassurances) plays a mediating role in the influence situation. This implies two suppositions: that situational pressures (threat of deprivation) in interaction with personality dispositions (prejudice) affect an individual's organisation of his cognitions about the attitude object, and also that this organisation determines, in part, how susceptible to influence the individual will be.

#### Specific Background to Current Experiment

In the context of the present study, it is assumed that a communicator using typical North-American English accent will be identified positively as the 'credible' source by the unilingual English subjects. And the communicator using French-accented English will be identified negatively as a 'less credible' source by the unilingual English subjects.

Credibility has been defined traditionally in terms of communicator attributes which are perceived by the audience as relevant to the topic being communicated in terms of the expertness and/or the trustworthiness of the source (Hovland, Janis and Kelley, 1953). The present experiment does not differ from most research on source credibility

(vide Giffin, 1967) in that an extreme perception of the speaker involves ethnic prejudice. Ethnocentrism is based on pervasive and rigid in-group - out-group distinctions; it involves stereotyped positive imagery and submissive attitudes regarding in-groups, and a hierarchial, authoritarian view of group interaction in which in-groups are rightly dominant, and out-groups subordinate (Adorno, 1950). Hence English-speaking subjects would be expected to perceive the 'French' speaker as a member of the out-group; he should be seen in negative terms, regarded with hostility. The subjects may doubt his sincerity and suspect that he is an alarmist trying to manipulate the audience. The fear or threat message by the 'French' speaker may also show the signs of conflict: The speaker with typical 'North American English' on the other hand should be perceived as a member of the subject's in-group, and should be viewed in positive terms and with a more submissive attitude.

Literally thousands of studies have documented the existence of discrimination of various kinds. When we attempt to measure discrimination, we usually obtain measures of inequality such as differences between different cultures, races or sexes through their differences in their incomes or occupation levels (Porter, 1967).

Pierre Vallières in his book White Niggers of North America (1971) portrays the picture of attitudes of WASPS (White anglo-saxon Protestants) towards French-Canadians. Superstition and lazy are the two terms that English people mostly ascribe to a French-Canadian. The main stereotypes attributed to WASPs by contrast to French-Canadian were industriousness and intelligence. Discrimination and prejudice is also clearly portrayed by Prof. John Porter in his book Vertical Mosaic (1967).

Ethnic stereotypes are typically defined as a consensus among members of one group concerning the attributes of another. They have been described as over-generalizations, rigid generalizations, irrational and false beliefs.

Taylor and Aboud (1973) believe that there can be beneficial consequences to thinking of ethnic stereotypes in a broader context - that of general expectations. They fear that role stereotypes are more useful predictors of behaviour than inferences based on ethnic stereotypes.

Aboud and Taylor (1971) carried out a study using both ethnic and role expectations, and discovered that they operated in much the same way. The subjects used themselves as a standard against which to assess others, and for ease of interaction, preferred people most similar to themselves. However,

for interesting and questioning interactions, they preferred the person most dissimilar from themselves.

Aboud and Taylor found that an in-group (English Canadians) were more apt to rate an out-group (French Canadians) with role stereotypes when they were able to increase their contact with the out-group. This greater contact appeared to decrease the use of ethnic stereotyping behaviour.

Since the advent of the Quiet Revolution of the 1960's French culture and French language has asserted itself in North America. Revival and upgrading of the French language were perceived as the main tools for a new renaissance. During the 1960's, several books, articles, briefs, reports and plays all pointed to the issue of revival and upgrading of French language and French culture in Quebec and Canada. Louis-Phillippe Audet, a well-known Quebec educational historian in his book Bilan de la Reforme Scolaire au Québec (1969) has exhaustively reviewed the events from mid 1950's until 1969. Another descriptive work appears by Louis-Phillipe Audet and Armand Gauthier in the form of a book Le Système Scolaire du Québec Organisation et Fonctionnement (1967).

From the above studies, it seems apparent that (a) there is a stereotype ascribed to the French-Canadian, e.g. lazy

and superstitious, (b) French-Canadians themselves are very aware that they are French-Canadians and thus feel subordinate to English-speaking "WASP", (c) that white English-speaking (WASPs) believe themselves superior or superordinate to French-Canadians, (d) that segregation and close contacts with French-Canadians does not change overnight the prevalent attitudes of white English-speaking (WASPs) toward French-Canadians but may in fact strengthen discrimination, since this attitude is never challenged through direct contact, (e) that through better contacts and integration better attitudes on the part of white English-speaking (WASPs) towards French-Canadians are bound to evolve and (f) that through better contacts and integration, that French-Canadians will become less conscious of themselves as being subordinate.

Lambert, Hodgson, Gardner and Fillenbaum (1960) have developed a research technique that "makes the stereotyped impressions or biased views which members of one social group hold of representative members of a contrasting group". They tested the reactions of listeners to a tape-recorded message. The message was presented in both English and French languages, to both English and French subjects. (What the listeners did not know was that both tapes were recorded by one, fully-bilingual speaker.) They were asked

to evaluate the personality characteristics of the speaker, using only voice cues.

As expected, the English subjects were strongly biased against the French-Canadian recording, and in favour of the English one. They rated the English speaker as being better looking, taller, more intelligent, more dependable, kinder, more ambitious and as having more character. Surprisingly, the French-Canadian subjects showed the same bias. In fact, they rated the French speaker even less favourably than the English subjects had done.

Lambert has found that this preference for English characteristics appears in French-Canadian children at about the age of twelve.

A series of experiments carried out by Lambert and his co-workers (vide Lambert, 1972; Williams, 1970) have been directed at the development of a social-psychological theory of language learning. According to this theory, an individual's ethnocentric tendencies, his attitudes towards the other language group, and his orientation towards language learning are believed to regulate or control his motivation to learn a new language.

His orientation is thought of as being "instrumental" in form if the purposes of language study reflect the more

utilitarian value of linguistic achievement. This can be verified if one is getting ahead in one's occupation provided he masters the language. His orientation is thought of as being "integrative" if the student is oriented to learn more about the other cultural community as if he desired to belong to or become a potential member of the other group. Hence, in attempting to influence an individual to learn a second language, it is the view of the present author that both the "instrumental" and "integrative" orientations must be taken into account.

In considering such orientation, a specific problem is raised. Firstly, informing a Quebecer that the knowledge of French will be 'instrumental' for his future economic welfare in the province virtually reduces to threatening him with economic deprivation, career failure and personal vulnerability to danger. This type of provocative approach nearly always arouses in the individual an emotional state termed "reflective fear" (Janis, 1967) or fear which is based on thoughtful reflection and which increases or decreases as signs of external threat increases or decreases. Janis (1967) argues that the arousal of reflective fear gives rise to a strong need to seek reassurances that adequate coping resources are available, in order to alleviate the emotional tension, persons may focus their thoughts repeatedly on reassuring information which can lead to attitude changes and highly

adaptive behaviour. If, however, reassurances are not forthcoming, a person may selectively 'in attend' to the fear-arousing message and display cognitive defenses which can operate as powerful resistances to the communication (Freedman and Sears, 1965). Hence, the arousal of a strong need for reassurance by use of a strong emotional appeal runs the risk of inducing unintended attitude changes, since the listener becomes more inclined to dismiss the communicator as untrustworthy and to minimize the importance or imminence of the alleged threat.

Clearly, a persuasive message designed to focus on the 'instrumental' advantages of learning French must invariably point to some unpleasant disruptive or upsetting information. However, the consequent arousal of fear will presumably subside in response to further reassuring instructions on coping resources. Accordingly, threat and reassurance will represent two variables to be compared in the present study for their role in persuasibility.

Of the two orientations toward language-learning Lambert (1967) has shown that a person with an 'integrative' orientation is more highly motivated to learn the new language than a person with an 'instrumental' orientation. It seems useful, therefore, to 'capitalize' on this observation and design a persuasive message to inform the listener of the broad



experience to be gained in advancing toward bi-culturality and of the advantages of becoming an accultured part of a second linguistic-cultural community. Such a communication would offer the listener an 'integrative' orientation in influencing him to learn the new language, and therefore may prove highly persuasive. However, exposed to this straightforward approach, a subject may readily feel that his ethnocentric attitudes are under examination and will probably distort his actual beliefs when performing a rating on an attitude-scale (Page, 1973).

In this chapter we have reviewed the literature on attitude and attitude change. For example, we now know a good deal about the effects on attitude change by varying the structure of a persuasive communication - whether it is one-sided or two-sided, whether it is fear-arousing or not, whether pro arguments precede or follow con arguments, and whether it is attributed to trustworthy or untrustworthy sources.

## CHAPTER 3

### Method

As an initial effort to clarify the problem of attitude change towards language learning, the present experiment attempts to evaluate the importance of presenting subjects with an "integrative" approach (see p. 54) in trying to motivate them to learn French. The experiment compares the effectiveness of the persuasive communications in question when spoken with a North-American English accent and when spoken in a French-accented English.

### Objective

The objective of this study is essentially to evaluate which of the following four approaches to persuasive communication is most effective in bringing about the desired attitude change towards learning French as a second language. It will determine this change by measuring the difference in the post-treatment scores as compared to pre-treatment scores of unilingual English students in the test sample - as compared to control groups. The four approaches are:

1. A threat appeal without praise, communicated in a French-accented English.

2. A threat appeal without praise, communicated in a typical North-American English accent.

3. A threat appeal with praise, communicated in a French-accented English.

4. A threat appeal with praise, communicated in a typical North-American English accent.

On the basis of the above discussion, the following hypotheses were formulated to be tested in the present study.

#### Hypotheses

1. The threat appeal with praise communicated by a speaker with North-American English accent will be more successful in changing attitude towards learning French language, than a threat appeal with praise communicated by a speaker with a French-accented English.

2. A threat appeal with praise will be more successful in changing attitude towards learning French language than a threat appeal without praise.

3. A threat appeal without praise communicated by a French-Canadian speaker will change the attitude of audience towards the learning of French language in an unfavourable direction.

#### Subjects

Ss were six hundred unilingual English-speaking students from the first year of the 2-year C.E.G.E.P. program

(Collège d'enseignement général et professionnel) at Sir George Williams University in Montreal. 300 male and 300 female subjects took part in the experiment. Experimenter obtained the class lists from the University authorities and randomly picked 12 big classes with student enrollments of over 100 in each class. Every student was given the pretest attitude questionnaire. All the questions were collected, and if any student was over 18 years of age or bilingual, his responses were ignored. Only unilingual English-speaking subjects were taken into account by comparing their posttested attitude scores with pretested attitude scores.

#### Materials - Tapes

Six audio-tapes were prepared at Sir George Williams University studio. Two announcers from Canadian Broadcasting Corporation were invited to lend their voices with a view to prepare tapes. Three message tapes were prepared by each announcer, viz (1) Praise or Reassurance Message, (2) Threat or Fear Message, (3) Irrelevant Message (refer to Appendices, pp. 121-132).

#### Materials - Questionnaire

A written questionnaire called an equal-appealing interval scale was constructed according to standard Likert-scale

methodology as described in Tuckman (1972, p. 157). This attitude measurement questionnaire was constructed to register the extent of agreement or disagreement towards learning French as a second language.

The researcher had exploratory talks and lengthy unstructured interviews with key informants. One hundred and twenty-four direct, structured, scaled responses were devised toward the measurement of the dependent variable. In preparing the questionnaire the following three criteria were applied (Tuckman, 1972, p. 174):

- 1) To what extent might a question influence the respondent to show himself in a good light?
- 2) To what extent might a question influence a respondent to be unduly helpful by attempting to anticipate what the researcher wants to hear or find out?
- 3) To what extent might a question be asking for information about a respondent that he is not certain, and perhaps not likely, to know about himself?

The validity of questionnaire and interview items were limited by all three kinds of considerations. Questions were reworded if they were ambiguous to part of our samples or too vague in content or asked for information which the respondent did not have or could not remember; or a leading question which biased the answer or a question that operated

at the wrong level of intimacy for its purpose.

Equal number of positive and negative questions were maintained as a protection against the form of response bias. - Score of negative items were reflected (reversed) to make them conform with positive item scores, and all item scores were summed for each S. The information from the questionnaire was transformed into numbers or quantitative data by using the Likert attitude scaling.

### Pilot Studies

Careful pilot work was done with 50 subjects of 17-18 year-olds studying 1st year C.E, G.E.P. at McGill University, half of them male and the other half female. Respondents who were part of the intended test population but were not supposed to be the part of the sample, attempted to determine whether questionnaire items possessed the desired qualities of measurement and reliability.

The scaled response, structured questionnaire was administered to pilot sample at McGill University, and based on responses, correlations were run between the scores obtained by each person on each item, and the scores obtained by each person across the whole scale. The larger the correlation between an item score and the total score, the greater the relationship between what the item is measuring and what the total scale is measuring. The pilot testing

uncovered a variety of failings, e.g. items lacking in poorly worded or ambiguous items, poor instructions, areas of extreme sensitivity or the respondents refusing to answer certain items. The poor questions were reworded after the first pilot study, and the new printed attitude measurement questionnaire was piloted again at Dawson College to 17-18 year-old group studying 1st year C.E.G.E.P., to check for any new difficulties or biases. The second pilot study was also done on 50 new subjects at Dawson College, half of them male and the other half female. The results were computerized and analysed the second time. Only the best 24 items having the highest correlations with the total score were chosen to make up the final scale for the main study. Correlations of coefficient of these best 24 items with total scores ranged from .4272 to .8943.

The questionnaire directions were clarified, based upon this second pilot testing. The questionnaire for the main study is shown in Appendix D.

Independent Variables. There are three 'Message Appeals' or 'Communication Appeals' through 'Reassurance Message', 'Fear Message' and 'Irrelevant Message'.

Communicator Variable. There is one 'Communicator Variable' or 'Moderator Variable' of a person speaking with

typical 'North-American English Accent' as against a person speaking with heavy 'French-accented English'.

Dependent Variable. This is the attitude change toward learning French.

Control Variables. There are two control variables in this study, (1) Age and (2) Language.

Only 17-18 year-olds were tested. If any student was over 18 years of age, his responses were ignored.

Only unilingual English-speaking students were tested. And, if any student was bilingual, his questionnaire was not taken into account for this study.

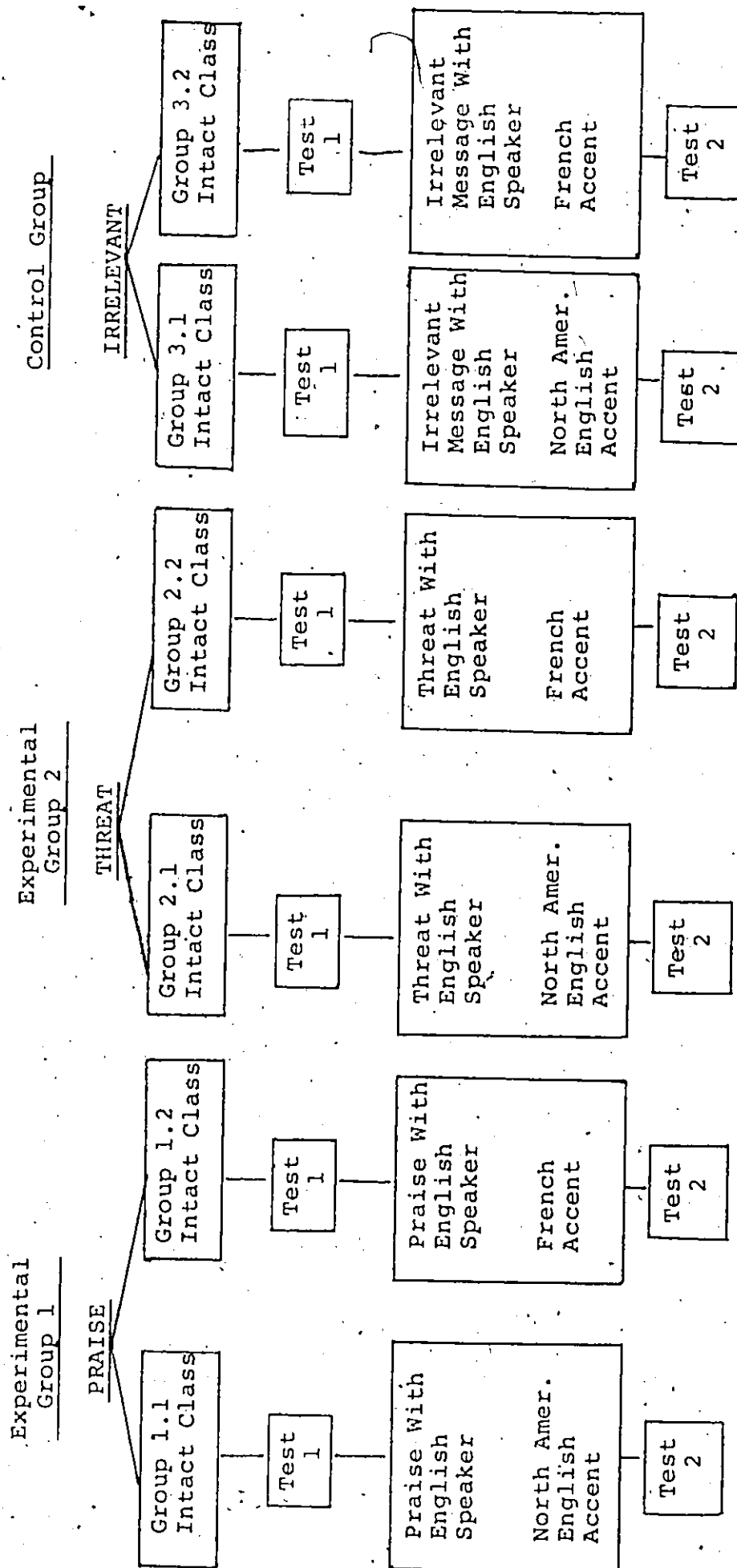
#### The Research Design

The basic design for the experiment is diagrammed in Table 1. There were four experimental groups and two control groups. The experimental groups allow the study of accent factors together with Praise and Threat in an attempt to observe which is more effective in influencing English-speaking unilinguals in Québec to learn to speak French. Experimental groups 1.1 and 1.2 were both given Praise with Fear message; group 1.1 by an English speaker with North-American English accent and group 1.2 by an English speaker with French accent.



Table 1

Paradigm of the Study



Attitude Change = Scores on Test 2 - Test 1

Experimental groups 2.1 and 2.2 were given Threat without Praise message; group 2.1 by an English speaker with typical North-American English accent and group 2.2 by an English speaker with a French accent.

Two other intact groups served as controls with both given Irrelevant messages; Control group 3.1 by an English speaker with a North-American English accent, and control group 3.2 by an English speaker with a French accent. Prior to these PRAISE, THREAT and IRRELEVANT messages, every experimental and control group was given the attitude questionnaires which measure initial attitudes towards learning of French as a second language (Test 1). Two weeks after the messages were presented, the experimental and control groups were given questionnaires asking for identical information as on the pretest (Test 2). The attitude change is defined as the difference in the scores between Test 2 and Test 1 for each group. The control groups showed whether extraneous factors to the experiment affected the results.

All messages were given by tape recorder to eliminate any communication variables involving gestures or facial expressions of all sources (i.e. speakers).

### Procedures

Subjects for the final experiment were drawn from the 1st year of the 2-year C.E.G.E.P. program (Collège d'enseignement général et professionnel) at Sir George Williams University in Montreal. 300 male and 300 female subjects took part in the experiment. Experimenter obtained the class lists from the university authorities and randomly picked 12 big classes with student enrolments of over 100 in each class.

When the subjects (male and female) arrived at their classrooms, they were requested by professors to cooperate with the experimenter by completing the attitude questionnaire and then listening to a tape-recorded message. The experimenter distributed the pretest attitude questionnaires to every subject in the classroom and requested them to write their names, age, sex and the class they belonged to. They were told that every question asked has a definite purpose and therefore subjects must answer all the questions. Subjects were told that they must not consult with their friends or even discuss with the student sitting next to them while they are filling out the questionnaire. After every subject had completed the questionnaire, all the questionnaires were collected. The tape-recorded message of approximately 5 minutes was played to students immediately after the whole group of students had just finished answering the pretest attitude measurement

questionnaire. The experimenter then thanked the students and the professor and then left.

A Message Appeal was randomly picked for each class. There were six Message Appeals, and each Message Appeal was approximately a 5-minute speech by a C.B.C. announcer. There were two announcers, one who spoke in a typical North-American English and the other who spoke with heavy French-accented English.

There were in all four experimental groups and two control groups with 100 subjects in each group. All groups were arbitrarily maintained at 100 each, under each message. The extras over 100 were weeded out through the use of random tables. It was easier to compare the groups of equal numbers and run statistical data on groups with equal numbers of the subjects. Only unilingual English-speaking subjects were taken into account by comparing their posttested attitude scores with pretested attitude scores. If any student was over 18 years of age or bilingual, his responses were ignored.

The attitude questionnaire consisted of 24 statements to which subjects were asked to respond in one of the five ways: Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree. The attitude statements were selected on the basis of the data collected in two pilot studies conducted at McGill University and Dawson College, both at Montreal, Quebec.

The Pre-Communication Measure. Each subject was handed an attitude questionnaire (see Appendix D) concerning the usefulness and importance of learning French language e.g. "Without the French culture, Canada would lose its identity" and "I do not want to learn French because there is no money in it". Subjects were asked to pretend that each of these items was a statement made by a person. They were instructed simply to indicate the extent of their agreement or disagreement with the statement by circling a response which appeared beneath each statement. Response to each item on the attitude scale was scored as of 5, 4, 3, 2 or 1 with 5 representing the more positive end of the continuum i.e. "Strongly Agree". Out of 24 attitude statements, twelve were positive and the remaining twelve were reverse reflected so as to provide a total score that reflects the positiveness towards learning of the French language. Fourteen criteria for attitude statements were strictly followed as appearing in the book "Techniques of Attitude Scale Construction" by A.L. Edwards, pages 13-14. The coin was flipped for randomisation of 24 statements, with equal number of positive and negative statements, to avoid introducing any biases in the order of questions.

The Post-Communication Measure. Two weeks after obtaining the opinions of the subjects on a pretest attitude questionnaire

about learning French as a second language, and also playing back one tape-recorded message to each class, the experimenter returned to the same class with a posttest attitude questionnaire. This posttest attitude questionnaire was exactly the same as the pretest attitude questionnaire. The experimenter reintroduced himself and said:

As you may remember, I had been to your class two weeks back in connection with your attitudes along with message about learning French. You were very cooperative with me at that time and I am sure you will be happy to help me again this time, by completing this short questionnaire.

This is the second part of the same experiment and by completing this attitude questionnaire, you will have helped me complete this experiment.

After every subject had completed the questionnaire, the experimenter collected all the questionnaires and having expressed thanks to the whole class, left. It was two weeks before their year-end exams, and as such we had 599 subjects present at the posttest as compared to 600 subjects at the time of pretest.

#### Data Analysis

The negative item scores were reflected (reversed) and summed with the positive item scores for each student.

Appropriate statistical tests of Analysis of Variance on pretest and posttest; Analysis of Variance on Repeated Measures and Newman Keul's Multiple Range Test were used ( $\alpha = .05$  level of significance was used).

## CHAPTER 4

### Results and Discussion

Overview: This chapter presents the data and discusses the results. To recapitulate, the experiment was conducted with 600 subjects of 17 and 18 year-old, 1st year C.E.G.E.P. students at Sir George Williams University at Montreal. Likert-scale pretest attitude questionnaires were given to 12 randomly chosen classes with enrolments of over 100 in each class. Immediately after the pretest questionnaires, subjects were exposed to one of 6 short pre-recorded Message Appeals, randomly picked for each class. The same attitude questionnaire was given as posttest to all 12 classes after two weeks.

All significance testing was done at the  $\alpha = .05$  level of significance.

Means: Table 2 shows pretest and posttest means of attitude scores for various groups in the experiment. Before examining the results regarding the effectiveness of the three Messages, it is appropriate to ask whether the attempt to change the subject's attitude towards learning of French language was effective. Inspection of the Means from Table 2 suggests the effectiveness of the Praise Message as compared to Threat Message. As can be seen, there was an apparent negative effect of the Threat Message on the subjects.



Table 2

MEANS FROM THE EXPERIMENT

(TRIALS = PRETEST AND POSTTEST INDEX)

	PRETEST	POSTTEST
OVERALL	71.0383	75.3217
<u>TRIALS x SEX</u>		
MALES	71.0600	75.0233
FEMALES	71.0167	75.6200
<u>TRIALS x ACCENT</u>		
NORTH-AMERICAN ENGLISH SPEAKER	71.0467	80.1233
FRENCH-CANADIAN SPEAKER	71.0300	70.5200
<u>TRIALS x MESSAGE</u>		
PRAISE	70.9950	92.2300
THREAT	71.2500	62.5950
IRRELEVANT	70.8700	71.1400
<u>TRIALS x ACCENT x MESSAGE</u>		
<u>NORTH-AMERICAN ENGLISH SPEAKER</u>		
PRAISE	70.9400	102.6000
THREAT	71.3100	66.6500
IRRELEVANT	70.8900	71.1200
<u>ENGLISH SPEAKER WITH FRENCH ACCENT</u>		
PRAISE	71.0500	81.8600
THREAT	71.1900	58.5400
IRRELEVANT	70.8500	71.1600

Differences due to Accent, also seem very clear from the Means Table. The North-American English speaker seems more effective than the English speaker with a French accent.

Turning to the major results, it will be recalled that an interaction between Message and Accent was predicted. More specifically, it was hypothesized that the subjects exposed to Praise Message given by North-American English speaker would change their attitude towards learning French in a positive direction, as compared to subjects exposed to the Threat Message given by French-Canadian speaker, who were expected to change their attitude in an unfavourable direction. The dependent variable in the Experiment is the attitude change towards learning French as a second language. As can be seen in Table 2, there was no apparent effect due to either sex or Irrelevant Message. As anticipated, however, there seems to be an attitude change in positive direction due to North-American English speaker Praise Message interaction. Consulting Table 2, it can be seen that the configuration of the Means lends full support to all the three hypotheses. Subjects seem to be more favourably impressed by a North American-English speaker when they were exposed to Praise Message than they were exposed to Threat Message. Also, the subjects seem more receptive to French-Canadian speaker delivering Praise Message than when they were exposed

to Threat Message. Subjects overtly expressed hostility to E when they were exposed to the Threat Message delivered by French-Canadian speaker.

Table 3Pretest Analysis of Variance -  
Sex, Accent and Message Variables

Table 3 shows that there are no significant ( $p < .05$ ) differences due to sex, accent or message on the pretest. Also, it shows that the interaction between sex x accent, sex x message, accent x message or sex x accent x message is not significant.

Table 3  
Pretest Analysis of Variance

Source	Mean Square	Degree of Freedom	F-Ratio	Significance
Between	2.409	11		
Sex	.282	1	.0007	.9776
Accent	.042	1	.0001	.9885
Message	7.502	2	.0178	.9832
Sex x Accent	4.682	1	.0111	.9127
Sex x Message	.952	2	.0023	.9978
Accent x Message	.682	2	.0016	.9983
Sex x Accent x Message	1.612	2	.0038	.9964
Within	422.533	588		
Total	414.818	599		

\* None significant at  $p < .05$

Posttest Analysis of Variance -  
Sex, Accent and Message Variables

Table 4 shows that there is no significance ( $p < .05$ ) due to sex on posttest scores. This demonstrates that there is no difference between English-speaking males and females with regards to their attitudes towards learning French as a second language. Thus, sex as a variable should be disregarded in this study.

Table 4 further shows that there is a significance due to Accent and Message variables.. Also, there is a significant interaction between Accent and Message.

Table 4

Posttest Analysis of Variance

Source	Mean Square	Degree of Freedom	F-Ratio	Significance
Between	10737.678	11		
Sex	53.402	1	.1810	.6745
Accent	13833.602	1	46.8972	.0000*
Message	46534.612	2	157.7568	.0000*
Sex x Accent	41.082	1	.1393	.7107
Sex x Message	52.762	2	.1789	.8376
Accent x Message	5481.232	2	18.5819	.0000*
Sex x Accent x Message	24.582	2	.0833	.9196
Within	294.977	588		
TOTAL	486.746	599		

\* significant at  $p < .05$

### Repeated-Measures Analysis of Variance

Table 5 shows that there is no significant sex difference ( $p < .05$ ) from pretest to posttest. This confirms the earlier finding that there is no difference between English-speaking males and females with regards their attitudes towards learning French as a second language. Thus, sex as a variable should be disregarded in this study.

Table 5 further shows that there is a significance due to the Accent and Message variables. Also, there is a significant interaction between Accent and Message.



Table 5

## Repeated-Measures Analysis Of Variance

Source	Sums & Scores	Degrees of Freedom	Mean Score	F-Ratio	Significance
Between	462892.120	599	772.775		
Sex	22.963	1	22.963	.0334	.8494
Accent	6940.830	1	6940.830	10.0901	.0020 *
Message	45997.595	2	22998.797	33.4342	.0000 *
Sex x Accent	9.013	1	9.013	.0131	.9049
Sex x Message	40.762	2	20.381	.0296	.9713
Accent x Message	5392.415	2	2696.207	3.9196	.0199 *
Sex x Accent x Message	13.682	2	6.841	.0099	.9908
Error	404474.860	588	687.882		
Within	82649.000	600	137.748		
Trials	5504.083	1	5504.083	185.7735	.0000 *
Trials Sex	30.720	1	30.720	1.0369	.3097
Trials Accent	6892.813	1	6892.813	232.6458	.0000 *
Trials Message	47086.632	2	23543.316	794.6326	.0000 *
Trials Sex x Accent	36.750	1	36.750	1.2404	.2649
Trials Sex x Message	66.665	2	33.332	1.1250	.3256
Trials Accent x Message	5571.412	2	2785.706	94.0230	.0000 *
Trials Sex x Accent x Message	38.705	2	19.353	.6532	.5250
Error	17421.220	588	29.628		
TOTAL	545541.120	1199	454.997		

\* significance  $p < .05$

Newman Keuls - Posttest Multiple Range Tests Message Variable

Table 6 shows the mean posttest attitude scores of the three groups. The 'Reassurance' or 'Praise' group showed a large change in the positive direction while the 'Fear' or 'Threat' group showed a change in the negative direction. Both these changes were significant at the .05 level. The data supports hypothesis No. 2 which stated that Threat Appeal with Praise will be more successful in changing attitude towards learning the French language than a Threat Appeal without Praise.

The data demonstrates not only that the Threat Message with Praise Appeal is more successful than a Threat Appeal without Praise, but that the latter actually appears to lower initial attitudes towards learning French.

Table 6

Newman Keuls Multiple Range Test  
on Posttest Scores

(N = 600)

	<u>Irrelevant</u> <u>Message</u>	<u>Threat</u> <u>or Fear</u> <u>Message</u>	<u>Praise or</u> <u>Reassurance</u> <u>Message</u>
{ Difference from Pretest Scores	+0.27	-8.655	+21.235
Means	71.140	62.595	92.230

(Common underlining indicates Homogeneous subsets, no pair of which have means that differ by more than the shortest significant range for a subset of that size.  $\alpha = .05$  level of significance was used.)

The average posttest score for the Irrelevant message group does not seem very different from the pretest. This suggests that no extraneous variables could be held accountable for the attitude change.

A comparison of posttest means and pretest means (Table 2) seems to support hypothesis No. 1 that the Threat appeal with Praise communicated by a speaker with North-American English accent will be more successful in changing attitude towards learning French language than a Threat appeal with Praise communicated by a speaker with a French-accented English.

The data also show significance ( $p < .05$ ) for the message variable. The "Praise group" or "Reassurance group" showed a fairly large change in the positive direction, while the "Threat group" or "Fear group" showed a change in the negative direction. Thus the data seem to support hypothesis No. 2 that a Threat Appeal with Praise will be more successful in changing attitude towards learning French language than a Threat Appeal without Praise.

The data on the Threat Message without Praise is very clear and showed a change in the negative direction, while the Threat Message with Praise showed a fairly large change in the positive direction.

Although there was no significant interaction of sex with any other variable, inspection of means in Table 2

suggests that the change produced in the males through the Threat or Fear message delivered by English speaker with French accent was more in the negative direction than for the females who heard the Threat or Fear message. This difference was not statistically significant and therefore must be treated as a suggestion of a trend rather than a true difference. In other words, males may perhaps be more upset by the Threat message without any reassurances delivered by English speaker with French accent. Many students reported to the Dean of Students requesting him not to allow the Experimenter to carry out such propaganda on the University campus. They called E a traitor and that he should not carry out any propaganda on behalf of René Levesque and Parti Québécois. They went to the Chairman of Education Department to find out whether E was really a post-graduate student doing a research project. Someone said that "the whole country is undergoing a binge of masochism". Still there was a group of students who shouted that this type of propaganda borders on "insurrection and sedition". The male students seemed especially upset.

### Summary of Findings

Extremely interesting results were obtained for the source credibility and Message Appeal.

Significant differences were obtained in the extent to which attitude towards learning French was changed, by the attribution of the Message Appeal to different sources. The results clearly show that subjects changed their attitude in the direction advocated by the communicator in a significantly greater number of cases when the message was delivered by a speaker with typical North-American English accent (high credibility source) than when the same message was delivered by an English speaker with French accent (low credibility source). Unilingual English students favoured the North-American English accent over the French-Canadian accent. The difference was significant at less than the .05 level.

Again, the results about the Message Appeal clearly indicate that the Praise Message was more effective form of the communication in that it elicited positive change towards learning French as a second language, and perhaps a greater degree of behavioural conformity over a long period. However, the findings indicate that Threat Message not only failed to bring about the desired result but actually interfered with its over-all success. The Threat Message had very detrimental effect on the students and

actually showed a very negative change, in that there was lots of tension and near about riot situation on the campus.

Thus, if the communication is intended to create more sustained attitude change towards learning French as a second language, the achievement of positive effects depends upon the use of Praise Message by a highly credible source. Our results provide clear evidence that a Threat Message delivered by a speaker with French-Canadian accent produced tension and commotion among youth as they could not ordinarily tolerate unpleasant information concerning potential threats to the self and the country.

### DISCUSSION

The design and conduct of this experiment will now be critiqued with respect to possible threats to internal and external validity (see Tuckman, 1972, page 74-81).

History:- A control group comprising of students of same age group from the same university was used. Thus, this control group was exposed to comparable "history" within the experiment in all regards other than for those experiences which were being tested. The materials, conditions, and the procedures used within the experiment were identical for experimental and control subjects other than the message.

Maturation:- The experiment was not for long period and the control group composed of comparable persons can be expected to have similar maturational and development experiences to avoid any confounding maturation effect.

Testing:- The subjects were given a pretest to determine their initial attitude with regards to learning of French as a second language and thus increased likelihood of the subject doing better on the subsequent posttest identical to pretest. The fact that Irrelevant message group did not have different scores on the posttest as compared to the pretest, suggests that there was no testing effect.



Instrumentation:- The researcher is reasonably sure about the validity and reliability of the Likert scale (see page 30). Also the researcher was alone in conducting the experiment and as such the measuring instruments remained constant across time as well as constant across groups.

Selection:- The use of random numbers for selecting the intact classes in which any person in the subject pool has an equal probability of being assigned to either the experimental or control group, minimized the problems of selection. Thus researcher has controlled the selection bias.

Statistical Regression:- The intact classes were assigned randomly to experimental and control groups. Also, age was controlled, and pretest scores were similar across groups. As such, the problem of statistical regression has been greatly avoided.

Experimental Mortality:- The six groups were reasonably large comprising of 100 students in each group (50 males and 50 females) and the posttest data was collected from 599 students as compared to 600 students present for pretest. Thus, there was little problem created by experimental mortality.

Stability:- The statistical tests yielded an estimate of the probability or stability at .05 level ( $p < .05$ ) proved that the differences obtained between two means were the result of message and accent treatment.

Factors affecting external validity:- The researcher got very encouraging results while doing the above experiment and feels that the results are applicable definitely to young Anglophones in Quebec, and probably in similar circumstances of bilingual pressures in other geographical locations.

Reactive Effects of Testing:- The researcher began the study of attitude change with the pretesting of attitude, by giving the subjects an attitude questionnaire followed by a treatment which required the pretest as a necessary condition. The pretest and posttest scores of the control group confirm that there was no threat to External Validity due to pretesting of the students.

Interaction Effects of Selection Bias:- The sample drawn for the study was representative of the larger population and as such the findings from the samples to the population are generalizable. The samples were representative of the broadest population possible.

Reactive Effects of Experimental Arrangements:- The arrangements of the experiment were kept strictly confidential and therefore, the researcher does not expect any Hawthorne effect.

Multiple Treatment Interference:- The experimental groups were subjected to one treatment only, while they were in their classrooms. As such, the researcher does not expect any interaction of this treatment with anything else that may cause the effect of this treatment to be reduced. Therefore, there is no threat to the reproducibility of the effect.

Thus the final results seem to confirm all three hypotheses in a fairly sound manner.

This particular investigation is a component of a larger problem concerned with an attempt to identify distinctive features of Bilingualism and Biculturalism. More specifically it looks at the role of communications in changing attitudes towards learning French as a second language. The objective of this study was to determine empirically whether unilingually English students would reveal consistent differences in response patterns when exposed to different type of messages. Six tape-recorded messages were played back to unilingual English 1st year C.E.G.E.P. students to test out the relative importance of objectively relevant communicator credibility and the nature of communication in changing attitudes towards learning French.

As can be seen from the data, all the three hypotheses from the study were demonstrably confirmed. The results confirmed the study's predictions. The Threat appeal without

reassurances communicated by a speaker perceived as less credible source (speaker with French-accented English) showed signs of hostility and conflict. This finding is in accordance with previously reported research (Hovland and Weiss, 1951; Kelman and Hovland, 1953; Aronson, Turner and Carlsmith, 1963).

The Threat appeal without reassurance by French speaker was mainly responsible for the experimenter to be abused openly by a fairly large body of students who were exposed to that tape-recording. Many of these students went to the Dean of Students and to the Chairman of the Education Department to officially lodge complaints against the experimenter with a view to stop the playback of that tape. Also, some young male subjects had warned the experimenter not to return to their class with that 'Threat appeal message' with the French-accented speaker, or else the equipment would be destroyed. This finding is in accordance with previously reported research (Janis and Feshbach, 1953). Also, some professors took sides with the students and expressed annoyance at the experimenter for exposing the young students to such a kind of propaganda on behalf of the Parti Québécois. However, the experimenter put the professors at ease by explaining to them that the experimenter was only conducting an experiment on communications and really did not have an interest in propaganda on behalf of the Parti Québécois or the Quebec government.

The results also supported the predictions that Threat appeal with reassurances communicated by a speaker belonging to one's in-group (with North-American English accent) was more effective in changing attitude of unilingual English-speaking Canadian students towards learning French. This finding again is in accordance with previously reported research (Janis & Feshbach, 1953; Leventhal, 1965; Hewgill & Miller, 1965). The Threat appeal with reassurances communicated by a French-accented speaker was also effective in changing the attitude of the subjects, although it was less effective in changing attitudes as compared to English-speaker with typical North-American accent. This finding is in accordance with previously reported research (Janis & Feshbach, 1953; Leventhal, 1965).

How people change their attitudes, why they do not change their attitudes and the factors which contribute to their persuasion has always been of greatest concern to people interested in changing attitudes through mass media. Mass communications are important factors in socialization, attitude formation and change. Closely related is the effect mass media have on the persuasion, indoctrination and other forms of social control. It is generally accepted that whatever a person receives in a communication has some kind and degree of influence upon him. In the case of the

mass media as a result of the ubiquity of their messages and the incessancy of their impact, they are bound to have some sort of effect - direct or indirect, positive or negative - on the exposed and always more or less susceptible human recipients.

If mass media can be effective in bringing about changes in many aspects of a person's psychological functioning, there is no reason to believe that it will not work in the area of attitudes towards learning French as a second language. Mass media, however, are merely instruments, and all instruments are neutral as to the effects. The effects depend upon: (1) how they are used, by whom, for what purposes, with what messages, under what conditions and (2) how the messages are received, by whom, on the basis of what content and purposes and under what conditions. The circumstances under which the different kinds of purposive communication exchanges take place are variable as to kind, combination and complexity. Some of the fears of a quarter of a century ago have been demonstrated to have been without foundations; there certainly is no mass, non-discriminatory acceptances of the messages, especially those suspected of being issued for influence or control purposes, and there is no general or automatic pattern of dominance-submission. The public does not consist of a group of puppets who "swallow it all".

As a prelude to the discussion, let us set the qualifying boundaries. Naturally advertisers want the public to buy what they are selling, and it is their job to convince the public. Looking at the whole question from socio-psychological perspective, advertisers will have a better chance of success if they bear in mind Prof. Lambert's dual method of instrumental and integrative motivation. From this viewpoint, student will be successful in learning French, only if he is able and willing to adopt various aspects of behaviour, including verbal behaviour, which characterize members of the other linguistic-cultural group. The learner's ethno-centric tendencies and his attitudes towards the other group are believed to determine his success in learning the new language. If the learner has the utilitarian value of linguistic achievement in mind, then the orientation is supposed to be instrumental in form. And it is supposed to be integrative if the person has a desire to become a potential member of the other cultural community group. Communication through pictures, songs, parades, publicity and audio-visual media are usual means of propagating the French language. Hence through education, information, public relations and advertising it is possible to change the attitudes of English-speaking Canadians.

Audio-visual devices of the simpler kind have been available for a long time and they have been widely used for second language learning. The results of this study suggest that whenever there is conversation based on a picture, the names of the members in the scenario should all be of the same group as that of the audience. If the picture shows members of the family in the kitchen preparing lunch for an outing, followed by conversation then it will be prudent to use all English names.

The teacher asks questions about the picture; individual pupils answer. Since the questions are very important to each student, the association in the mind of the student can take place. This is an excellent way of presenting a credible source to students. Not only the names in the picture be English, but they should also look and behave like English, so that a positive "opinion" leading to positive "attitude" will be the intervening variables. The relationship between the two is an intimate one. An important implication of this is, that, there will be a high degree of mutual interaction between attitudes and opinions resulting in a general change of attitude towards learning of French as a second language. Our assumption is that there are many attitudes which are mediated by positive praise message and a credible source.



The kinds of materials that may be put on display in a classroom fall into various categories. There are large and small items; more or less permanent and temporary; pictorial and lettered materials; purchased and that prepared by pupils; flat and projected. In all these materials, the person who is designing the message should make sure that the message is of a positive praise type which should not suggest any threat to the receiver's ego. When exposed to the recommended opinion, a member of the audience will react sympathetically if the source is considered to be trustworthy having honest intentions and good affiliation (in our study speaker with North-American English accent). Thus, if a communication is from one's own in-group, then the communication is more effective because it is more persuasive. And if a communication is persuasive, then there is often a change in the individual's overt verbal behaviour. This may result in the receiver expressing the new opinion whenever a pertinent situation arises.

Television has great potentialities as a medium for educational innovation, and it is used in many European countries as such. So far, however, little has been done to increase its actual effectiveness by presenting a positive praise message through a credible source, in conjunction with discussion groups.

Television also has a valuable part to play in making conceptual connections which are among the most important in any attempt to move towards a more unified society. In this context it is very desirable that when a series is being programmed, arrangements should also be made for the evaluation of the message. Without proper evaluation, the television programmes may continue with progressively decreasing effectiveness.

In individual schools closed-circuit television can be very useful. It is a means of ensuring continuous direct feedback on the progress of any innovation by revealing systematically whether the teacher's behaviour conforms to expectations, whether the students' reactions to learning French as a second language are consistent with the objectives pursued, whether they are using individual T.V. programmes properly and so on. So, the justified use of closed-circuit television is a continuous form of professional support in teaching French as a second language.

Television delivers its message in a manner that allows no interruptions, no arguments and no demands for explanation until the discourse is over. With this in mind, closed-circuit television is one of the best techniques of propagating the use of French as a second language. Educational television as a tool of influence would seem to have tremendous

advantages over any other medium. Apart from the teacher who, in the past, has been the prime stimulator, it has been most noticeable that our examination of the tools of education has revealed that they are often of a low and almost uncontrolled potential as initial stimulus factors. This is especially true when a person is dealing with vocabulary, or with purpose, rather than with the basic nature of an environment. Television, for various reasons, was, from its inception, able to originate in groups of children a very high degree of motivation, and we would contend that the results can be very gratifying if we are careful about the nature of effects we are looking for according to (1) the communicator (who says it), (2) the communication (what is said), and (3) the audience (to whom it is said). In the experiment by Hovland and Weiss (1951), identical newspaper and magazine articles were attributed to various high credibility source (like Robert Openheimer) in one group and to low credibility sources (like Pravda) in another. The communication attributed to low credibility sources tended to be considered more biased and unfair in presentation than identical ones attributed to high credibility sources. High credibility sources had a substantially greater immediate effect on the audience's opinions than low credibility sources.

Thus, if we want to see the positive desired effect of

the communication, then we must have a positive praise message delivered by a very credible source as a core of the communication. Television could easily be used as a prime mover in a very swift learning of French as a second language.

Though educational television may receive the major attention in motivating students in learning French, we must not underestimate the instructional value of motion pictures. Television and film supplement each other in an increasing number of combinations - one often indistinguishable from the other in an electronic-photographic system. Indeed, most television programs are made on film, and motion pictures make up many of television's most exciting presentations.

Television and motion pictures have much in common; they both make use of sight and sound. Thus, all our ideas and principles that we have already discussed in regard to communication and the credible source may be applied to our discussion of motion pictures as well.

The motion pictures have been known to influence attitudes. Psychologist L.L. Thurstone defined an attitude as a "generalized reaction for or against a specific psychological object". There is evidence that attitudes which are not yet firmly established may be affected within a relatively brief period of time by

reading or through viewing and discussing films on learning French as a second language.

The widespread availability of videotape opens up some unusual possibilities in the learning of French as a second language.

1. The class or group preparing a lesson on learning French can use videotape to show the other students the strengths and weaknesses of their presentation.

2. Classes and schools might exchange their videotape lessons on French. They could see how others have met similar problems in improving their French.

3. Videotaped excerpts of the work of noted achievers of language could be presented to a class. They could observe how able and fluent learners of French language take the same material and treat it differently.

4. Videotaped lessons may be presented to a class in the same way that recordings are made available.

Here again, to maximize the desired positive effect of the communication, we must employ a credible source using a positive praise message and avoiding any threats.

The language laboratory has contributed effectively for learning French in Quebec. As evidenced by actual installations, articles in the literature, and discussions among teacher and student groups, the laboratory seems to be gaining increasingly greater acceptance.

Quite obviously, many factors contribute to speaking or learning a language successfully. But the attempt should be made to see that there is no threat message involved in teaching the language. And the message should always be positive praise appeal delivered by a credible source.

In short, as we make connections among our experiences, we may become aware of significant "after effects" if we have been using positive praise message delivered by credible source. To put it more specifically, the insights and information that students may gain from positive praise message may lead them to the discovery of new insights and new information in other experiences. People generally transfer their insights to a new experience of learning a language. Thus, meaningful associations are a key to permanent learning. The rich experiences emanating from praise appeal will definitely be related to the needs of the learner and the experience itself can be incorporated by him for wide-ranging use. Certainly, we recognize that such experience will promote a continuing intellectual and emotional development of the learner.

### Recommendations

The present study indicates that a credible communicator who advocates student compliance to behaviour different from a student's attitudes and values can influence attitude change better through 'Praise or Reassurance message' as compared to 'Threat or Fear message'.

These findings may have considerable generalizability, since there were no significant differences between pretest and posttest scores on control groups. The results of this research also raise provocative questions about the operation of social contagion effects in group-participation decision-making. According to the present analysis, the operation of strong credible source exercises pressure to conform as a justification for conformity. In fact, attitude change may be the greatest when the individual is influenced by a very credible source from his own group to the norms and values of his group majority.

Although the manipulation of the communicator was quite successful in creating an attitude change it remains for future research to replicate and evaluate the relative efficacy of credibility of the communicator and the message (Praise or Threat). The present experiment was carried out with students in an educational setting. Until replications are carried out - using other media, topics and Praise-Threat Message Appeals in a variety of communication

settings, with different audiences - one cannot be certain that the conclusions from this experiment will hold true for other situations as well. Replicated results based on this experiment can easily be relied upon that could be applied by educators, public relations experts or other communication specialists who face the practical problems of selecting appropriate message appeals for motivating mass audiences.

Also, it is readily predictable that, if the subjects are exposed to several small Praise messages over a period of time, instead of one long Praise message, there will be even more attitude change in the positive direction.

The message relayed by a credible source leads to the rapid acceptance of message and a change in the attitude is assured. Asch (1948) argues that much of what has been called "prestige suggestion" is really cognitive restructuring. Higher the status, the more influence the communicator exerts in causing others to change their attitude to conform to his. It seems quite possible, though, that the superior influence of such credible sources derived more from their heightened confidence in themselves, causes others to change their attitude.

If one might be tempted to conclude that group membership always elicits altruistic striving. And it is very clear that the deliberate planning of a system of information



transmission by a highly credible source through Praise message is a very effective way of changing the attitude to learn French.

Finally, the magnitude of the results obtained here, leads one to speculate whether this change might not even be more permanent than in those studies where the initial differences might have been very small. It might be that in standard influence situations, the Government of Quebec might be well advised to note that the perceptual associations between communicator and his audience depend upon the credibility of the communicator and the treatment. The Government which is truly interested in changing attitudes of people towards learning of French as a second language should probably use a Praise message delivered by a credible source rather than a Threat message by a non-credible source. The present experiment helps to elucidate the potentially unfavourable effects that may result from mass communications which play up ominous threats, alarming contingencies, or signs of impending danger.

### Concluding Remarks

The issues in the role of communications in changing attitude towards learning French as a second language have been explored only partially here. Yet some guidelines are suggested from the discussion. Let us briefly consider just two such guidelines, emphasizing in some way the complexity of the process with which we are concerned.

There is a continuing need for us to recognize that any social attitude has many determinants. This recognition must be reflected both in our conceptualizations and in our research strategies. We must probe beneath the surface of simple relationships to uncover the manner in which several determinants of social attitudes may interact with one another. Hovland and Weiss's (1951) demonstration that, in general, social organisation proved a more important determinant of sociocultural responses than mere knowledge of ethnicity or social class is illustrative of one possible approach. Methodological and technological strides in recent years have opened still further a variety of multivariate procedures that should prove helpful in our pursuit of the question, "Why?". Although complexity of design should not be equated with soundness of research approach, we need perhaps to consider whether we have reached a point where continued efforts to verify hypotheses concerning the relation of a single

independent to a single dependent variable may no longer be an economical way to advance our knowledge.

Just as we recognize the complexity of causality in formation of social attitudes, we should also note the complexity of the orientations individuals hold. Often research designs with a developmental orientation reflect a single-minded pursuit of causal antecedents of a single specific dependent variable. For example, a series of experiments in social learning might attempt to account for dependent behaviour by examining the effects of systematic variations in social stimuli or methods of disciplining or role models. Studies in attitude formation and change often proceed on much the same lines. For example, an investigator might say in effect: "I'm interested in authoritarian attitudes. Are these influenced by the social structure? Or are they influenced by parliamentary passing of the bills?" In both these examples the focus is on one specific dependent variable. The "side effects" of the social learning process are often left out and are not considered.

Yet the logic of considering such side effects is reasonable enough. To the extent that the components of social attitudes constitute an interrelated system, it is possible that modifying one part of that system may modify other

components of that system as well whether one wishes it or not. This can be illustrated with further information from our own study of attitude change.

Consider the possible impact of Bill 22 on two aspects of the child's orientation. When Government and the student agree that the Government has passed Bill 22 because student is not learning French fast enough, the student is much more likely to attribute to himself some degree of responsibility for coercive method (or punishment) than when student and the Government of Quebec agree that there has been no such Government coercive bill like "Bill 22". Thus, if the Government of Quebec's main aim is to persuade the student to become good, useful bilingual citizen so as to create a happy amiable integration with the majority of French-Canadian milieu in Quebec, cooperate more with the majority of French population, making friends and satisfying your whole self which includes the feelings and ties and responsibilities one has to other citizens, and so forth, the Government of Quebec may feel our findings provide evidence that a judicious handling of the language problem may produce the desired results. It is unlikely that many parents would intentionally object to their children learning French as a second language in the Province of Quebec.

In this examination of the role of communications in changing attitude towards learning French as a second language, we have ended with an emphasis on complexity of the situation. Perhaps this is a necessary conclusion. Intricacy is the rule for any social attitude, rather than the exception. The present characterization of the components of such orientations and of the processes at work in the formation and the change in attitude may be an incomplete approximation. Yet it provides a perspective to point to gaps in our knowledge with the aim of encouraging further formulations to guide fruitful research.

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Appendix A: Praise or Reassurance Message

Ladies and Gentlemen,

The unique story of English-speaking Quebecois is a story of people, dedicated people, responsible people, men who possess an uncommon sensitivity and sharply focussed understanding of what it takes to take the great risks and operate large and complex businesses in Quebec and Canada. They have become the pioneers in various fields by organising and innovating new ways to serve the people with enthusiasm and high confidence in a manner they know best. But, since past few years in Quebec the young French-Canadians demand that the French language receive the same type of recognition accorded to English for all these years in the every day life of Quebec and Canada. The demands of these young French-Canadians have become more insistent in the last few years based on two reasons:

1. The declining birthrate of French-Canadians due to birth-control pills and other family planning measures.

2. The new immigrants to the province of Quebec who nearly always seem to prefer integration in the English-speaking milieu rather than the French-speaking majority.

Rightly or wrongly, everyone in Quebec including the French-Canadians believe that English is the language of power, prestige and economic prosperity while French is the language of unemployment and of smaller responsibility.

Dear friends, imagine if some responsible English-speaking citizens concerned about the future quality of life in Canada had gotten together to do something about it, this problem of language inequality would have been solved a long time ago. Let me tell you an interesting fact. More and more statistics issued by various government agencies and the private sector as well indicate that bilingual people earn more money than unilingual persons. In other words, there is money, power and prestige in learning French for English-speaking people. This leads to a conclusion that bilingualism should really be your aim, and ability to communicate in French should be your goal. To get any kind of job in Quebec, you have to speak French. Better job and promotion opportunities await bilingual students. French-Canadians have contributed much to the development of Canadian poetry, music, theatre, drama, literary arts and philosophy. Federal Government has realized this and bilingualism is a Canadian goal, and a cultural asset. It ranks very high on the list of Prime Minister Trudeau and it was one of the issues in the election of

October 1972. Prime Minister Trudeau has emphatically reiterated many times that if anybody tries to knock bilingualism down, they will find me fighting back.

Ladies and gentlemen, our great Canadian dream that both linguistic groups in Canada will live together in harmony and cooperation has remained elusive so far. As anybody can see that political division is rooted in the deep linguistic differences. Pitted against each other are the two quite distinct and different mentalities of the English and French language groups in Canada.

You all know very well that there is a certain group of English-Canadians that wants to continue the hatred and does not approve of the accord. But I am sure that you are patriotic young people and you should not permit them to sabotage the accord between French and English Canadians. And this you should defend with all your energy. Thus, the issues of unity, identity and survival are all part and parcel of the Canadian question. As the facts point out, it is already obvious to all young English-Canadians with university degrees that it is very difficult to get any kind of decent job in Quebec without being bilingual. And it will become almost impossible in a very near future. Besides that, you know very well how touchy French-Canadians can get on the subject of language, and whosoever does not speak French with them in the province of Quebec, is simply treated as an outcast by a majority of

French-Canadians because they feel offended.

Ladies and Gentlemen, many French-Canadians have threatened to pull Quebec out of Confederation very soon, if they feel that English-Canadians are following in the path of old leaders. Have you ever figured out what will happen to our country and Canadian dream? If you cannot speak French, you will be isolated from the French-Canadian heritage. I hope you all realize the gravity of the situation in Quebec at the moment and the trend of the daily events leading to the future of English-Canadians who wish to settle down permanently in Quebec. You must realize the danger better than any. It is within your power to avert disaster. Even to a native born English-speaking Montrealer, it is like visiting a foreign country where fear of lack of decent jobs for unilingual residents is the overriding emotion in a landscape of despair, an area in which the use of English language is virtually disappearing.

If you cannot speak French in the province of Quebec, you will not get any kind of job. If you cannot speak fluent French, you may have to leave the province because there will be no jobs for unilingual English-Canadians in the province of Quebec.

I am not conceding Quebec's independence entirely. I feel that movement is sufficiently advanced to make the independence

a reality. As the central question is, "How can Canada remain united when one part of the country continues to value its linguistic and cultural identity very highly and the other part i.e. English-Canadians appear to be indifferent to the demands of French-Canadian counterparts?".

Bearing these facts in mind, the onus of keeping the country together is on you - the young people of Canada. If the French and English-Canadian youth cannot agree there is little the leaders can do, except to find them in violation of certain articles of faith and say 'they should cooperate'.

This problem won't wait. It will grow if you ignore it or push it aside which might result in chaos and anarchy in this country. It is your responsibility to see that this does not happen.

I am sure that you will definitely enrol for French language courses as soon as possible in your own interests and in the interests of all who are concerned that French-Canadians should be happy in the Canadian Confederation and should not separate from the rest of Canada.

Thank you very much.

Appendix B: Fear or Threat Message

Ladies and Gentlemen,

The official Languages Act is a declaration of linguistic justice, a statement of faith that will hold the two language communities together in one country. The Federal Government's language policy is built around the concept of Canada as a community with two official languages. René Levesque says that English Canadians are not willing to make basic sacrifices and undergo basic inconveniences for the benefit of French-Canadians. He further says that Quebec's anglophone minority is isolated from the mainstream of Quebec life, and those who don't speak French are being treated like sheep because they are not being given exact facts about the things that are changing in Quebec. René Levesque says that politically speaking, English and French-Canadians are like two scorpions in a bottle and they are two different wave lengths in the country. He further explains that it looks like two different societies practically like two countries that are too scared to admit that they exist. The history of Canada is scarred with examples of such destructive explosions of popular feelings on questions of race, religion and language, and littered with reputations of public men who misjudge these forces. Examination of this problem as it exists in different world areas is, however, fulfilling and it provides a general insight to the problem.

and associated consequences. An extreme example in this case would be the break-up of Pakistan, because of the ill-feelings between the two warring linguistic groups. However, the one examination of recent developments in Quebec, French-Canadian leaders like René Levesque and a large part of his French-Canadian compatriots feel that the Official Languages Act is in fact an impertinent farce.

The dynamic self-consciousness with which the French in Quebec have asserted themselves is really remarkable. They feel that the French language will continue to be the most important language to them both as an instrument of communication and as a distinguishing mark. And everyone who deals with them has to show some respect for their culture by at least speaking to them in their language. Many French-Canadian nationalists advocate that there should be compulsory French-language schooling in Quebec for all. It has been amply manifested that the Quiet Revolution has not been quiet nor a revolution but a period of thaw in which Quebec has begun to assert itself. The French literature has always been a source of inspiration to people of different cultures all over the world.

I am sure, learning the French language will open up lots of intellectual avenues for you. If you learn the French language, you can enrich your knowledge in many areas and also share the heritage of French-Canadians. Most of the demands



of French-Canadians regarding their rights to maintain their tradition and culture are very reasonable and we all should encourage them to preserve their linguistic and cultural identity in Canada. Without the French-Canadian culture, Canada would lose its identity and to deny the rightful demands of French-Canadians would prove to be extremely harmful to Canada. Thus learning to speak French will provide you with an excellent opportunity to accept and respect all cultures. Looking at the advantages in the personal domain, learning to speak French would be a very rewarding experience for you and you can meet interesting people. I am sure, most French-Canadians would have sympathetic feelings for a person who makes an effort to speak in French and you can make lots of French-Canadian friends. Learning to speak French is very important for you if you plan to stay and integrate in Quebec milieu. A bilingual person is considered a useful citizen in this country.

I hope you are all democratic and would like to respect the feelings of your compatriots, by learning to speak French. Also, the knowledge of another international language like French will truly make you a better educated person.

Lastly, if you plan to enter politics, you have to learn French. You can look at the leaders of different political parties in Ottawa. All of them are bilingual. Any good

politician has to be bilingual in Canada so as to keep in touch with the masses. So, if you are interested in politics, you should learn French. Looking at the general political conditions all over the country, this is the proper time for you to learn French. The socio-political climate in Quebec points out that one might actually benefit by enrolling in French courses. Dear friends, actually it is a small sacrifice to pay for keeping the country together, and to disprove and dispel any kind of false fears in the minds of alarmists.

This national need calls for a national effort, an effort which involves individuals and families, provinces and communities and above all English-speaking residents of Quebec. The task is not at all difficult and your promotion should be given the highest priority by reinforcing your will and capacity to the best of your ability and by all possible and appropriate means. You and your country have an investment in the decisions you make.

Now is the time to make sure that investment pays off. LEARN TO SPEAK FRENCH. YES, if you care for yourself, if you care for your community and above all if you care for Canada, then you WILL learn French. I am sure that you will definitely enrol for French language courses as soon as possible to keep all French Canadians happy in Canadian Confederation.

Thank you very much.

Appendix C: Irrelevant Message

Ladies and Gentlemen,

The purpose of this study is to explore and discuss the various motivational factors in adult education from the students' point of view. I also intend to discuss the implications of these motives with regard to present and future educational systems in the North-American context.

While life itself is a continuous process of education, I still consider that education is offered primarily by educational institutions. Simultaneous emergence of vast increase of knowledge and a greater amount of leisure time available to the average individual has brought a new type of student to the educational system. Unlike the average high school student thousands of men and women are studying today in both formal and recreational institutions in a system which is lifelong integrated learning.

These people do not represent a traditional university scholar of the nineteenth century and early twentieth century, but are more a phenomenon of the past decade. It becomes imperative therefore to examine the motivational factors of these students and to reconstruct institutions to suit their needs.

Adult education in North America has been increasing at a tremendous pace in the last few years both in terms of the courses that are offered and the number of students involved in these courses. At one time the factors which motivated adults to take adult education courses were limited and were mainly based on financial reasons. Today these factors present us with a different picture. I find that motives can be vocational, social, academic or related to good use of leisure time. More important than the present motivational factors is the idea which is becoming increasingly prevalent that adult education in the future should be a continuous process involving each member of society from the time he leaves the traditional system till death.

It covers the educational activities of older men and women. Part of this is formal in educational institutions but much of it is informal.

This concept calls for the development of life-long plan and pattern of education and it demands better relationship, integration and cooperation between the various educational institutions in our society, so that they can plan and work together to provide a continuing education throughout life.

Life-long integrated learning is a concept. It is an attitude, and it is a totality. It is not a segment or a

special field or division of education. We cannot afford to divide it into water-tight compartments. There is a Russian saying that 'education is a seamless robe'. This is based on the concept of three Rs of education: Relevance, Relatedness and Renewal.

The concept of life-long integrated learning is well-suited to our time and conditions. The challenge to the traditional concepts and patterns of thought and relationships which grow out of the varied and persuasive changes which characterize life today for all persons in our societies demand of every individual an effort to keep himself informed, to think imaginatively and to adapt himself to changing conditions and become the author and partner in that change from which he cannot seize without jeopardizing the equilibrium built of his own life and the society to which he belongs.

Thus, learning is a life-long process because it is no longer possible to conceive of an education acquired once and for all which would satisfy the needs of modern man.

Thank you very much.

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

This questionnaire is part of an educational research project carried out at Sir George Williams University at Montreal.

Every question asked in this questionnaire has a definite purpose. It is important, therefore, that you answer all the questions.

If you do not understand a question, answer it as best as you can, but write next to the question that it is not clear.

\*You are not supposed to consult with your friends or even discuss with the student sitting next to you, while you are filling this questionnaire.

Your answers will remain strictly confidential, and will not be made available to anyone even the university professors, your parents, friends or to your future employers. They can be seen only by the investigator for the purpose of this research.

Below are given some statements which represent widely held opinions on the question of Bilingualism. They were chosen in such a way that most people are likely to agree with some and disagree with others. Please circle your response below each question indicating how you feel about each statement.

You should use the following system of marking:

Strongly Agree	if you Strongly Agree with the statement
Agree	if you Agree on the whole
Undecided	if you cannot decide for or against, or if you think the question is worded in such a way that you cannot give an answer
Disagree	if you Disagree on the whole
Strongly Disagree	if you Strongly Disagree

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## PERSONAL DATA

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PRINT YOUR NAME IN BLOCK LETTERS

MALE ☐

FAMILY NAME

GIVEN NAME

FEMALE ☐

I am able to speak fluently in both English and French languages	Yes	No
I am able to speak fluently <u>Only</u> in French language	Yes	No
I am able to speak fluently <u>Only</u> in English language	Yes	No
I am taking some French language courses at present	Yes	No

AGE: 15 - 16 yrs ☐ 17 - 18 yrs ☐ 19 - 20 yrs ☐ 20 and over ☐

## Q U E S T I O N N A I R E

- (1) The French-Canadians are the root of all trouble in this country and that is why I refuse to learn their language.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (2) Bilingual education is much more useful in the long run from the point of view of each individual and that is why I am going to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (3) The business language of North America is English, even in Quebec, and so I do not find the need to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (4) The French-Canadians should be encouraged to preserve their linguistic and cultural identity in Canada. And I want to do my bit by learning French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (5) Most of the demands of the French-Canadians regarding their rights to maintain their tradition and culture are very reasonable and I think this is the reason that I am going to enrol for French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (6) I am not interested in learning French because I do not wish to have their influence on me.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (7) A knowledge of another International language like French will truly make me a better educated person and that is the reason I am going to enrol for French, as soon as possible.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- (8) I am going to learn French to avail of better job opportunities awaiting bilingual students.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

- 9) I do not want to learn French because I do not foresee it to be of any use to me.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 10) Without the French culture Canada would lose its identity. So I have decided to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 11) The French-Canadians are a constant threat to a genuine national integration in this country and that is why I do not want to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 12) I am not going to take French courses as speaking French does not really offer an added attraction towards integration.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 13) The French-Canadians should be more flexible in their demands for rights and privileges, and should not ride rough shod over the sentiments of the majority. That is why I would hate to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 14) I do not want to learn French because there is no money in it.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 15) I think this is the proper time for me to learn French, looking at the general conditions all over the country and that is why I am going to enrol for French courses.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 16) I want to learn the French language, so as to enrich my knowledge in many areas.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree



- 7) The role played by the French-Canadians to develop the Canadian culture is somewhat less than that played by the English-Canadians. So I am not especially eager to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 8) As a democratic person, I respect the feelings of our compatriots and I am going to enrol for French courses.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 9) I am going to learn the French language so as to respect the wishes of natives wherever French is spoken.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 10) English is considered as an International language by many people throughout the world, so I have no desire to learn French or any other language.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 1) As an English speaking Canadian residing in Quebec, I believe that I have a definite moral responsibility towards learning French, the language of the majority in Quebec and I am going to enrol for French language courses.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 2) The French-Canadians seem to ignore the ultimate interests of Canada as a unified nation because they are reluctant to speak English. That is why I do not want to learn French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 3) The English and French-Canadians should share each other's cultural heritage and that is the reason I am interested in learning French.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree
- 4) I am not interested in learning French as I am not interested in politics of it.
- Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree