

The Effects of Accommodation on the Pursuit of Interaction in Naturalistic Settings.

Aiko Pletch Kanashiro

A Thesis

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements  
For the Degree of Master of Arts (Applied Linguistics) at  
Concordia University  
Montreal, Quebec, Canada

©

Aiko Pletch Kanashiro

April 2011

**CONCORDIA UNIVERSITY**

**School of Graduate Studies**

This is to certify that the thesis prepared

By: Aiko Pletch Kanashiro

Entitled: The Effects of Accommodation on the Pursuit of Interaction in  
Naturalistic Settings.

and submitted in partial fulfillment of the requirements for the degree of

**Master of Arts (Applied Linguistics)**

complies with the regulations of the University and meets the accepted standards with respect to  
originality and quality.

Signed by the final examining committee:

\_\_ Sara Kennedy \_\_\_\_\_ Chair  
\_\_ Pavel Trofimovich \_\_\_\_\_ Examiner  
\_\_ Joanna White \_\_\_\_\_ Examiner  
\_\_ Elizabeth Gatbonton \_\_\_\_\_ Supervisor

Approved by

\_\_\_\_\_  
Chair of Department or Graduate Program Director

\_\_\_\_\_  
20

\_\_\_\_\_  
Dean of Faculty

## Abstract

The Effects of Accommodation on the Pursuit of Interaction in Naturalistic Settings.

Aiko Pletch Kanashiro

Although the benefits of engaging in genuine interactions for second language (L2) learning have been widely documented (Mackey, 2009), and students are constantly reminded to take advantage of opportunities to interact with fluent speakers outside the classroom, many L2 learners are reticent to do so. Anecdotes explaining this reticence abound, but there has been little systematic exploration of this phenomenon. This thesis explores this issue in the context of Montreal, a French-English bilingual city where opportunities to interact with target language speakers are plentiful, but learners do not always avail themselves of these opportunities. Using a questionnaire and a Matched Guise task, we surveyed 51 Anglophones and 62 Francophones on their perceptions regarding their prospect for, hopes and fears of, and success in engaging in genuine communication in their L2. Results show Anglophones do not seek out genuine interaction for the purposes of language learning. While Anglophone non-learners expect to be responded to in French after initiating a conversation with Francophones in French, Anglophone learners expect a variety of different responses in the same context depending on the Francophone interlocutor they are speaking with. Overall, the findings paint a complex picture of factors underlying Montreal L2 learners' success or failure to engage in communicative interactions with native speakers of their target language.

## Acknowledgment

Writing this thesis has been a long process beginning with my Burning Question and ending with this composition of acknowledgments. Throughout, I've struggled with every aspect of this process from focusing my interest, to coming up with my research questions, designing my methodology, successfully executing my plan and writing it all up in the end. Along the way I have had a great deal of help, support and encouragement from many people with all these endeavors and I would like to recognize and thank them here.

First of all, I would like to thank the following people for facilitating this process and whose help was invaluable to its success. Professor Leif French, whose Research Methods class allowed me to develop my ideas for exploring this study and whose input helped me to shape my pilot study. Randal Halter for providing me with all the equipment I needed to conduct my study. Caroline Devreau, a fellow APLI student, for helping me to administer my questionnaire to a class of Francophone ESL students and Nick Walker for giving me his valuable class time to administer my questionnaire to his Francophone ESL students. I also want to thank the Concordia French Department, for allowing me in their classes in order to recruit Anglophone FSL students and the participants who took the time to fill out my questionnaire as honestly as they could. If it were not for the people that participate in studies like mine the advances in Applied Linguistics and I suspect all the sciences would not be as impressive. I would also like to thank my committee members Professors Pavel Trofimovich and Joanna White for all their support, encouragement and constructive criticism, which has not only improved my thesis but has given me food for thought for any future research I may conduct on the topic. Finally,

to my supervisor, Professor Elizabeth Gatabonton, whose class on Bilingualism was where I first came up with my Burning Question and who guided me through this sometimes daunting task, right through till the end with a confidence in me that I sometimes wasn't able to provide for myself, I say "Thank you". I really would not have been able to do this without her scaffolding the entire process for me.

To end with, I would like to thank the following people for their support and encouragement throughout this process. My friends and colleagues who not only took part in the study but always knew when to ask and when not to ask me about the status of my thesis, pushing me when I needed them to and letting me be when I needed that too. My family for always being honest with me about who I was and what I was capable of, knowing that I would struggle with my thesis but was ultimately perfectly capable of doing it well. Finally, I would like to thank my son, André Nicolas, for sleeping when I needed him to and demanding attention when I needed to be distracted. Towards the end of the thesis process he gave it more meaning and purpose than when I had started and I am forever thankful that he has been able to enrich all the areas of my life in the same way.

## Table of Contents

List of Figures.....	vi
List of Tables.....	vii
Introduction.....	1
Chapter 1 Statement of the Problem .....	3
Chapter 2 Literature Review .....	14
<i>Interaction and SLA</i> .....	14
<i>Avoiding Interaction</i> .....	22
<i>Accommodation and Interaction</i> .....	24
Chapter 3 Methodology.....	34
Participants .....	34
Selection Criteria .....	34
Biographical Profile of Participants .....	35
Language Background of Participants .....	36
Materials.....	36
Questionnaire .....	37
Biographical Background .....	37
Language Background .....	38
Use .....	38
Attitude ..	41
Motivation .....	41
Matched Guise .....	43
Data Collection Procedures .....	45
Data Analysis .....	45

Chapter 4 Results .....	46
Research Question 1 .....	46
Research Question 2 .....	53
Summary .....	74
Chapter 5 Discussion .....	75
Interaction .....	75
Accommodation .....	78
Chapter 6 Limitations & Future Research.....	85
The Questionnaire .....	85
The Matched Guise .....	87
Francophone Data .....	88
Chapter 7 Conclusion .....	92
Bibliography .....	94
Appendix A.....	105
Appendix B .....	107
Appendix C .....	156

## List of Figures

1. Anglophone participants' potential interlocutors and their report on their opportunity, obligation and actual use of French.....	50
2. Anglophone non-learner participants' reported accommodative response from seven Francophone interlocutors .....	57
3. Anglophone learner participants' reported accommodative responses from seven Francophone interlocutors .....	58
4. Anglophone non-learner participants' reported accommodative response from seven Francophone interlocutors .....	61
5. Anglophone learner participants' reported French responses from seven Francophone interlocutors .....	63
6. Anglophone learner participants' reported simplified French responses from seven Francophone interlocutors .....	64
7. Anglophone learner participants' reported English responses from seven Francophone interlocutors .....	65
8. Anglophone non-learner and learner report of being responded to in French by Francophone medical workers .....	67
9. Anglophone non-learner and learner report of being responded to in simplified French by certain Francophone interlocutors.....	68
10. Anglophone non-learner and learner report of being responded to in English by certain Francophone interlocutors .....	69
11. Anglophone reactions to being responded to in English after initiating a conversation in French .....	72



## List of Tables

1. Participant distribution .....	36
2. Participant biographical information .....	36
3. Distribution of speakers in the Matched Guise .....	45
4. Ranking of perceived motivations .....	74

## Introduction

Globalization and increased mobility have brought many second language (L2) learners into environments where they can, if they wish to, utilize their L2 in naturalistic settings in order to improve their language skills. This is true not only for peoples moving (as immigrants or refugees) into what Kachru (1985) calls the inner circle countries (e.g., Asians, Africans, Europeans moving to Canada, the US, Australia, and Great Britain) but for peoples moving from these inner circle countries to other countries in the world (e.g., Canadians, British, Americans, Australians going to Japan, and Latin America (for business and other purposes)). In these environments the learners' L2 is often the lingua franca. As a result, learners are no longer confined to situations where L2 use is limited to the classroom and used only with a language teacher and other L2 learners. In principle, opportunities to use their L2 in these environments are abundant. Not surprisingly, L2 teachers encourage their students to practice what they learn in the classroom in the world outside, with native or fluent speakers. This, however, is easier said than done. Although surrounded by occasions to practice the language, many L2 learners often find it difficult to make use of these opportunities. In my own experience, even though I love languages, study linguistics, and teach ESL, I am often reluctant to speak my L2 (French) outside the classroom despite an abundance of native speakers (NS) with whom I can practice. As a result, I am not progressing as fast as I could. Anecdotal evidence from other learners suggests that this is not an uncommon occurrence. This intriguing phenomenon has motivated me to pursue the study I am going to report on here.

In this thesis, I will investigate factors that could explain a person's readiness or reticence to use the resources in the out-of-classroom environment to foster language learning. In particular, I will investigate the contribution of accommodation, a central theme in the study of interaction in the field of social psychology. Accommodation is the process by which speakers adjust their speech according to whom they are speaking with during genuine conversations. My goal is to understand the effects, if at all, of accommodation, during interaction, on pursuing those opportunities to interact in the real world.

Before describing the details of the study, I will present the problem and then discuss briefly the relevant literature. By reviewing the literature, I hope to present a context for my research questions. Finally, I will describe my research methodology followed by a presentation of the results and finish with a discussion of the results and the implications of this study. Through this research, I hope to make a contribution to the field of second language acquisition (SLA) by identifying some of what may bar, hinder or allow language learning in natural settings.

## Chapter 1 Statement of the Problem

SLA researchers have focused considerable time and effort on discussing the benefits of interaction in second language learning (see Mackey, 2007, for a review of empirical studies on this topic). Interaction can be defined as “communication between or joint activity involving two or more people” (Encarta World English dictionary) working together and affecting each other in the process. Long's (1981, 1983, 1985) interaction hypothesis fostered studies on the effects of interaction on second language learning. The Interaction Hypothesis builds on Krashen's (1980) Input Hypothesis that states that in order for language learning to take place, learners must be exposed to language that is one level of difficulty above their present ability. Krashen refers to this language input as  $i+1$ , or comprehensible input. Long's Interaction Hypothesis suggests that L2 learners would learn the L2 best if they engaged in genuine interaction with native or fluent speakers of their L2. Their need to communicate would force them to “negotiate” the input so that it becomes comprehensible to them (Long, 1983). In other words, if they interact in their second language, L2 learners are likely to be in situations where if they do not understand speech addressed to them they could indicate this in some way (e.g., clarification requests, confirmation and comprehension checks (Long, 1983)), leading their interlocutors to modify their speech and make it adequately comprehensible to them. According to Long's Interaction Hypothesis, it is this negotiated comprehensible input available to learners during interaction that will enhance their language skills. Pica, Doughty and Young (1986) studied non-native speakers (NNS) who were exposed to two different conditions for completing an assembly task. In the first condition, they were

exposed to modified input but with no opportunity for interaction while in the second condition they were exposed to unmodified input but with opportunities to interact. The researchers found that interaction actually led to greater syntactic and semantic modification. In addition, comprehension was greater under the second condition than under the first as indicated by the number of errors produced in completing the assembly task. Those who were allowed to interact produced fewer errors than those who were not. This study supports the idea that interaction leads to comprehensible input as stated in Long's Interaction Hypothesis. A 1987 study by Pica et al. came to a similar conclusion and a number of experts in the field have since documented various studies that have dealt with the effects of interaction on language development (Gass, 1997; Mackey, 2007; Pica, 1994).

Swain (Swain, 1985; Swain & Lapkin, 1995) supports Long's hypothesis about the need to engage in genuine interaction in order to learn the L2. Unlike Long, however, Swain believes that the reason for engaging in genuine interaction is not only to negotiate input so that it becomes comprehensible but that the very act of using the language in genuine interaction (producing output, that is) itself induces linguistic growth. Swain and Lapkin (1995) clarify this point, stating that "we are not minimizing the role of comprehension, or input, in SLA theory; rather, we wish to make the case that sometimes, under some conditions, output facilitates second language learning in ways that are different from or enhance, those of input" (p. 371). By producing output the L2 learner has an opportunity, through external feedback for example, to notice his/her problems with the language. Becoming aware of these problems, the learner has a chance

to change something about what was said, modify it, and in so doing be pushed to more complex forms of syntactic processing than would be allowed in simply receiving input (Swain and Lapkin, 1995). Thus, producing output in addition to receiving modified input through modified interaction could enhance SLA. This idea became known as The Output Hypothesis.

Swain and Lapkin (1995) tested this hypothesis by observing 18 French immersion students in the 8<sup>th</sup> grade. The students were asked to write one or two paragraphs in French on a topic that they were familiar with. During this writing task they performed a think-aloud protocol. In other words, they were asked to talk about what they were doing and what they were thinking of while performing the task. This experiment sought to answer the following research questions: In producing the L2 do these young learners become aware of the gaps in their linguistic knowledge? If so, does this awareness lead to thought processes involved in SLA? Swain and Lapkin (1995) did in fact find that these students were noticing the gaps in their knowledge. As a result, they engaged in mental processes which have been found to affect SLA.

Nobuyoshi and Ellis (1993) found some support for the Output Hypothesis in their study of adult EFL learners and their acquisition of past tense forms. Their participants performed two picture jigsaw communication tasks. During the first task, in the experimental group, participants were prompted to clarify what they said if they made an error in past tense usage. This most often resulted in a correction of that error. The control group received general requests for clarification when needed but not after an incorrect usage of the past tense. A second task was conducted one week after the first

task, and at this point both groups received general clarification requests not associated with incorrect past tense usage. Those in the control group did not show any sign of improvement in their past tense usage. On the other hand, two out of three participants in the experimental group showed significant improvement in their past tense usage.

In a larger study conducted by de la Fuente (2002), Spanish language learners were tested on the roles of input and output on L2 vocabulary acquisition. The participants were divided into three experimental groups: the first group was exposed to non-negotiated, pre-modified input, the second group had input negotiation but without the possibility of producing output, and the third group was able to negotiate input and produce output. Each group performed two listening comprehension tasks the purpose of which was to expose the participants to the target lexical items. The tasks involved following a set of instructions regarding the placement of objects in a room. After the treatment, the participants were then tested to determine the immediate and delayed effects. What de la Fuente found was that the participants' comprehension of the target lexical items was greater when they were allowed to negotiate for meaning versus only being exposed to pre-modified, non-negotiated input. Receptive acquisition was better for participants allowed to negotiate than for those who were not and finally, productive acquisition was better for those allowed to produce output during the task than for those who were not. Clearly, although there are studies that do not support the Interaction Hypothesis (Chun et al, 1982; Sato 1986), which will be reviewed here, there is enough support to suggest the viability of it (Swain & Lapkin, 1998; Swain & Lapkin, 2002; Van den Branden, 1997).

In one sense, the Output Hypothesis and the Interaction Hypothesis are two sides of the same coin. They describe aspects of genuine conversation that are essential to L2 learning. Both the input an L2 learner receives and the output s/he produces will aid in their development but there is more to interaction than input and output which may affect second language development. What else is involved may be evident in the interactions which occur in a naturalistic environment.

The role of interaction in L2 development, as has been discussed so far, refers to instances during genuine conversation when the conversation itself facilitates language learning. If genuine interaction is beneficial to L2 learning, then the real world should be a great resource in reaching this goal. After all, the real world is where genuine interactions abound. In the real world everything occurs that has also been documented to occur during interaction inside the classroom. In other words, people interact with one another and negotiate meaning. They ask for and give clarifications. If language learners could harness these opportunities for interaction they would improve greatly.

Anecdotal accounts show that certain people, who are forced by their life circumstances to immerse themselves in an L2 culture, do end up learning the L2. Many of us know someone who has learned an L2 from the workplace, school or on the street without any formal training. I myself learned Spanish without any formal training while living in Costa Rica. A naturalistic learning environment is useful to some people in learning their L2 and could contribute greatly to others; and yet in other situations L2 learners do not take advantage of the learning resources they have outside the classroom and as a result progress slower than if they do so.



There are language programs that recognize the merit of putting students in naturalistic situations where they can come into contact with native speakers of the target language. For example, study abroad programs organize students to take a term or a year to live abroad in countries where the L2 is spoken. The format differs from program to program, but the students have an opportunity to take courses with other students who speak the L2 natively. In some cases, they are placed in homestays. The assumption is that these learners will take advantage of the situation and interact with native speakers and, as a result, learn their L2. This opinion is held by those in the academic community and in recent years has become a subject of investigation (Freed, 1990; Freed, 1995; Freed, Segalowitz and Dewey, 2004; Yager 1998).

Research into study abroad programs has yielded mixed results (Freed, 1995). Although some students do indeed improve their L2 in these study abroad programs, there is research that suggests that improvement in the L2 is not as great as would be expected. Freed, Segalowitz, and Dewey (2004), for example, found that North American students studying French in Paris did not take advantage of being submersed in French in their day to day lives by using the language as much as they could have. Indeed a comparison group of French immersion students who were studying French intensively in their home country fared better than those in the foreign country in post-tests. The findings of some study abroad program studies show that learners shy away from taking advantage of real world interaction. As a result, some immersion contexts may actually impede language development, and this underscores the need to answer the questions being raised in this current study.

Interaction has been established as an important, and some believe, a necessary component of second language development. There are instances, however, despite the obvious benefits to interaction, where people avoid engaging in it. The goal of my study is to examine this problem. There are many possible explanations for this phenomenon. These include willingness to communicate, lack of self confidence in one's ability, and societal attitudes towards non-fluent and accented speech (Clement et al., 2003; Macintyre et al., 1998; Norton-Peirce, 1995). For my study, however, I have decided to look at the role of an interesting feature of genuine communication that could be crucial to a better understanding of the problem. I am referring to accommodation.

Accommodation is concerned with people adjusting their speech to sound more like the person with whom they are speaking. For example, people tend to speak slower and with simpler words when speaking with a child so as to accommodate to their language ability and maturity. Similarly, people often simplify their speech in talks with people who are not native speakers of their language, thereby accommodating to them in their language ability (Ferguson, 1981). In contrast, people may also change their speech so as to sound less like the person with whom they are speaking and in so doing be non-accommodative.

Accommodation is a natural occurrence in almost all instances of interaction and so has an effect on how successful conversations outside of the classroom can be. There are four processes that may explain the motivations behind accommodation: similarity of attraction (Byrne, 1969), social exchange processes (Homans, 1961), causal attribution processes (Simard, Taylor, and Giles, 1976), and processes of intergroup distinctiveness

(Tajfel, 1978). These processes can contribute to our understanding of how successful a conversation can be.

Similarity of attraction principles state that the more similar one is to another's attitudes and beliefs, the more likely that person will like or respect the other (Byrne, 1969). Linguistic convergence becomes a way in which people can make themselves similar to their interlocutor and so ingratiate themselves to them. Studies have been done to show support for this (Buller & Aune, 1992; Giles et al., 1973; Jones et al, 1994; Simard, Taylor, & Giles, 1976).

Social exchange processes refer to the fact that prior to engaging in conversation, one evaluates the perceived costs and benefits of such an interaction (Homans, 1961). This motivation plays a dominant part in studies which deal with upward and downward convergence. This is because upward and downward imply a certain amount of social hierarchy attached to one's language or accent and in converging upwards one is attempting to benefit from an association with a higher class of language or accent (Ball et al., 1984).

Causal attribution processes involve the effects of perception of the other's motivation to accommodate their speech on one's own attitude towards those speakers and subsequent accommodation in return (Simard, Taylor, and Giles, 1976). Put differently, the reason behind one's motivations to accommodate will affect in turn how one is evaluated by the interlocutor and most likely how one is in turn accommodated to. For example, if people can perceive convergent accommodation that is motivated by

external forces as opposed to one's own choices, one may not be as positively judged as when one accommodates by their own volition.

Finally, the motivation to maintain one's intergroup distinctiveness has been studied with respect to divergent language accommodation behavior. In this instance, when people change the way they speak to sound less like the person they are speaking with, it is motivated by a desire to distinguish themselves from their interlocutor. This is most often interpreted negatively (Bourhis and Giles, 1977).

These features of accommodation have positive and negative impacts on conversation. Similarity of attraction and social exchange processes are intended to have a positive effect and manifest themselves in linguistic convergence. Causal attribution explains how linguistic convergence can sometimes have a negative effect while intergroup distinctiveness describes how linguistic divergence can be interpreted negatively.

Studies have been conducted in Montreal that show that accommodation is a common feature of everyday conversation, but these studies have not focused on the effects of accommodation on a conversation (Bourhis, 1984; Bourhis et al., 2007). The following is an example of a common anecdotal accommodative experience in Montreal, where motivations to accommodate affect how successful the conversation can be. An Anglophone initiates a conversation in French with a Francophone interlocutor and her reasons for initiating are perhaps to practice, perhaps to get more feedback or to show the other person that she wants to bond. The interlocutor responds in French, and the speaker perceives that maybe the interlocutor wants to bond with her and the speaker feels good.

The speaker may struggle with her French, but she employs strategies to comprehend and as a result she learns. This interaction leaves the speaker pleased.

Imagine what she feels when the Francophone replies in English. She may ask herself why the Francophone behaves this way. From her point of view, she may feel that this is a judgment on her French. It is not good enough to maintain a conversation, and she feels hurt and inhibited. She tries again and has the same reaction. She hears other people talk about having the same experience, and at some point she begins to believe that she is not able to speak French, and she stops trying. But is she right? From the point of view of the Francophone interlocutor, what could the possible reasons for responding in English be? Maybe this person also wants to bond with the speaker, who is struggling in French, so obviously it is not her native language. Maybe the Anglophone speaker will be happier if the interlocutor uses her native language, which the Francophone guesses to be English so she switches to English. We do not see for sure what is going on, but here is a case where a natural phenomenon is misunderstood and becomes a block.

While accommodation is a common occurrence, it is obvious from the examples given above that it is a complex phenomenon that can take many shapes and be motivated and interpreted in many ways. Research has been conducted within social psychology on the how and the why of accommodation, and much of it has contributed to the formulation of Communication Accommodation Theory (CAT) (see Coupland & Giles, 1988; Gallois et al., 1988; Giles, Coupland, & Coupland, 1991; Giles et al., 1973; Giles et al., 1987; Niedzielski & Giles, 1996; Sachdev & Giles, 2004, for a review of empirical

studies on this topic). The studies conducted on CAT have dealt with how accommodation manifests itself and why it does so, but to a much lesser extent on the effects of accommodation (Simard et al., 1976), and certainly not at all on the effects accommodation has on SLA.

It is the intent of this study, therefore, to examine the effect accommodation during interaction can have on language learning in naturalistic settings. Interaction is an accepted contributor to language development and yet in some contexts people, who are motivated to learn an L2, avoid it. Accommodation is a recognized feature of conversation and anecdotal evidence suggests it could affect a language learner's desire to pursue interaction. Understanding how accommodation affects interaction and therefore language learning, can help language learners overcome their anxiety with respect to natural interaction and subsequently pursue more opportunities to interact in their natural environment.

In presenting the justifications for this thesis, by looking at the problems with pursuing interaction and the possible effects of accommodation on that pursuit, I arrived at the following hypotheses for this study:

- 1) Although Anglophones are aware that interaction is important for language learning, they are not pursuing natural interaction to learn French.
- 2) When Anglophones do engage in natural interaction with Francophones in French they are responded to in English, and they perceive this negatively. This in turn affects their desire to pursue future opportunities to interact in French.

## Chapter 2: Literature Review

Before discussing the details of this study, I will set the context by reviewing a few studies on the Interaction Hypothesis and Output Hypothesis. After establishing a concrete theoretical and empirically documented case for the benefits of interaction on language development, I will briefly discuss literature dealing with how interaction is not pursued by language learners. Following that, a case will be made for the need to investigate the effects of accommodation, a language behaviour which has been well-documented as occurring during real world interactions, on pursuing conversation. I will review major studies which have dealt with accommodation, through the use of Communication Accommodation Theory (CAT), to show the important concerns of this field of research. Finally, I will discuss the possible role of CAT for the further understanding of how interactions in natural settings could bar / hinder or enhance SLA.

### *Interaction and SLA*

As stated above, Long's (1981) Interaction Hypothesis, which laid the foundation for future studies on interaction in SLA (Mackey, 2007), states that SLA can be facilitated through modified interaction during conversation. He based his hypothesis on the notion that comprehensible input was a necessary condition for language acquisition and that modified interaction would necessarily lead to comprehensible input.

Does comprehensible input lead to SLA? Krashen (1980) certainly believed this to be the case. After all, conversation without comprehensible input can naturally be thought of as useless to a language learner. If one does not understand what is being said, how can one begin to understand the many forms and functions of the language used to

convey the message? One often cited case study which supports this claim is that of Jim, a child of deaf parents. For years his only source of L1 audio input was television. This, needless to say, was unmodified and his language development suffered as a result (Sachs et al, 1981). This case study, along with other evidence found in L1 learning, motivated Krashen (1982) to develop the Input Hypothesis, which claims that in order to learn an L2 a learner must be exposed to language that is one level of difficulty above his current ability. Long (1981) himself acknowledges that SLA with only unmodified input is counterintuitive. Even those who have criticized Krashen for oversimplifying the principles of language acquisition, with respect to his Input Hypothesis, acknowledge that to a certain extent comprehensible input is a necessary component to facilitating SLA (White, 1987). We only need to refine this idea in order to definitively say how it does this. In most of the articles discussed here, comprehensible input as a necessary component for language acquisition is taken as a given.

If we accept that comprehensible input facilitates SLA, the next component of the Interaction Hypothesis to be verified is whether modified interaction leads to comprehensible input. In his later formulation of the Interaction Hypothesis, Long (1996) referred to modified interaction as negotiation for meaning. He defined this in the following way:

*Negotiation for meaning* is the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three until an acceptable level of understanding is achieved (pg. 418).



Modified interaction, or negotiation for meaning, should result in comprehensible input. The majority of early studies on the Interaction Hypothesis dealt with proving this axiom. The Pica et al. (1986) study, discussed in Chapter 1 above is one such example. Loschky (1994) is another often cited example. In his study, Loschky sought to answer the following research question: "...does negotiated interaction facilitate L2 comprehension relative to noninteraction?" (p. 307). The subjects in his experiment were 41 beginner-level students of Japanese divided into three groups. The first group comprised the baseline group who received unmodified input and no opportunity for interaction. The second group received modified input but no opportunity for interaction. The third group did not receive modified input but were allowed and encouraged to interact with the researcher. The experiment took place over five days. Day one consisted of pre-tests. Participants were tested on vocabulary recognition and sentence verification. On the following three days each participant had 15 to 30 minutes of listening tasks to perform. The last day, post-tests were administered. What Loschky found was that the group which was allowed to interact had better overall comprehension during the tasks, significantly more than in the other two groups. This study, along with others (Pica et al, 1986; Pica et al, 1987), are examples of some of the early studies conducted on the interaction hypothesis where the main focus was on proving the link between interaction and comprehensible input.

More recent studies on the Interaction Hypothesis have tried to make a direct link between interaction and language development. As of the publication of Mackey (2007)'s *Conversational Interaction in Second Language Acquisition*, there have been

over 40 published empirical studies on the effects of interaction on SLA and most have in some way supported the claims that interaction leads to SLA. The following is a description of one such study.

Mackey (1999) investigated the acquisition of question formation among second language learners as a result of interaction. Of her participants, the two groups of interest to this discussion were the interactors and the observers. The interactors consisted of NS-NNS dyads where the NNS asked questions of the NS in order to carry out an activity, and the NS asked questions as needed. The other group was labelled the observers and did not take part in the interaction; they simply observed the interactors. Both groups were pre- and post-tested for development of complexity of question formation. After a week of treatment, which consisted of the interactors performing their task and the observers observing this task, the participants were tested again and it was found that the interactors advanced to a higher developmental stage in question formation while the observers did not. In other words, the interactors were using more advanced forms of question formation than the observers. This was attributed to their being engaged in interaction during the activity. This study provides empirical evidence for the interaction hypothesis with respect to interaction leading to SLA (Mackey, 1999).

In another study, conducted by Gass and Varonis (1994), an attempt was made to find a direct link between comprehensible input, interaction, and language development. The study's authors posed two questions which are relevant here and they were: does interaction lead to better comprehension for NNS and does prior interaction or prior modified input result in better L2 production? They studied 16 NS/NNS dyads where the

dyad performed a task describing to each other where to place objects on a board. The 16 groups were divided into two sub-groups, one that followed a modified input script and one that followed an unmodified input script. These scripts were determined by first listening to the task performed by two NS (unmodified language) and then the task performed by a NS and a NNS (modified language). In the first stage the NSs followed their prescribed scripts giving the NNSs directions as to where to place objects on a board. In the second stage the NNSs were asked to tell the NSs where to place the objects on the board. The two groups were further subdivided into interactive and non-interactive groups, depending on whether interaction was allowed during the task in stage one. In stage two they were again subdivided into interactive and non-interactive groups based on whether or not they were allowed to interact during the task at stage two. What Gass and Varonis found was that the number of mistakes made by the NNS during the task was lower for those who received modified input than for those who received the unmodified input. In addition, those who were allowed to interact made fewer mistakes than those who were not allowed to interact. They concluded therefore that comprehension was facilitated by interaction more than by just modified input. They also found that NNSs who were allowed to interact during the first stage of the experiment performed better in the second stage than those who were not allowed to interact. They concluded that prior interaction in a task, rather than solely modified input, led to better L2 production when participants were asked to do the task again.

The motivations for the above two studies were to show the link between interaction and language development regarding question formation and task

performance. Other studies since have focused on such varied aspects of interaction as type and effectiveness of feedback (Lyster & Ranta, 1997), perception of feedback (Mackey et al., 2000), and learner developmental readiness (Mackey 1999). In addition, interaction studies have focused on different grammatical features of language and how they are acquired through interaction; examples are the acquisition of vocabulary (de la Fuente, 2002; Ellis et al., 1994), articles (Sheen, 2007), and morphosyntax (Jeon, 2007). The studies presented here exemplify the studies that have attempted to establish empirical evidence of the facilitative effects of interaction on language development.

Long (1996) reformulated the interaction hypothesis to include the effects of output during interaction on language acquisition. This idea surfaced when it was observed that native English speakers in a French immersion context were not performing as expected with respect to their production skills in French. This was thought to be a consequence of plenty of comprehensible input but not enough opportunities for output (Swain, 1985).

Swain's (2005) Output Hypothesis was formulated to account for this aspect of interaction previously not focused upon by the interaction hypothesis. It emphasizes the value of output in the three functions it plays: noticing / triggering function, the hypothesis testing function, and the metalinguistic function. The noticing / triggering function reflects the learner's ability to notice gaps in their knowledge during their attempts to use the language. The hypothesis testing function states that learners use output to test ideas they may have about how language works. The metalinguistic function claims that a learner can use language output to reflect explicitly on their and

others' ideas on language. These three functions exemplify the need to have learners interact with respect to creating output in order to facilitate SLA and have been examined empirically (Mackey, 2002; Schmidt & Frota, 1986; Swain & Lapkin, 1998).

Swain and Lapkin (1998), observed the interaction between two junior high school students, Rick and Kim, in order to find support for the output hypothesis. They were part of a class that was given a task which involved partners putting a story together from different parts that each had. The students were pre- and post-tested for a specific grammatical form which they were steered to practice in the task. Swain and Lapkin found several occasions in the speech of the students which would account for some of the functions of the output hypothesis. First, they found that through interaction, the output of one of the students led him to realize a gap in his knowledge. This gap was then filled by his partner.

Rick: *Et elle encore au... au... uh... à l'autre bout du lit avec, avec ses pieds sure le... sur la... how do you say "pillow"?*

Kim: *Oreiller.* (p. 332)

On another occasion, Rick tested a hypothesis he had on the use of the verb *sortir* with a reflexive form.

Rick: *un bras... wait... mécanique...sort?*

Kim: *Sort, yeah*

Rick: *se sort?*

Kim: No, *sort.* (p. 332)

The question of ‚*se sort?*’ implies that Rick was not sure that this was correct but in producing it he was able to test to see if it was correct by gauging Kim’s reaction. The post-test for this study indicated advancement in SLA. Swain and Lapkin demonstrated in this study that output is a vehicle for learning and therefore is another aspect of interaction which facilitates SLA. Many, as were stated in the first chapter of this thesis, have gone on to support this claim (de la Fuente, 2002; Nobuyoshi & Ellis, 1993; Pica et al, 1986).

The studies presented thus far have established interaction as an important aspect of SLA. Most of the studies that have shown the positive effect of interaction on SLA were conducted on classroom interaction. If one looks at natural interaction, interaction which happens outside of the classroom, one would expect this also to have a positive effect on language acquisition. There are, however, only a few studies that have examined this issue. The few studies that have done so have shown no effect or inconclusive effects on language development.

Sato (1986) looked at the language development of two Vietnamese boys learning English. These children were exposed to large amounts of input and interaction and yet did not acquire control over the past tense. It has been argued, however, that certain elements of the study made it difficult to conclude definitively that further interaction with native speakers would not eventually help these children to progress (Mackey, 2007). One argument was that the children may not have been developmentally ready enough to acquire the grammar form Sato was studying. In another study conducted in a naturalistic learning environment, Chun, Day, Chenoweth, and Luppescu (1982) found

that during interactions in naturalistic settings many of the features of modified interactions as described by Long were not in fact being produced.

These studies found arguments against the interaction hypothesis although they also affirmed that interaction at least to a certain extent is helpful in language development and maybe even necessary. It is interesting to note however, that the two most cited examples against the Interaction Hypothesis have stemmed from research conducted in the natural learning environment. One may speculate that there is something about a naturalistic setting that is causing a disconnect between interaction and language development. It is therefore worthwhile to investigate interaction in the natural world and its effect on SLA, which is what I will do in this thesis. In addition, it should be noted that the studies conducted in naturalistic settings, with the exception of Chun et al (1982), as well as the ones conducted in a classroom or laboratory, have focused predominantly on language development during and post-interaction. None have dealt with the fact that pursuing interaction is a problem in and of itself.

#### *Avoiding Interaction*

Some in the field of SLA have tried to understand why people do not take advantage of naturalistic speaking opportunities for language learning. Norton-Peirce (1995) studied the reported experiences of five immigrant women living in Canada with respect to their second language use outside of the classroom. She found that all of them had difficulty in using their L2 despite a high level of motivation to learn the language. She related this to the notion of social identity and the relations of power which exist between a NNS and the NS community. She argued that “SLA theory needs to develop a

conception of the language learner as having a complex social identity that must be understood with reference to larger, and frequently inequitable social structures which are reproduced in day-to-day social interaction” (Norton-Peirce, 1995, p. 13). In this way we can more fully understand what inhibits the L2 user from using their L2 and in turn help them to feel more comfortable in doing so.

In a study on the sociolinguistic requirements of a communicative event, Segalowitz (1976) investigated the reactions of moderately bilingual English-speaking Montrealers to a native French speaker speaking in two different registers. The French speaker spoke in a formal register and an informal one. The participants rated their interlocutor more favourably when spoken to in a formal register than in the informal one because their abilities made it difficult for them to reflect a similar informal register. In other words, they found the conversations more uncomfortable when they were unable to match the register of the French interlocutor. Segalowitz concluded that “second language communication can be an uncomfortable and unpleasant experience for the moderately skilled bilingual for reasons that have little to do with primary vocabulary, phonological or syntactic skills” (p. 130). If bilinguals are not prepared to handle all the various socio-linguistic demands that come with using their L2 in a naturalistic setting, they may not pursue those opportunities to interact.

An idea which goes a long way to trying to explain language use is Willingness to Communicate (WTC). Macintyre, Clement, Dornyei and Noels (1998) describe WTC as a variable trait affected by both internal as well as external factors which dictates a person’s willingness to seek and participate in interactions. Their model describes why



people do or do not seek communicative opportunities in their L2. Being able to pursue interaction is so important to them, they even argue “that the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them” (p547). They acknowledge that the model they propose is a work in progress and further research in this area is necessary. For example, in their model they state that internal factors affected by one’s perceived language ability as well as one’s desire to communicate with an interlocutor will affect the pursuit of interaction. What about the perceived reception of one’s attempt to use the L2 and subsequently how that affects one’s desire to communicate with an interlocutor? There are no investigations of this issue and yet my own experiences using French and the anecdotal accounts as described in Chapter 1 of this thesis, are examples of this possible deterrent to interaction. While it is not explained in the WTC model, it is a pervasive aspect of interaction, an aspect that is explored in studies on accommodation and worth investigating here.

#### *Accommodation and Interaction*

Social psychology provides a theory, Communication Accommodation Theory (CAT), which looks at interaction from a different point of view and as a result, may provide insight into how interaction outside the classroom could facilitate or hinder SLA.

CAT is a socio-psychological approach to interaction, which seeks to understand dyadic encounters not only on a psychological level but on a social contextual level as well. By studying the way in which people change their manner of speaking when talking to certain interlocutors, psychological dispositions toward language or personal identity

can be inferred (Sachdev & Giles, 2004). This socio-psychological approach allows academics who employ this theory to more fully understand current attitudes towards language, ethnic identity, and social identity (Bourhis & Giles, 1977; Bourhis et al, 2007; Jones et al, 1994).

CAT claims that people change the way they speak and sometimes the languages they use during interactions for a variety of psychological reasons that are closely associated with the socio-cultural context in which these interactions occur. The change is exhibited in the form of accommodation towards or away from the person to whom they are speaking. Accommodation can be convergent as when people change the way they speak to sound more like the person with whom they are speaking or divergent as when they move to sound less like the person with whom they are speaking (Sachdev & Giles, 2004).

The studies which have been conducted on CAT have had two foci. There are those that focus on the *how* of language accommodation and those that focus on the *why*. Within each focus, the research has reflected on the attitudes towards accommodation. With studies that focus on the *how*, attention is placed on the mechanics of language accommodation. Speech modifications made during interaction, which can be labelled as accommodation, range from whispering to speaking more loudly (which involves a change in voice quality), from speaking quickly to speaking slowly (as in foreigner talk), from manipulating accent in order to project a different image or identity (Bourhis & Giles, 1977) to code switching (moving from one language or dialect to another) (Ross & Shortreed 1990), as is the case in Montreal. The primary findings of accommodation

studies are that people's variable patterns of behaviour in conversation are not random but are guided by socio-psychological principles as embodied in the current formulation of CAT.

Convergence and divergence can be further refined to include distinctions such as upward and downward (Giles & Powesland, 1975), and psychological and linguistic (Thakerar, Giles, & Chesire, 1982). Upward convergence implies that someone from a lower stratum of society tries to converge to the language of someone from a higher status. Downward refers to someone of a high status converging towards someone of a lower status (Giles & Powesland, 1975). Psychological and linguistic convergence distinguishes the different ways convergence can be perceived. If the convergence is through language, it is linguistic. If the convergence is not through language but still believed to have a positive effect then it is psychological. Thakerar et al. (1982) studied interactions between nurses of both equal and unequal status and found that during interactions involving nurses of unequal status, nurses diverged away from the manner in which the other was speaking in order to ingratiate themselves to each other. The divergence manifested itself in the high status nurses slowing their speech while the low status nurses quickened their rate of speech. Both did this for the benefit of the other involved and so were rated favourably by each other. This runs contrary to the idea that linguistic divergence is dissociative language behaviour, which is why a distinction between linguistic convergence and psychological convergence was made.

In an example of psychological divergence, Woolard (1989) studied the language behaviour of Catalan and Castilian speakers in Spain and found that Castilian speakers

who attempted to speak Catalan were often responded to in Castilian. Although on the surface it could appear to be linguistic convergence because the Catalan speakers were converging to the L1 of the Castilian speakers, in fact, he found that the language behaviour was motivated by a desire to keep Castilians from speaking Catalan and therefore could be seen as psychologically divergent.

Another feature of accommodation which has been studied is overaccommodation. In overaccommodating, a speaker over steps their bounds by trying to sound too much like the person with whom they are speaking. Giles and Smith (1979) did a study which examined the perception of accommodation on three different levels as well as a combination of these three levels. The three levels of accommodation encompassed content (converging with respect to what the listeners know about what the speaker is talking), pronunciation (this would manifest itself in diminishing or accentuating an accent) and speech rate (matching the speech rate accustomed to the listener). Twenty-eight British born participants listened to nine versions of a text read by an English Canadian. Besides a baseline version which represented how the Canadian would read the text to a Canadian audience, the other versions were a combination of convergence or non-convergence with respect to the three levels. What Giles and Smith found was that when the speaker converged on all three levels he was rated negatively. So despite research showing that convergence is generally viewed as a positive language behaviour, there are instances in which it can actually be viewed negatively.

In a study by Ross and Shortreed (1990), a survey was done of Japanese university students and their reaction to 12 scripted dialogues, which they listened to on

tapes. These dialogues represented the various ways a Japanese person may accommodate an NNS trying to use Japanese. The study found that in the dialogue where the NNS, after speaking in Japanese, was responded to in English (diverged from the language of choice made by the NNS), the participants rated this as the most „international’ and representative of higher education. Although this study was not concerned with overaccommodation, it may have been that the NNS speaking Japanese was in fact overaccommodating by speaking Japanese and therefore the most appropriate response would be to bring the conversation to a place where the NNS was not overaccommodating, i.e. their native language. This is an interesting perspective, especially when compared to the language behaviour exhibited in Montreal and its potential effect on second language learning.

Other studies conducted on CAT have centred on the *why* of accommodation. People accommodate for a variety of reasons. Some of the reasons discussed in the literature, and introduced in Chapter 1, have to do with similarity of attraction (Byrne, 1969), social exchange processes (Homans, 1961), causal attribution processes (Simard, Taylor, and Giles, 1976), and processes of intergroup distinctiveness (Tajfel, 1978).

In a study on similarity of attraction, Giles, Taylor, and Bourhis (1973) studied the reaction of 80 Anglophone university students in Montreal to four experimental conditions involving tape-recorded instructions given by a French NS. The four tape recordings consisted of one done entirely in French, another done in a mix of French and English, a third done in fluent English, and the fourth done in English with a distinct French accent. The findings suggested that the more perceived effort the French speaker

made in speaking English the more favourably he was perceived by the Anglophone listeners. In addition, given the opportunity to tape record the same text back to the French speaker, the Anglophones were more likely to accommodate in return when the French speaker accommodated to begin with. This supports the notion proposed by similarity of attraction that convergent accommodative behaviour does lead to being liked more and can therefore act as a motivation for accommodation.

In a study conducted by Ball et al (1984) on social exchange processes, 160 participants listened to pre-recorded interview situations and were asked to evaluate speakers on a tape with respect to their likability and likelihood of getting a job. The taped interviews were designed so as to represent differing levels of upward and downward accommodation. The interviewees spoke with either a broad accent or a refined accent, and it was found that if they changed their speech upward, regardless of whether or not it was convergent behaviour or divergent, they were rated as more competent and eager. This shows that situational constraints, such as those found in a job interview setting, result in upward linguistic accommodation being more relevant than whether or not the speech was convergent or divergent.

Simard, Taylor, and Giles (1976) studied whether or not different perceived motivations for accommodation could result in different accommodative behaviour in return as dictated by causal attribution processes. In their study, 60 French speaking students from a university in Quebec were asked to listen to a pre-recorded set of instructions given by a native English speaker. Three conditions were studied. In the first condition no external information was provided to the French speaking student regarding

the language chosen by the English speaker. In the second condition, the French speaking student was led to believe that the English speaker was under external pressure to provide the instructions in French or in English. In the final condition, the French speaking student was led to believe that the English speaker on the recording could choose to speak in either French or English knowing that the person who was going to listen was a French speaker. The study found that the English speaker's perceived ability in the language, the effort he put into speaking French, and the external pressure he faced in speaking French all affected the French speaking student's accommodative behaviour.

Finally, in an often cited study, Bourhis and Giles (1977) studied the accommodative behaviour of Welsh language learners in order to investigate intergroup distinctiveness processes. In one part of the study the learners were challenged regarding their desire to learn a language that the researcher referred to as "dying". Those who were classified as having integrative motivation to learn Welsh, linguistically diverged significantly away from the researcher who incidentally spoke with a received English pronunciation. This was interpreted as being dissociative. The Welsh participants felt as if they were being attacked and their dislike of the researcher manifested itself in linguistic divergence. In one instance, one of the participants switched completely into Welsh instead of answering the researcher's question. This study demonstrated the influence of intergroup identity on language accommodative behaviour.

The various facets of CAT could help to explain the different behaviours I heard about in anecdotal accounts. In the example given in Chapter 1, accounts of Francophones speaking English after an Anglophone spoke to them in French could be

viewed as either divergent behaviour or convergent behaviour. The Francophone interlocutors diverged from the language the Anglophone was speaking, French, but they may have been converging to the language they believed the Anglophone spoke best, English. Studies which have focused on Francophone and Anglophone language dynamics in Montreal have defined this behaviour as converging because the native French speaker speaks the native language of the English speaker (Bourhis, 1984, Bourhis, 2007). This could be in order to ingratiate themselves, therefore demonstrating psychological convergence as well, or it could be a rejection of the Anglophone's attempt to infiltrate their language group and therefore psychologically divergent.

The studies that have tested CAT and discussed so far, have dealt with expanding upon CAT or substantiating it with respect to how people accommodate and why. They have not dealt with the effects accommodation can have on second language development. I will now describe CAT within the context of SLA research and the few studies which have dealt specifically with language learners so as to illustrate where the potential for contribution to SLA lies.

There have been few studies in which CAT has been used in order to explain variation in second language user's language use. In many cases data have been taken from studies which were not originally created to test the role of CAT in second language contexts (Zuengler, 1991). One such study involved Chinese-Thai children and adults whose L2 was Thai, and looked at variation in the L2. Focusing on the pronunciation of six vowels, it was found that the participants pronounced the vowels more *Thai-like* when speaking with a native Thai interviewer than with a Chinese interviewer and more



*Chinese-like* when speaking with a native Chinese interviewer (Beebe, 1981). Beebe concluded that variation in speech could be due to ethnic solidarity on the part of the participants, towards their interlocutors, by drawing on CAT propositions of similarity of attraction. In another study of Puerto Rican children living in New York City, the participants were interviewed by three different interlocutors, an English-speaking Anglo, an English-dominant Hispanic, and a Spanish-dominant Hispanic (Beebe and Zuengler, 1983). It was found that with each interviewer the children in the study produced differing amounts of speech and differing levels of accuracy in their speech. The conclusion of the study was that variation in the L2 exists even in children and so even children are subject to attributes of CAT.

The two studies above were discussed with respect to SLA because of a perception that variation in L2 production has to do with L1 interference (Beebe & Zuengler, 1983). Zuengler and Beebe established that variation in the L2 can also be influenced by the socio-psychological influences determined by CAT (See Zuengler (1991) for a literature review of studies involving L2 users and CAT). While this finding is valid in its own right, it does not focus on the connection between second language acquisition and accommodation. The aim of the study being proposed here is to see how language behaviour, as described by CAT, affects an L2 user's pursuit of speaking opportunities.

In this study, I will examine the effect of the accommodative behaviour of Francophones on Anglophone French-as-a-second-language learners and the subsequent effect on their language learning endeavours, regarding seeking out interaction. I have

chosen Montreal as the site of my study because it is a bilingual city with a history of accommodative behaviour documented in a number of studies (Bourhis, 1983; Bourhis, 1984; Bourhis 1994; Bourhis et al. 2007; Lambert et al, 1960). In these studies, in general, Francophones accommodated in English to Anglophone-sounding participants who spoke to them in French and Anglophones accommodated in French to Francophone-sounding participants who spoke to them in English. Findings indicate that in early studies, it was Francophone speakers who converged to Anglophones the majority of the time although later studies have shown that time has changed the ratio in which this occurs (Bourhis et al., 2007). From these studies it is clear that Montreal is an interesting site to ask the following research questions:

1. *Do French speaking Anglophones in Montreal seek genuine interaction in French with Francophones?*
  - a) *Do Anglophones recognize the importance of pursuing genuine interaction for the purpose of improving/practicing French?*
  - b) *How is the participants' perception of their opportunity to use French related to their actual use of French and their feeling of obligation to use it?*
  
2. *When Anglophones use French to interact with Francophone interlocutors:*
  - a) *What do they report their Francophone interlocutors' response to their initiative to use French to be?*

*b) When Anglophones are responded to in English, how do they interpret this response?*

## Chapter 3: Methodology

The study being reported on for my thesis is part of a larger study that I have conducted on the issues raised in the previous chapters regarding whether second language learners engage in meaningful interactions with native speakers of their target language. In this chapter I will describe the participants, materials, and data gathering procedure of the larger study but will only report the results of the specific portion that my thesis covers in the following chapter. Because this study focuses on the Anglophone experience, all of the examples given in this chapter will come from the Anglophone questionnaires.

### Participants

#### *Selection Criteria*

A total of 113 people were surveyed in this study; 51 of the participants were Anglophone and 62 were Francophones. All the participants were required to sign a consent form: in English for the Anglophones and in French for the Francophones. A sample of each is found in **Appendix A**.

Both groups of participants were further subdivided into learners and non-learners. Anglophone learners were those who were enrolled in a French as a second language (FSL) course at the time of the study and were recruited mostly from their university second language classes. Anglophone non-learners, on the other hand, were not enrolled in any FSL course at the time of this study. Similarly, Francophone learners were those enrolled in an ESL course at the time of the study and they were recruited from their CEGEP second language classes. Francophone non-learners were not enrolled in any ESL course. The Francophone non-learners were recruited through word of mouth

and through fliers posted around a Montreal downtown university. The following table shows the distribution of participants in all four groups.

Francophones Learners	Francophones Non-Learners	Anglophones Learners	Anglophones Non-Learners
38 participants	24 participants	25 participants	26 participants

Table 1: Participant distribution

Surveys of both learners and non-learners were carried out in order to obtain both learner and non-learner views and reported experiences. This was essential for the following reason. Learners are likely to come across both people who are also language learners and those who are not. For the accommodation component of our study, I thought it important not only to survey those who were taking second language courses at the time but also those who were not since the two groups' behaviours might be different in the real world.

### *Biographical Profile of Participants*

Biographical information obtained from participants was collected in the questionnaire portion of the survey, which is shown in **Appendix B**. The following table summarizes this information.

<i>Participants</i>	<i>Number</i>	<i>Gender</i>	<i>Mean Age</i>	<i>Taking L2 class</i>	<i>Mean length of stay in Montreal</i>
<i>Anglo learners</i>	25	F: 22	26	yes	4.25 years
		M: 3			
<i>Anglo non-learners</i>	26	F: 16	30.5	no	16 years
		M: 10			
<i>Franco learners</i>	38	F: 24	20	yes	15.5 years
		M: 14			
<i>Franco non-learners</i>	24	F: 14	29	no	15.5 years
		M: 10			

Table 2: Participant biographical information

### *Language Background of Participants*

Language background information obtained from the participants was collected in the questionnaire portion of the survey (See **Appendix B.**)

#### *Anglophone Learners*

Anglophone learners were all native English speakers who were enrolled in FSL courses at the time of this study. On a 7-point likert scale, (1 being beginner and 7 being native-like) the mean of these participants' self-rated proficiency in reading, speaking, writing, and listening, in *French* was 4.82, 4.14, 4, and 4.64 respectively.

#### *Anglophone Non-Learners*

Anglophone non-learners were also native speakers of English. On a 7-point likert scale (1 being beginner and 7 being native-like), the mean of these participants' self-rated proficiency in reading, speaking, writing, and listening in *French* was 5, 4.8, 4.16, and 5.2 respectively.

#### *Francophone Learners*

Francophone learners were native speakers of French. Using a 7-point likert scale, (1 being beginner and 7 being native-like), the mean of these participants' self-rated proficiency in reading, speaking, writing, and listening in *English* was 4.8, 4.1, 4.1, and 5.3 respectively.

#### *Francophone Non-Learners*

Francophone non-learners were native speakers of French. Using a 7-point likert scale, (1 being beginner and 7 being native-like), the mean of these participants' self-rated proficiency in reading, speaking, writing, and listening in *English* was 6.1, 5.1, 5.1, and 5.9 respectively.

## Materials

Two instruments were used to elicit answers to the research questions. One was a questionnaire that collected information from the participants such as biographical data, language use and learning backgrounds, motivations, and attitudes towards the second language, and reports of what language they used or expected to use with which interlocutors in particular contexts. Where appropriate, the wording of each questionnaire was adjusted to take into account the participants' language group (Francophones or Anglophones) and whether they were or were not engaged in learning a second language at the time of participation (learners or non-learners), but apart from that the questionnaires were identical. The questionnaires for the Francophones were prepared in French and the ones for the Anglophones were prepared in English. Some of the questions on the questionnaires for learners were worded to reflect the fact that they were learners while those same questions for the non-learners were worded to reflect their status as non-learners. Examples of this will be shown in the description of specific questions to follow. There were four versions of the questionnaires in total. These can be found in **Appendix B**.

The second instrument was a Matched Guise task, a description of which will be given later in this chapter and can also be found in **Appendix C**.

### *Questionnaire*

As stated earlier, the questionnaire was designed to elicit both Anglophone and Francophone perspectives. In the following explanation, when I present an example from the Anglophone questionnaire, one can assume the same question was posed in the Francophone questionnaire.

### *Biographical Background*

The questions regarding the biographical background of the participants included items on gender, age, occupation, education, and place of birth. Participants were also asked how long they had been living in Montreal. Asking for this information was included to ensure that the participants had had enough time in the city in order to experience language switching accommodative behaviour from French to English and vice versa.

### *Language Background*

The Language Background questions asked participants to report their native language, any other languages that they spoke, as well as with what language group they affiliated themselves. In other words, did they consider themselves Anglophone, Francophone, or both. Participants were also asked about their experience with formal second language education. For the Anglophone non-learners, for example, questions included such things as where they had studied French formally, for how long, and what level of proficiency they had reached. For the Anglophone learners, these questions asked where they were currently studying French, for how long and what level of proficiency they had reached so far. Participants were also asked to rate their abilities in their L2 with respect to the four language skills, reading, writing, listening, and speaking. In addition, participants rated their speaking ability in their L2 on four scales: accent, fluency, comprehensibility, and vocabulary knowledge. Ratings of the four language skills and speaking ability were done using a 7-point likert scale.

### *Use*

Questions regarding USE covered such things as reported L2 use experience,



reported accommodation, willingness to communicate, and types of language use with respect to learning an L2.

One set of questions required the participants to report on three features of their L2 use (French for the Anglophone participants, and English for the Francophone participants). This set asked the participants to report how much *opportunity* they had to use the L2, how much they *actually* used it and how often they felt *obliged* to use it. They were asked to report on this using a 7-point likert scale (no opportunity to a lot of opportunity; did not use it at all to used it all the time; and did not feel any obligation to felt a great deal of obligation), with 1 indicating the negative end of the scales and 7 the positive ends. In addition, they were asked to rate these three features of L2 use with 7 different interlocutors of the opposite language group. For example, for the Anglophone participants, these interlocutors were Francophone friends, classmates/coworkers, neighbours, service industry employees, government workers, medical workers, and strangers. This set of questions allowed me to determine how much the participants' actual use was related to their opportunity to use the language and their obligation to use it with the 7 interlocutors, providing insight into whether or not learners were seeking genuine interaction outside of the classroom and how different people might affect their seeking genuine interaction. The question regarding opportunity of use, taken from the Anglophone questionnaire, can be seen here (there was no difference between the non-learner and the learner questionnaire for this question).

Using a scale of 1 to 7: How much OPPORTUNITY do you have in your daily life to converse in French with the following people?

	1 = No opportunity at all	2	3	4	5	6	7 = A great deal of opportunity
Francophone friends	1	2	3	4	5	6	7

Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

The other two features of language use (actual use and obligation of use) were presented in the same way.

Another sets of questions asked the participants to report in what language they are responded to after initiating a conversation in their L2. Three possible responses were offered: being responded to in their second language (e.g, French for Anglophones initiating a conversation in French), a simplified version of this second language (e.g., simplified French for the Anglophone participants), or in their native language (e.g., English for the Anglophone participants). These responses were offered to see whether the participants were being accommodated to in their choice of language. A response in their L2 would be seen as an accommodation to their use of the L2; a response of simplified L2 would be seen as an accommodation to their L2 ability, and a response in the participants' native language would be seen as a lack of accommodation to the participants' choice of L2 (albeit it may be seen as a recognition of their first language.)

The question from the Anglophone questionnaire is presented below.

When you speak French to each of the following people, how often do they respond to you in the languages indicated below?

1 = Never                      7 = Always

	They respond to me in regular French	They respond in simplified French (ie slower speech, more simplified words)	They respond to me in English
Francophone friends	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F classmates / coworkers	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F neighbors	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F Service Industry Employees	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F government officials	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F medical personnel	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7
F strangers	1...2...3...4...5...6...7	1...2...3...4...5...6...7	1...2...3...4...5...6...7

### *Attitude*

Questions were also included that probed the participants' attitudes towards using and learning the L2, what importance they gave to learning the L2, as well as how comfortable they were in using their L2. For example, they were asked not only how comfortable they were using their L2 with interlocutors of the opposite language group but also how comfortable they were being addressed in their L1 by interlocutors of the opposite language group.

Finally, the participants were also asked to indicate the importance they gave to having a native speaker of their L2 to speak and interact with outside the classroom in order to learn the language. They were asked to indicate their response to this question

on a 7-point scale such as the following (taken from the Anglophone questionnaire):

	1 = not important	7 = very important
To learn French well, how important is it for you to have native speakers of French to speak with outside the classroom?	1	2 3 4 5 6 7

### *Motivation*

A few questions probing participants' motivations to learn and use the L2 were also included. More importantly for the purpose of the thesis, the participants were asked to speculate what might motivate the responses of native speakers of their second language to their attempts to initiate conversations with them in their L2. The following item taken from the Anglophone questionnaire exemplifies the questions posed about this issue.

When you speak French to Francophones and they respond to you in English, how often do you think they are doing so for each of the following reasons?

	1-Never	7 – Always	X – not even a consideration
They want to practice their English.	1	2 3 4 5 6 7	X
They know you speak English and want to help you.	1	2 3 4 5 6 7	X
They think they speak better English than you do French and for efficiency they are changing the language to English.	1	2 3 4 5 6 7	X
Your French isn't good enough to continue the conversation in French.	1	2 3 4 5 6 7	X
They know you want to practice French but they are not interested in helping you.	1	2 3 4 5 6 7	X
They feel uncomfortable talking to someone who has difficulty speaking French.	1	2 3 4 5 6 7	X
They don't like you.	1	2 3 4 5 6 7	X
They want you to like them.	1	2 3 4 5 6 7	X
Other: _____	1	2 3 4 5 6 7	X

Other questions regarding *language use issues* were also included in the questionnaire. However, since they are part of a larger study and are not analyzed for this thesis they are described below but in less detail than the above questions. These items probed how the participants would accommodate someone of the opposite language group who initiated a conversation with them in their L1. Willingness to communicate was also probed with a few items such as how willingly they would get into a conversation with someone of the opposite language group as well as how willingly they believed someone of the opposite language group would enter into a conversation with them.

#### *Matched Guise*

The final section of the survey was a Matched Guise task, eliciting general attitudes that participants have towards native speakers of their L2. A Matched Guise task (Lambert et al., 1960) is one in which participants listen to what they believe to be a variety of different people reading the same text when in fact there may be two or three people reading the same text in two different languages (guises). In this Matched Guise the participants were presented with 7 male and female voices speaking in either French or English, reading the same text. The text was chosen because of its neutral nature and its availability in both English and French and can be found in **Appendix D** (Gatbonton et al., 2008). In reality there were really only 5 people speaking. One of the male voices and one of the female voices read the text twice, once in French and once in English. The following table shows how the speakers were distributed and the languages they spoke.








						
Speaking French	Speaking English	Speaking French	Speaking English	Speaking French	Speaking English	Speaking French

Table 3: Distribution of speakers in the matched-guise

Note that in this table the 1<sup>st</sup> and the 4<sup>th</sup> speaker are the same person, and the 3<sup>rd</sup> and the 6<sup>th</sup> are the same. These two people, one female and one male, owned the four target voices (guises) that I wanted the participants to react to. The rest were distractors and their data were not counted in the analysis.

By mixing the distractor voices with the target voices we hoped that the participants listening to these voices would not be able to tell that some of the voices were from the same person. Thus if they reacted differently to the different guises of the same person, then we could tell that it was not the people being reacted to but the language they used.

This question asked participants to rate their attitudes towards the speakers under an imagined situation using three scales. The three scales were annoyed with the speaker, pleased with the speaker, and feel nothing at all about the speaker. The imagined situation was one in which the Anglophone participant initiates a conversation with the speaker in French and the speaker responds in English. The following is taken from the Anglophone questionnaire:

If you speak to this person in French and he or she responds to you in English, how likely are you to have the following reactions to him or her?

1= Not at all likely    7= Very likely

I will be very annoyed with the person	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

I will definitely be pleased with person	1	2	3	4	5	6	7
I will think nothing of it	1	2	3	4	5	6	7
Other—please specify: _____	1	2	3	4	5	6	7

This question was designed to see if this behaviour on the part of the interlocutor would be seen as psychologically convergent or divergent and therefore enable me to infer the effects this kind of accommodation could have on the pursuit of interaction and subsequent language learning in a real-world context.

The Matched Guise also included questions asking participants to rate the speakers they heard on a number of personality traits as well as rate how they thought the speaker would rate Anglophone or Francophone interlocutors (depending on whether the Matched Guise was given to an Anglophone or a Francophone participant). None of these questions however were analyzed for this thesis.

#### Data Collection Procedures

The participants filled out the questionnaire and Matched Guise after signing a consent form. They were given an hour to complete the entire survey and were paid for their participation.

Participants completed the survey in a mutually convenient location, usually in my office or near campus. In the case of the Francophone participants recruited from their CEGEP, an entire class was given the survey to complete at the same time. Two classes were recruited to complete the survey.

#### Data Analysis

The responses given in the survey were entered into a spreadsheet and then SPSS was used to perform a variety of ANOVAs and T-tests on the data. The following chapter discusses the results of this analysis.

## Chapter 4 Results

In this chapter, results of the two research questions are presented. Results are based on the analysis of the data from the questionnaires and the Matched Guise task. There were two main research questions in this study but each question sought information about more than one issue. In reporting the results I will pose the general question first, and then I will examine the different issues that each question raises. For this thesis, I will only report on the data from the Anglophone participants (learners and non-learners).

### Research Question 1

*Do French speaking Anglophones in Montreal seek genuine interaction in French with Francophones?*

- a) Do Anglophones recognize the importance of pursuing genuine interaction for the purpose of improving/practicing French?*
- b) How is the Anglophone participants' use of French relate to their opportunity to use it and their sense of obligation in using it.*

In Chapter 2, I reviewed evidence that showed that interaction was important in promoting language acquisition. However, not all people engaged in learning a second language take advantage of the presence of genuine interaction around them. The first question asked in this project is whether the two groups of Anglophone participants in this study (non-learners and learners) engage or not in genuine interaction with Francophones in French.

In approaching this question, I investigated two issues. First, what level of importance do these participants place on genuine interaction in language learning.



Second, what is the relationship between the participants' perception of their opportunity to use, their actual use, and their obligation to use French? The investigation of the importance placed on genuine interaction was conducted by analyzing the participants' responses to a question asking about this issue using a 7-point likert scale: 1 - "not at all important", 7 - "very important".

The non-learners' and learners' responses to the first question were subjected to an independent sample T-Test (SPSS,11), with their scores on the importance scale as the dependent variable. The analysis showed no significant difference between the two groups of learners ( $t = -.071$ , ns). Since there was no effect of group here, the data of the non-learners and learners were collapsed and their mean score on the 7-point likert scale was calculated. Their mean score of 6.471 suggests that the participants considered interaction with members of their target language group in the target language very important.

Having established that the participants do indeed place importance on engaging in genuine interaction to promote learning, I proceeded to examine the second issue in Research Question 1: How is the Anglophone participants' use of French relate to their opportunity to use it and their sense of obligation in using it? In order to answer this question, I analyzed the Montreal Anglophone participants' responses to three scales. The three scales were designed to measure three ASPECTS of language use: the participants' assessment of their opportunity to use French (Opportunity), their reported actual use of it (Actual Use), and their sense of obligation to use French (Obligation). The scales measured each of these in relation to seven groups of Francophone interlocutors: Francophone friends, classmates/coworkers, neighbors, service industry employees,

government workers, medical workers, and strangers.

The aim of comparing the participants' responses on these three scales was to see whether there were differences in how they perceived their opportunity to use French compared to how much they actually used it and compared to how much they felt obligated to use French. The participants' responses were measured on 7-point likert scales (no opportunity to a lot of opportunity; did not use it at all to used it all the time; and did not feel any obligation to felt a great deal of obligation), with 1 indicating the negative end of the scales and 7 the positive ends.

The participants' responses to these three scales were subjected to a three-way repeated measures of Analysis of Variance (ANOVA), with three Aspects of Language Use (opportunity to use French, actual use of French, obligation to use French) and seven kinds of Interlocutors (Francophone friends, classmates/co-workers, neighbors, service industry employees, government workers, medical workers, & strangers) as the two sets of within-subject factors. Two levels of Groups (learners, non-learners) were the between-subject factors. The ANOVA yielded no significant main effect of Group  $F(1,49) = 1.649, p = .205, ns$ . However, it yielded a significant main effect of Aspects of Language Use,  $F(1,49) = 16.206, p < .001$ , a significant main effect of Interlocutor,  $F(1,49) = 22.647, p < .001$ , and a significant interaction between Aspects of Language Use x Interlocutor,  $F(1,49) = 13.703, p < .01$ .

An interesting set of results that obtained from a post-hoc analysis of the significant Aspects of Language Use x Interlocutor interaction was the role of the interlocutors in the interplay among the participants actual use of French, their assessment of the amount of opportunity to use French, as well as their obligation to use

it. The results are depicted in Figure 1 below.

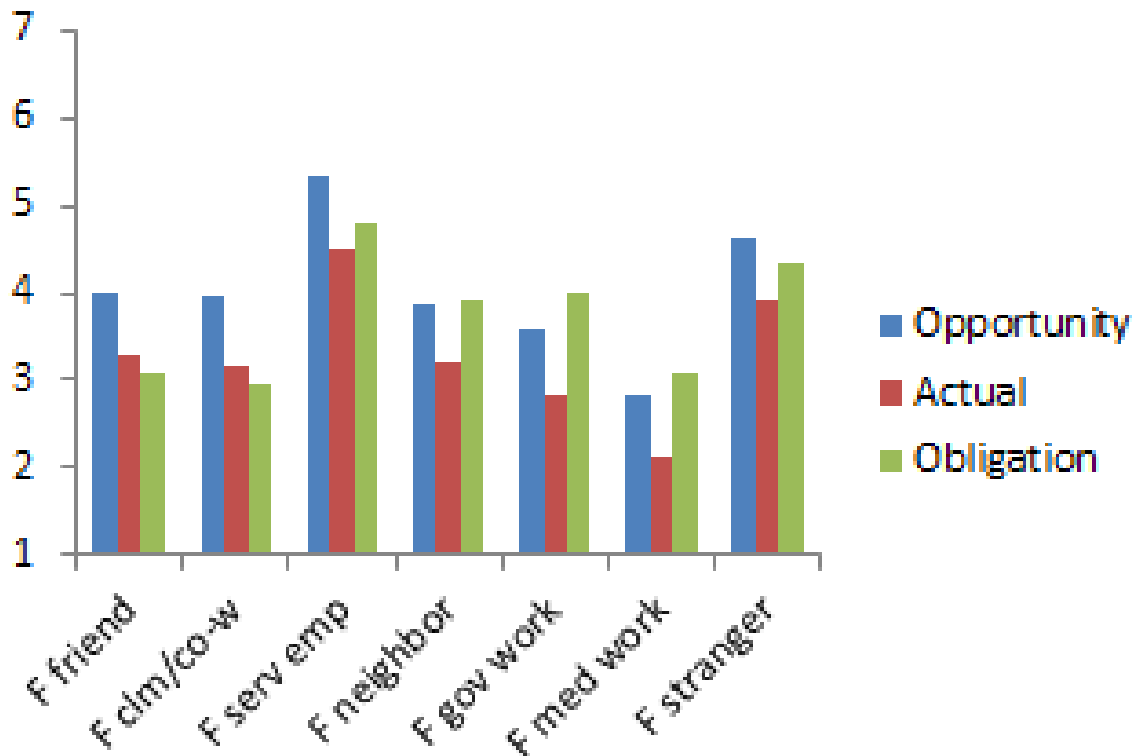


Figure 1: The participants' potential interlocutors and their report on their opportunity, obligation, and actual use of French

Figure 1 shows that with every interlocutor, the participants' scores on the actual use of French (shown by the red bars) were significantly less than their scores on their perceived amount of opportunity to use the language (shown in the blue bars). For example; Friends: 3.273 versus 4.016, classmates/coworkers: 3.175 versus 3.956, service industry employees: 4.506 versus 5.331, neighbors: 3.190 versus 3.894, government workers: 2.844 versus 3.585, medical workers: 2.106 versus 2.835, and strangers 3.918 versus 4.623,  $p < .01$  in each pairwise comparison. This finding shows that the gap between actual use and opportunity is true for every group of interlocutor, suggesting that interlocutor as a factor did not affect the relationship between *actual use* and *opportunity*

to use French. In other words, it did not matter whom the participants were speaking with; they consistently reported having more opportunity to use French than they actually used it.

A closer look at the findings depicted by this figure, however, reveals that interlocutor affected the relationship between perceived **opportunity** and **obligation** to use French. For example, with the first three groups of interlocutors depicted in Figure 1 (Francophone friends, classmates/co-workers, and service industry employees) the participants had significantly higher scores on the opportunity to use French scales (blue bars) than they had on the obligation to use it scale (green bars): friends: 4.016 versus 3.098; classmates/coworkers: 3.956 versus 2.944; and service industry employees: 5.331 versus 4.782,  $p < .05$  in each pairwise comparison. In addition, there were no significant differences for each of these interlocutors between their reported scores on the **actual** use of French scales (red bars) and their scores on the **obligation** to use the language scales (green bars): friends: 3.273 versus 3.098, ns; classmates/coworkers: 3.175 versus 2.944, ns, and service industry employees: 4.506 versus 4.782, ns. These results indicate that with each of these interlocutors ( $n=3$ ) the participants perceived their obligation to use the language less than their opportunity to use it while they viewed their actual use of the language equal to their perceived obligation to use it. In other words, these participants felt that they do not have to take advantage of every opportunity to use French but when they do it is because they feel an obligation to do so.

In contrast, with the last four groups of interlocutors (Francophone neighbors, government officials, medical personnel, and strangers), there was no significant difference between their scores on perceived **opportunity** to use French (blue bars) and

their scores on their **obligation** to use it (green bars). Both opportunity and sense of obligation were rated similarly on the scales: neighbors: 3.894 versus 3.898, ns; government workers: 3.585 versus 4.013, ns; medical workers: 2.835 versus 3.092, ns; and strangers: 4.623 versus 4.345, ns. These results suggest that the participants equated the amount of opportunity they felt in using French with the amount of obligation they had to use it, with Francophone neighbors, government officials, medical personnel and strangers. In other words, with this last group of interlocutors, they felt obligated to use the language each time an opportunity to use it presented itself, however, even though they felt obligation to use the language they were still not using it all the time. How these results may be interpreted and why there emerged two different patterns of interplay of opportunity, use, and obligated use with the interlocutors will be dealt with in the Discussion Chapter below.

In summary, I was interested in exploring (a) whether outside the classroom (that is, in the real world), the Anglophone participants in this study made use of opportunities available to them to interact in French and (b) what sense of obligation they felt in doing so in relation to opportunities to do so. The findings suggest first, that, on the whole, for these participants, there was a discrepancy between the opportunity they perceived they had to use French and their actual use of it. Their use was significantly lower than the opportunities available to them. Second, their sense of obligation to use the language compared to the opportunities available to them differed according to whom their interlocutors were.

Another set of issues I was interested in related to Research Question 1 concerned the possible role that language accommodation may play in the participants' desire to take

advantage of the presence of interaction opportunities in the real world in order to learn and/or master their L2. As shown earlier, language accommodation is a natural phenomenon. During conversations, interlocutors may change certain aspects of their speech in order to sound more or less like the persons they are speaking with. For example, accommodation occurs when one of the interlocutors is engaged in a conversation using a specific language (e.g., French), dialect (e.g., jòal) or speech style (e.g., casual speech), and the other interlocutor(s) eventually changes to this language, dialect, or speech style. When the change moves towards being like the person one is speaking with, the accommodation is convergent. When one changes an aspect of his or her speech in order to sound less like the person one is speaking with, the accommodation is divergent. Thus, when an Anglophone speaker initiates a conversation in French with a Francophone, and the Francophone responds in French, this speaker is engaged in convergent language accommodation behavior. If instead, the Francophone replies in English, he or she is engaged in divergent language accommodation behavior. [It should be pointed out that in this latter situation, responding in English was considered convergent accommodation by some researchers because although the interlocutor does not match the language chosen initially, he or she matches the native language of the speaker (Bourhis, 1979; Bourhis, 1983; Genesee & Bourhis, 1982; Giles, Taylor & Bourhis, 1973). For this study however, this will be viewed as divergent accommodation.]

Research indicates that convergent and divergent language accommodation can elicit different reactions from the interlocutors involved. Convergent language accommodation can be perceived positively and so can have a positive effect on a

conversation (Buller & Aune, 1992). In contrast, divergent language accommodation can have a negative effect on a conversation (Street, 1991). For example, an Anglophone language learner, after initiating a conversation in French with a Francophone, may be responded to in English. The Anglophone could perceive this as divergent language behavior and as a result may negatively perceive the exchange. This in turn could bring about the Anglophone refraining from pursuing further conversation with this French speaker and as a result impede their language learning endeavors.

In order to explore the possible effects accommodation could have on the pursuit of genuine interaction opportunities, I asked the Anglophone participants to indicate, first, how they expect their Francophone interlocutors to respond to them when they initiate an interaction with them in French. Second, I asked them to indicate what their reactions are to the Francophone's response to their initiative. On the basis of their responses to these two questions, I determined whether the Anglophones felt their Francophone interlocutors were accommodating or not to their speech and speculated on how perception of this behavior might affect their willingness to engage in interactions with Francophones in general.

#### Research Question 2

My second research question was formulated as follows:

*When Anglophones use French to interact with Francophone interlocutors:*

- a) What do they report their Francophone interlocutors' response to their initiative to use French to be?*
- b) When Anglophones are responded to in English, how do they interpret this response?*

To answer part a) of Research Question 2, I looked at the Anglophones' responses to a question regarding whether they report Francophone interlocutors to respond to them in French, simplified French, or English. As mentioned earlier (Chapter 3), I selected these three responses because they can be interpreted as three modes of accommodation. Being responded to in French can be considered convergent behavior because the Francophone interlocutor matches the language choice of the Anglophone. Responding in simplified French can also be seen as another form of convergent accommodation because the Francophone interlocutor does not only match the language choice of the Anglophone, but in addition, he or she also matches the level of French ability he or she perceives the Anglophone to have. Responding in English can be considered divergent accommodative behavior because the Francophone does not respond in the language the Anglophone initially uses. To answer Research Question 2, I asked the participants to report how they would be spoken to (in French, simplified French, or English) using a 7-point likert scale for each circumstance: 1 - "Never", 7 - "Always". The responses to these three scales were subjected to a three-way repeated measures of Analysis of Variance (ANOVA), with two levels of Group (learners, non-learners) as the between-subjects factor and three levels of Accommodation (French, simplified French, English) and seven levels of Interlocutor (Francophone friends, classmates/coworkers, neighbors, service industry employees, government workers, medical workers, & strangers) as the within-subjects factors. The ANOVA yielded a significant main effect of Group  $F(1,46) = 7.136, p = .01$ . It also yielded a significant main effect of Accommodation  $F(1,46)=26.244, p < .001$ . There was no significant main effect of Interlocutor  $F(1,46) = .002, p = .961, ns$ . But there was a significant Accommodation x Interlocutor interaction



$F(1,46) = 19.487, p < .001$ , and a significant Group x Accommodation x Interlocutor interaction  $F(1,46) = 6.026, p < .05$ .

First, the significant group effect revealed that there was a significant difference between the responses of the learners and non-learners to the first question. The learner mean was 3.872 and the non-learner mean was 3.404,  $p < .05$ . While it is clear that a difference does exist between the two groups, this by itself does not accurately describe the differences in how the learners and the non-learners responded to the question and so a look at the three-way interaction of Group x Accommodation x Interlocutor was necessary. First I looked at how non-learners and learners responded to this question with the focus on Accommodation, as operationalized here. Then I looked at how non-learners and learners responded to this question with respect to Interlocutor. Finally, by looking at the data from the point of view of Group, more specific differences between the non-learner and learner became apparent. Although all three perspectives report on the same data they are able to convey important differences between non-learners and learners' responses to this question.

First, I looked at the data with respect to Accommodation with Anglophone non-learners and learners. The results for the non-learners can be seen in Figure 2 below.

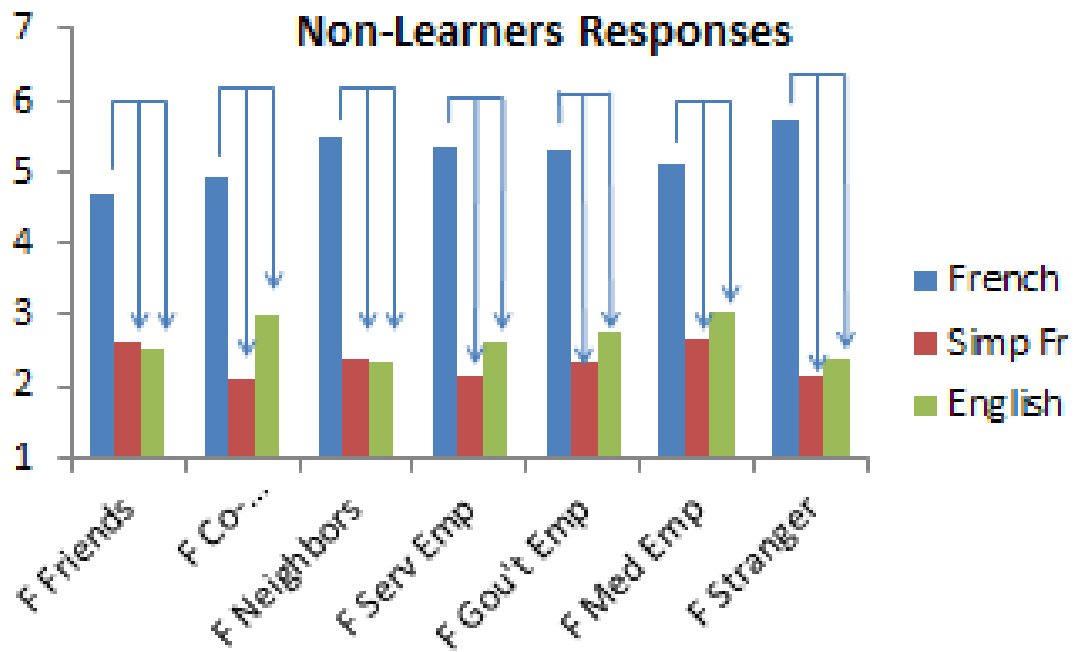


Figure 2: The Anglophone non-learner participants' reported accommodative response from seven Francophone interlocutors.

Figure 2 shows that with all interlocutors Anglophone non-learners who initiate a conversation in French reported they would be responded to in French (friends (4.68), classmates/coworkers (4.92), neighbors (5.48), service industry employees (5.36), government workers (5.32), medical workers (5.12) and strangers (5.72)) more often than in simplified French (2.6, 2.08, 2.36, 2.12, 2.32, 2.64, 2.12, respectively) or English (2.52, 3, 2.32, 2.6, 2.76, 3.04, 2.4, respectively),  $p < .05$  in each pairwise comparison. There was no significant difference between being responded to in simplified French or in English across all interlocutors (Francophone friends (2.6 versus 2.52, ns), co-workers/classmates (2.08 versus 3, ns), neighbors (2.36 versus 2.32, ns), service industry employees (2.12 versus 2.6, ns), government workers (2.32 versus 2.76, ns), medical workers (2.64 versus 3.04, ns), and strangers (2.12 versus 2.4, ns)). These results indicate

that Anglophone non-learner participants reported they would be responded to in French more often than in simplified French or English in a situation where they initiated a conversation with a Francophone interlocutor in French. The findings show that interlocutor as a factor did not affect how the participants were responded to. They reported the same from all the interlocutors—to be responded to in French.

While the results of the non-learner analysis are straightforward, the results are less so when examining the Anglophone learner data. This is apparent in figure 3 below.

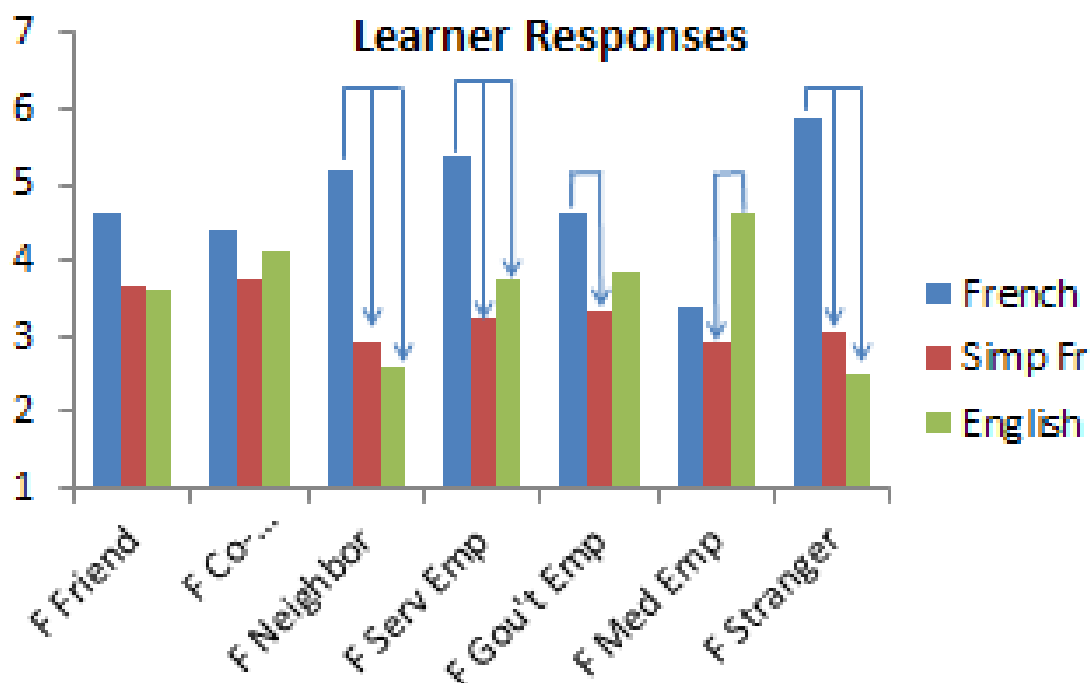


Figure 3: Anglophone learner participants’ reported accommodative responses from seven Francophone interlocutors.

Figure 3 shows that with Francophone friends and classmates / co-workers, the Anglophone learners did not report any difference in the language these interlocutors would use as response to their initiative to speak French. They reported these interlocutors to use French, simplified French or English equally frequently as a response

(Francophone friends (4.609, 3.652, 3.609, ns respectively) & Francophone classmates / co-workers (4.391, 3.739, 4.130, ns respectively)). In other words, Anglophone learners would be responded to in French as often as in simplified French or in English with these interlocutors.

With Francophone medical workers, however, the Anglophone learners would be responded to equally in English and as in French. There were no significant differences in these two possible responses (4.609 versus 3.391, ns). They did report being responded to more in English (4.609) than in simplified French (2.913),  $p < .01$ . Finally, they did not report any significant difference between being responded to in French or simplified French (3.391 versus 2.913, ns). This result suggests that when Anglophone learners initiate a conversation in French with Francophone medical workers these interlocutors' response is in either English or French. They do not seem to report being responded to more in French than in simplified French. On the other hand, if they are responded to in English they report this response to be more frequent than the simplified French response. Note that the Anglophone non-learners report being responded to in French more than the other two options.

With Francophone government workers, there was also no significant difference with regards to being responded to in French or in English (4.652 versus 3.826, ns). They reported being responded to more in French (4.652) than in simplified French (3.34),  $p < .05$ . There was no significant difference between being responded to in simplified French or English (3.34, versus 3.826, ns) suggesting that there is no need for choice between these two. This result suggests that when Anglophone learners initiate a conversation in French with government workers, they report being responded to in French or English.

They do not report being responded to in simplified French. Their position regarding the choice between English or simplified French is ambiguous. Note, again, that the Anglophone non-learners reported being responded to in French more than the other two options.

Finally, with Francophone neighbors, service industry employees and strangers, Anglophone learners reported being responded to in French (5.174, 5.391, 5.87, respectively) more often than in simplified French (2.913, 3.217, 3.043, respectively) or English (2.609, 3.739, 2.478, respectively)  $p < .05$  in each pairwise comparison. With these same interlocutors there was no significant difference between being responded to in simplified French or English (Francophone neighbors (2.913 versus 2.609, ns), service industry employees (3.217 versus 3.739, ns), and strangers (3.043 versus 2.478, ns)). These results suggest that, like with non-learners, when learners initiate a conversation in French with Francophone neighbors, service industry employees and strangers they report being responded to mostly in French.

Secondly, to get a better understanding of what is going on I looked at the data from the perspective of the interlocutors. That is, I looked at the different interlocutors together and asked which of these interlocutors the non-learners and learners reported to respond to them more in French, simplified French, or English. Figure 4 below shows the non-learners' report of how they are to be responded to by the Francophone interlocutors.

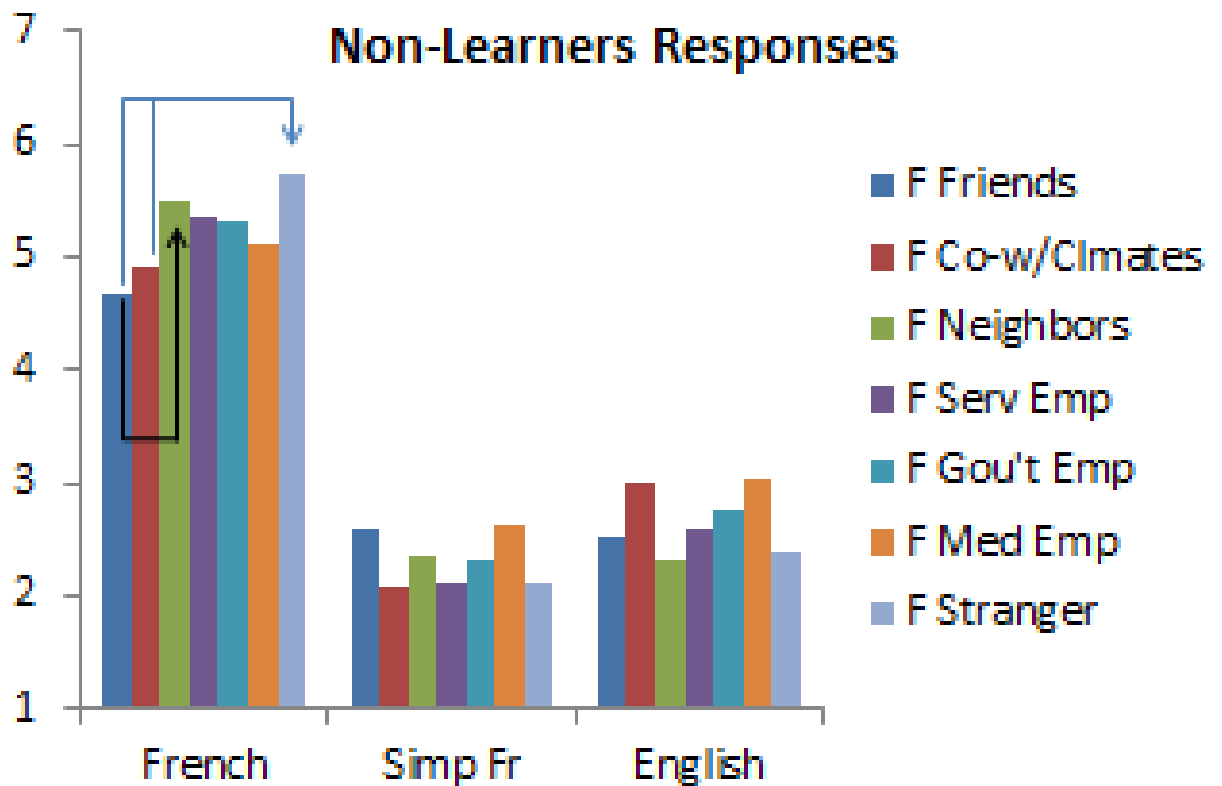


Figure 4: The Anglophone non-learner participants' reported accommodative responses from seven Francophone interlocutors.

Figure 4 shows that Anglophone non-learners reported having a French response to their initiative to use French more from strangers (5.72) than from classmates/co-workers (4.92),  $p < .05$  and friends (4.68),  $p < .05$  in each case. They reported a French response more from neighbors than from friends (5.48 versus 4.68),  $p < .05$ .

The figure also shows that, Anglophone non-learners reported being responded to in simplified French with equal likelihood as being responded to in English by all the interlocutors (Francophone friends (2.6 versus 2.52), classmates/coworkers (2.08 versus 3), neighbors (2.36 versus 2.32), service industry employees (2.12 versus 2.6), government workers (2.32 versus 2.76), medical workers (2.64 versus 3.04) and strangers (2.12 versus 2.4), ns in each pairwise comparison). In other words, when it came to these

two possible responses, it did not matter who the interlocutor was, Anglophone non-learners reported being responded to in either of these languages equally as often, although as the means indicate the use of either response was very low compared to the use of French.

These results indicate that with Anglophone non-learner participants, interlocutor as a factor did not change the likelihood of being responded to in simplified French or in English. However when being responded to in French, interlocutor mattered. They reported Francophone strangers to respond to them in French more so than Francophone friends and classmates/coworkers to do so, while Francophone neighbors do so more than Francophone friends.

The Anglophone learner data yielded much more complex results than the non-learner data. Consequently, three graphs corresponding to the three forms of accommodation will be presented one at a time: interlocutors responding in French, interlocutors responding in simplified French, and interlocutors responding in English. Figure 5 shows the results of the Anglophone learner's data with regards to reporting being responded to in French.

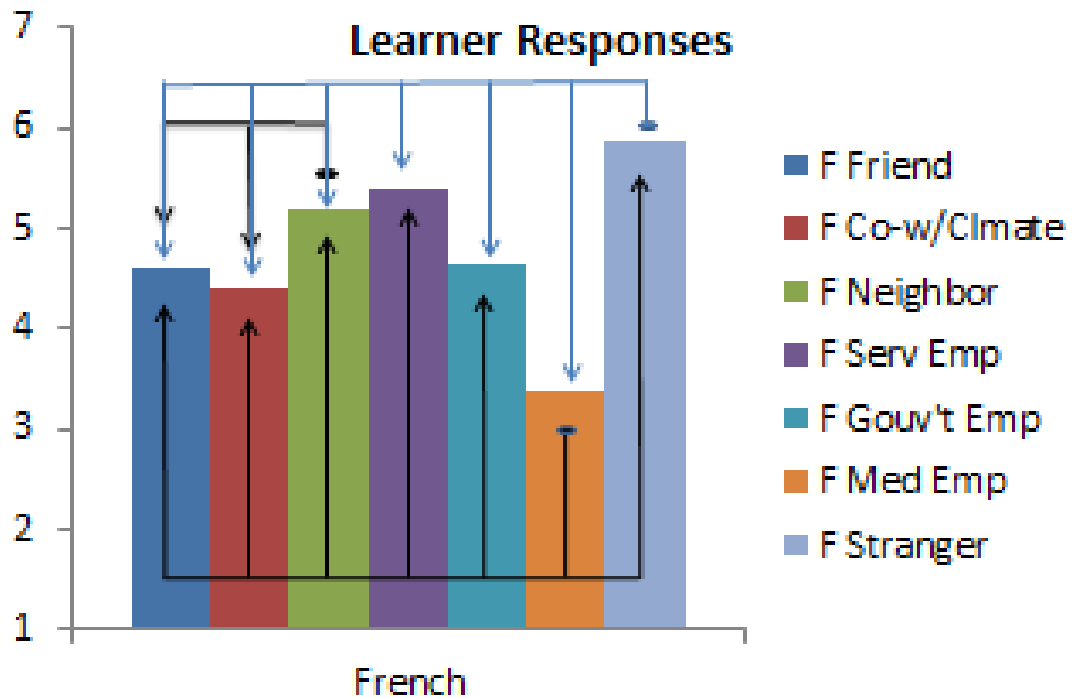


Figure 5: The Anglophone learner participants' reported French response from seven Francophone interlocutors.

Figure 5 shows that the Anglophone learners reported being responded to in French more from strangers when they initiate a conversation in French than from any other interlocutor, (Francophone strangers (5.87) > (Francophone friends (4.609), co-workers/classmates (4.391), neighbors (5.174), service industry employees (5.391), government workers (4.652), and medical workers (3.391))  $p < .05$  in each case. They also reported the least French response from Francophone medical workers (Medical workers (3.391) < (Francophone friends (4.609), co-workers/classmates (4.391), neighbors (5.174), service industry employees (5.391), government workers (4.652), and strangers (5.87))  $p < .05$ .

The results also shows that they reported service industry employees to respond to them in French (5.391) more often than their Francophone friends (4.609) and co-



workers/classmates (4.391),  $p < .05$  in each pairwise comparison. These results suggest that the Anglophone learners reported some interlocutors (e.g., Francophone strangers and neighbours) to respond in French more than the others. Six of the seven interlocutors would respond in French more often than the Francophone medical workers.

In figure 6 below, the results of the learner data on being responded to in simplified French can be seen.

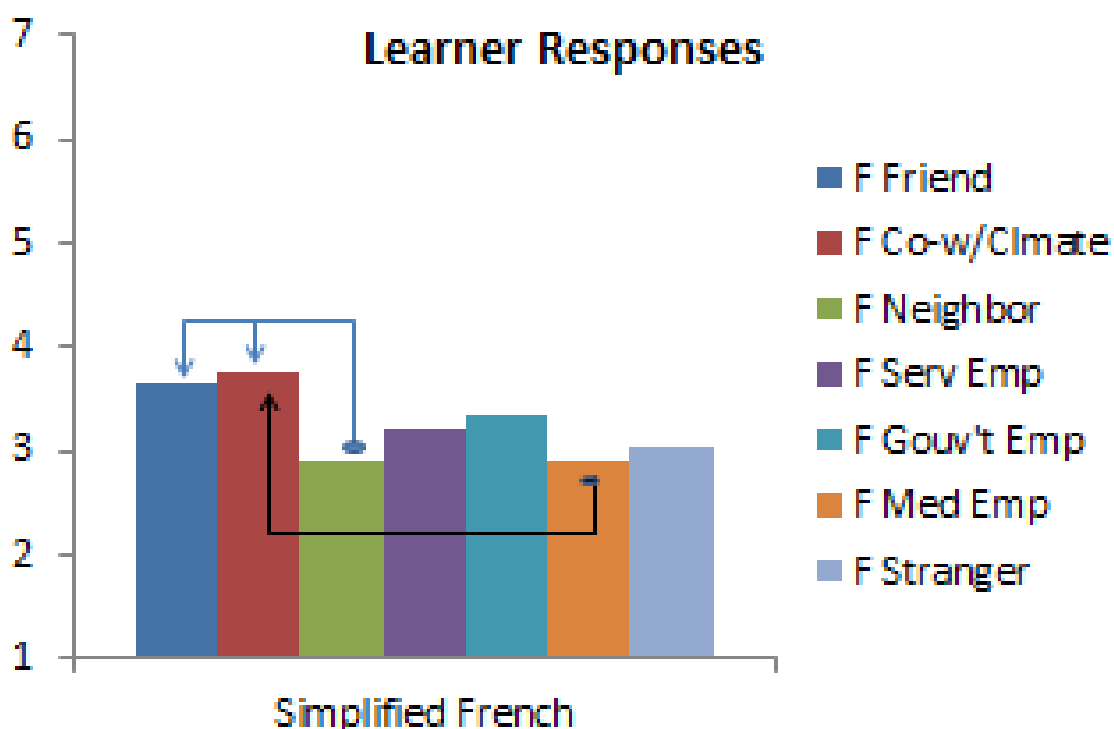


Figure 6: The Anglophone learner participants' reported simplified French response from seven Francophone interlocutors.

Figure 6 above shows that with regards to simplified French the Anglophone learners reported Francophone neighbors to respond in simplified French (2.913) less often than Francophone friends (3.652) and co-workers/classmates (3.739),  $p < .05$ .

Francophone medical workers (2.913) were reported to respond in simplified French less than co-workers/classmates (3.739),  $p < .05$ . These results again show that some

interlocutors were reported to respond differently from others. In this case, Francophone neighbors and medical workers would respond in simplified French less often than other interlocutors.

Finally, the following Figure 7 shows the results from being responded to in English.

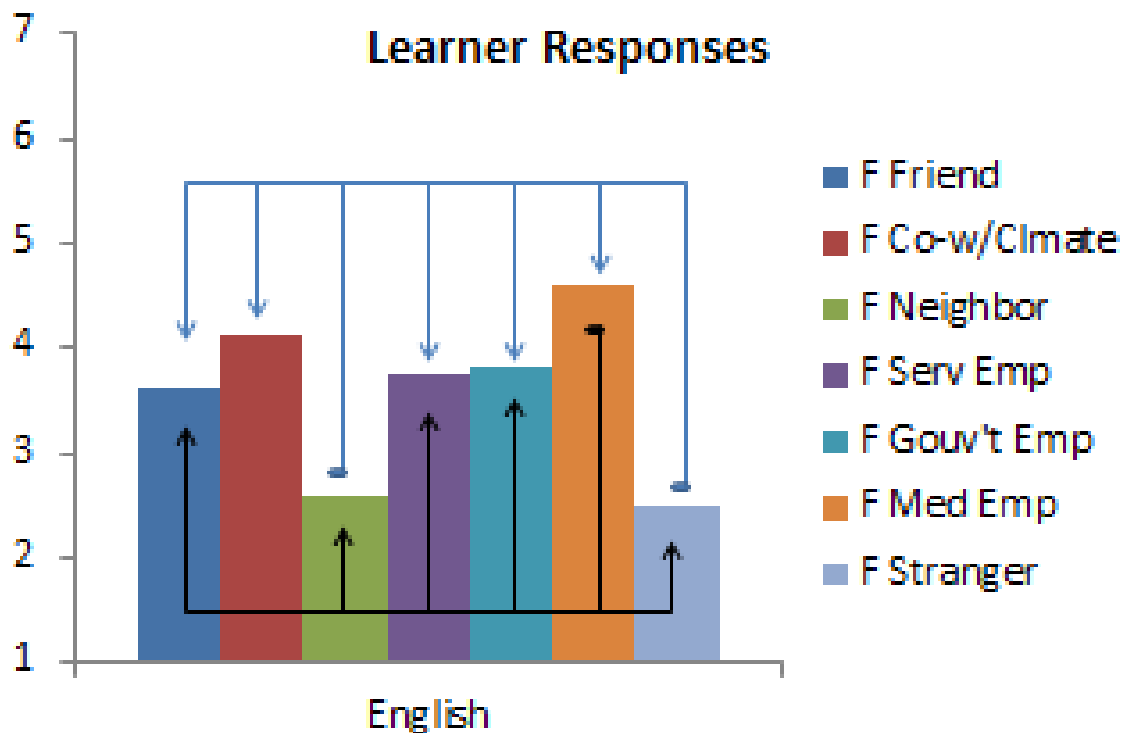


Figure 7: The Anglophone learner participants' reported English response from seven Francophone interlocutors.

With regards to the use of English, Anglophone learners, reported Francophone neighbors (2.609) and strangers (2.478) to respond less often in English than all other interlocutors (Francophone friends (3.609), co-workers/classmates (4.13), service industry employees (3.739), government workers (3.826), and medical workers (4.609)),  $p < .01$ . Anglophone learners also reported Francophone medical workers to respond in

English more than the other interlocutors to do so (Medical workers > Francophone friends (3.609), neighbors (2.609), service industry employees (3.739), government workers (3.826) and strangers (2.478)),  $p < .05$ , except for co-workers/classmates (4.13), ns. These results again show that Francophone medical workers are seen by the respondents to most likely to respond in English while Francophone strangers and neighbors are least likely to respond in English.

In summary, these results indicate that with Anglophone learner participants, interlocutor mattered when they reported their likelihood of being responded to in French, simplified French or English. Some of the most consistent findings were that Francophone strangers were rated as most likely to respond in French and the least likely to respond in English while, Francophone medical workers were rated as the least likely to respond in French and the most likely to respond in English when compared to all other interlocutors.

Lastly, I looked at the data from the perspective of the Group (Anglophone learner, non-learner). The results once again highlight interesting differences between learners and non-learners with regards to their views about being responded to in French, in simplified French, and in English. Only interlocutors where significant differences were found are depicted in the figures to follow. For reporting to be responded to in French it was only with Francophone medical workers, for simplified French it was with Francophone classmates/coworkers and service industry employees, and for English it was with Francophone friends, classmates/coworkers, service industry employees and medical workers. Figure 8 below shows the learners and non-learner responses to being responded to in French by medical workers.

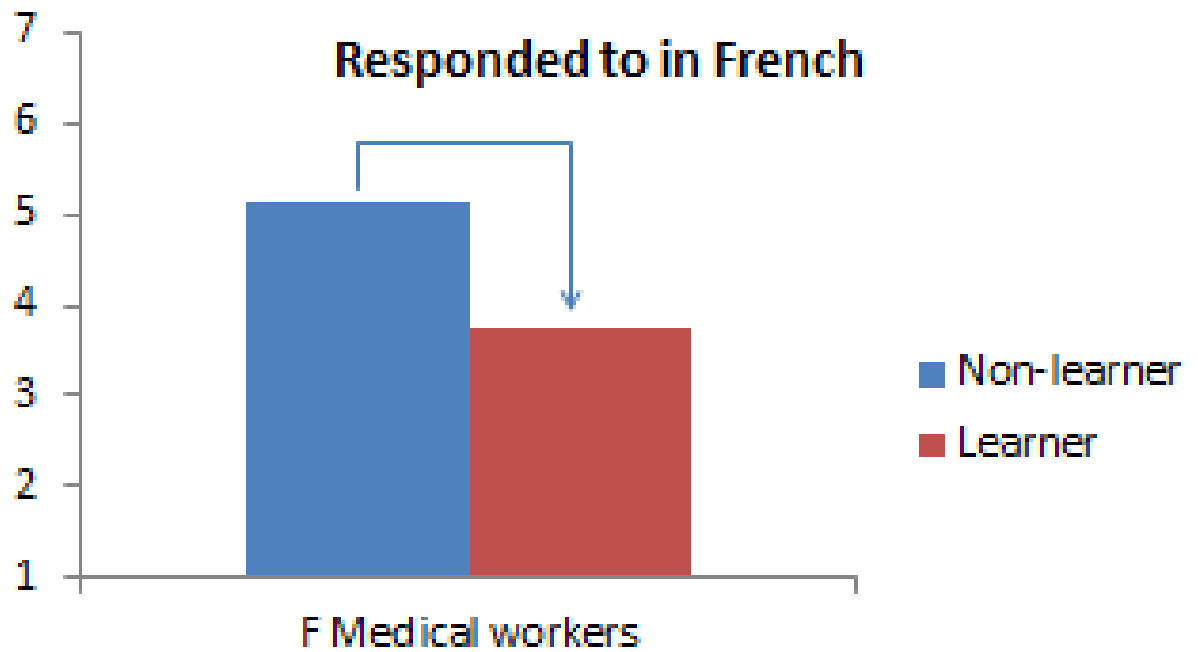


Figure 8: Anglophone non-learner and learner report of being responded to in French by Francophone medical workers

With Francophone medical workers, learners (3.391) reported being responded to in French less often than non-learners (5.12),  $p < .01$ . When it came to being responded to in simplified French more significant differences between learners and non-learners emerged as shown in figure 9 below.

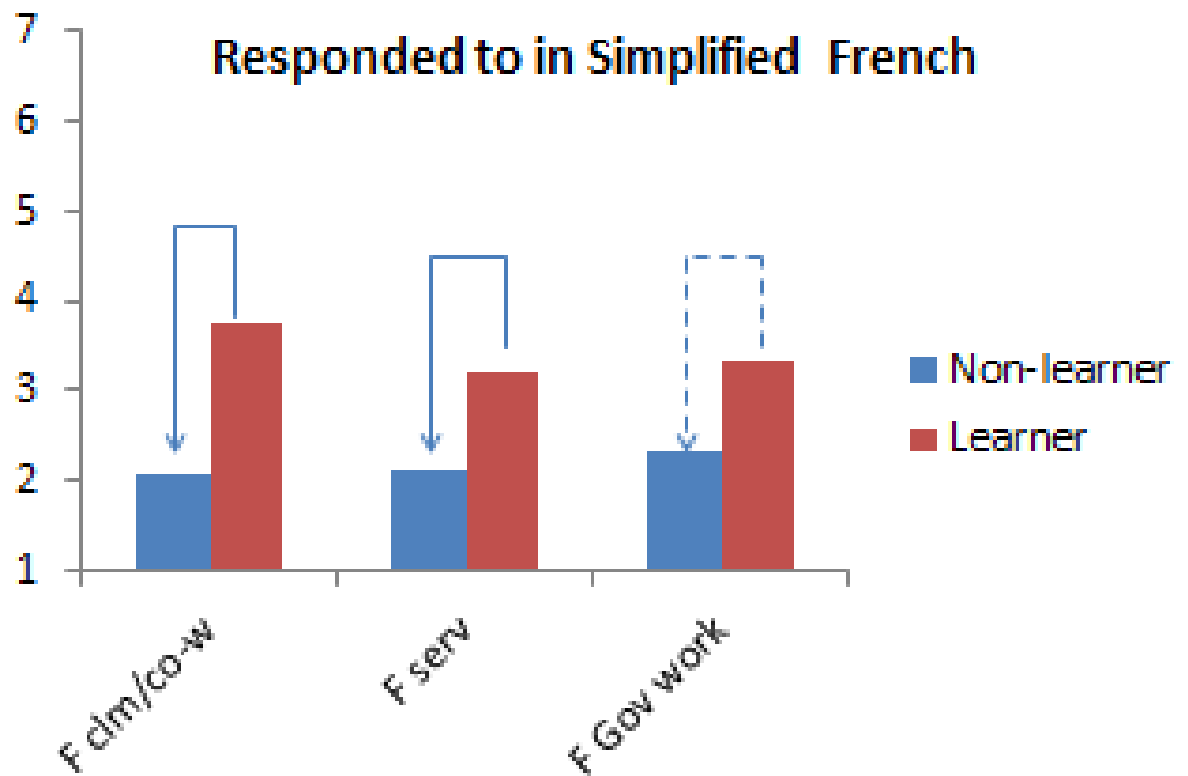


Figure 9: Anglophone non-learner and learner report of being responded to in simplified French by certain Francophone interlocutors.

Learners rated being responded to in simplified French more often than non-learners with classmates/coworkers (3.739 versus 2.08), and  $p < .05$ , and service industry employees (3.217 versus 2.12)  $p < .05$ , and government workers (3.348 versus 2.32), approaching significance  $p = .052$ .

Figure 10 depicts the significant differences between how learners and non-learners rated being responded to in English.

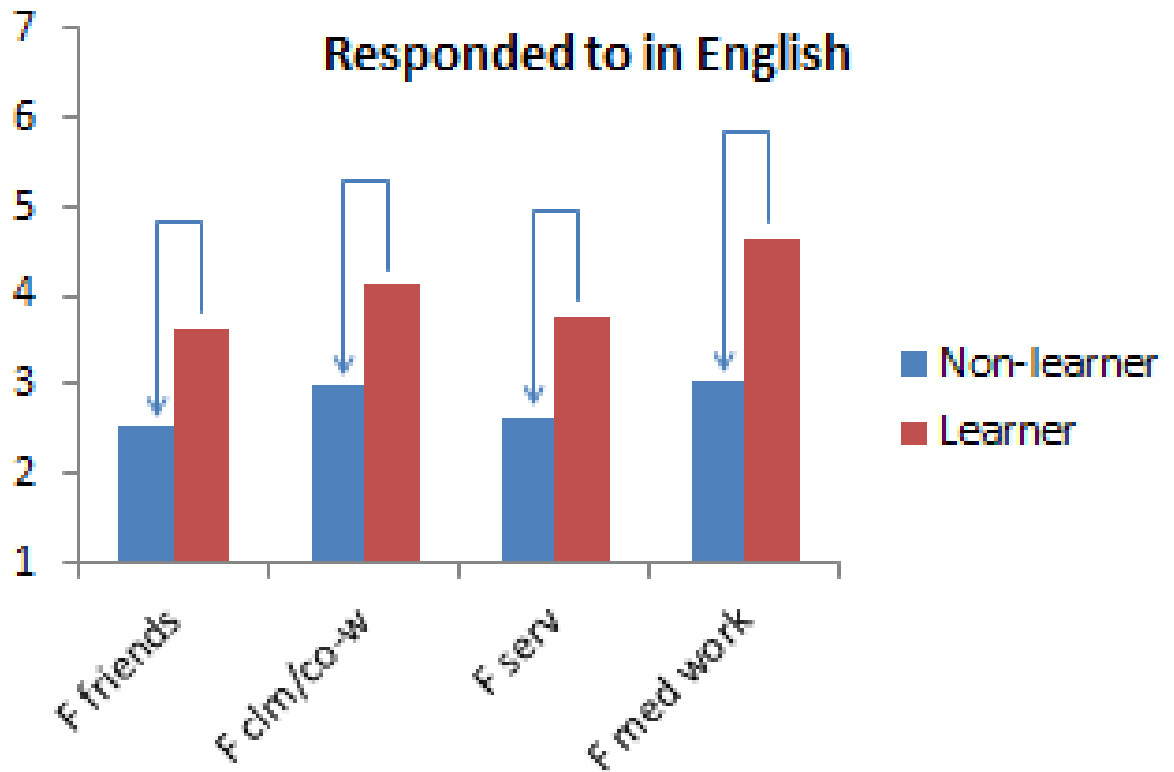


Figure 10: Anglophone non-learner and learner report of being responded to in English by certain Francophone interlocutors.

Learners reported being responded to in English more often than did non-learners with Francophone friends (3.609 versus 2.52), co-workers/classmates (4.13 versus 3), service industry employees (3.739 versus 2.6), and medical workers (4.609 versus 3.04),  $p < .05$ . In summary, these results indicate that with certain interlocutors Anglophone learners and non-learners report having different accommodative experiences. The most consistent significant finding here is that with medical workers, learners rate being responded to in French less often than non-learners and learners report being responded to in English more often than non-learners.

The manner in which accommodation was operationalized for this research question reflects the definition of linguistic convergent accommodation, matching the

speech of the person with whom one is speaking. As it has been stated in Chapter 2, linguistic convergence is most often motivated and perceived positively (Buller & Aune, 1992) while linguistic divergence is most often motivated and perceived negatively (Bourhis and Giles, 1977). However, linguistic convergence can also be perceived negatively and is referred to in the literature as psychologically divergent. Linguistic divergence can also be perceived as psychologically convergent (Thakerar, Giles, & Chesire, 1982). As a result, it is important to investigate not only how accommodation manifests itself but how that manifestation of accommodation is in turn interpreted in order to determine if linguistically divergent accommodative behavior could have an effect on an Anglophone learners desire to pursue genuine interaction in the real world. This is covered in part b) of Research Question 2.

To answer the second part of this research question I looked at the Anglophones' responses to a question regarding attitudes towards linguistically divergent accommodative behavior (being responded to in English after initiating a conversation in French). I also looked at the motivations Anglophone participants perceived Francophone interlocutors to have in responding in English after the participant initiated a conversation in French.

With respect to attitude towards linguistic divergence the Matched Guise was used. In the Matched Guise participants were told to listen to seven different voices speaking in either English or French. In reality, four of those "voices" were actually from the same two people, a man and a woman, speaking twice, once in English and once in French. These people were chosen because they were both considered to be perfectly fluent in English and French. After the participants listened to each voice, they were

presented with a hypothetical situation. “If you speak to this person in French and he or she responds to you in English, how likely are you to have the following reactions to him or her?” The three possible reactions to this imagined situation were "very annoyed with this person", "definitely pleased with this person" and "think nothing of it" and they were rated on a 7-point likert scale: 1 - "not at all likely", 7 - "very likely".

A three-way repeated measures Analysis of Variance (ANOVA) was conducted, with Group (learner, non-learner) as the between-subject factor and Speaker (male-French, female-French, male-English, female-English) and Reaction (annoyed, pleased, nothing) as the two sets of within-subject factors. This analysis yielded no significant main effect for Group  $F(1,42) = .591$ , ns. Nor was there a significant main effect for Speaker  $F(1,42) = .455$ , ns. However, there was a significant main effect of Reaction  $F(1,42) = 8.943$ ,  $p < .01$ . There were no significant interactions.

A post-hoc analysis of the significant main effect of Reaction found a significant difference with how Anglophone participants’ reacted to being responded to in English. These results can be seen below in figure 11.



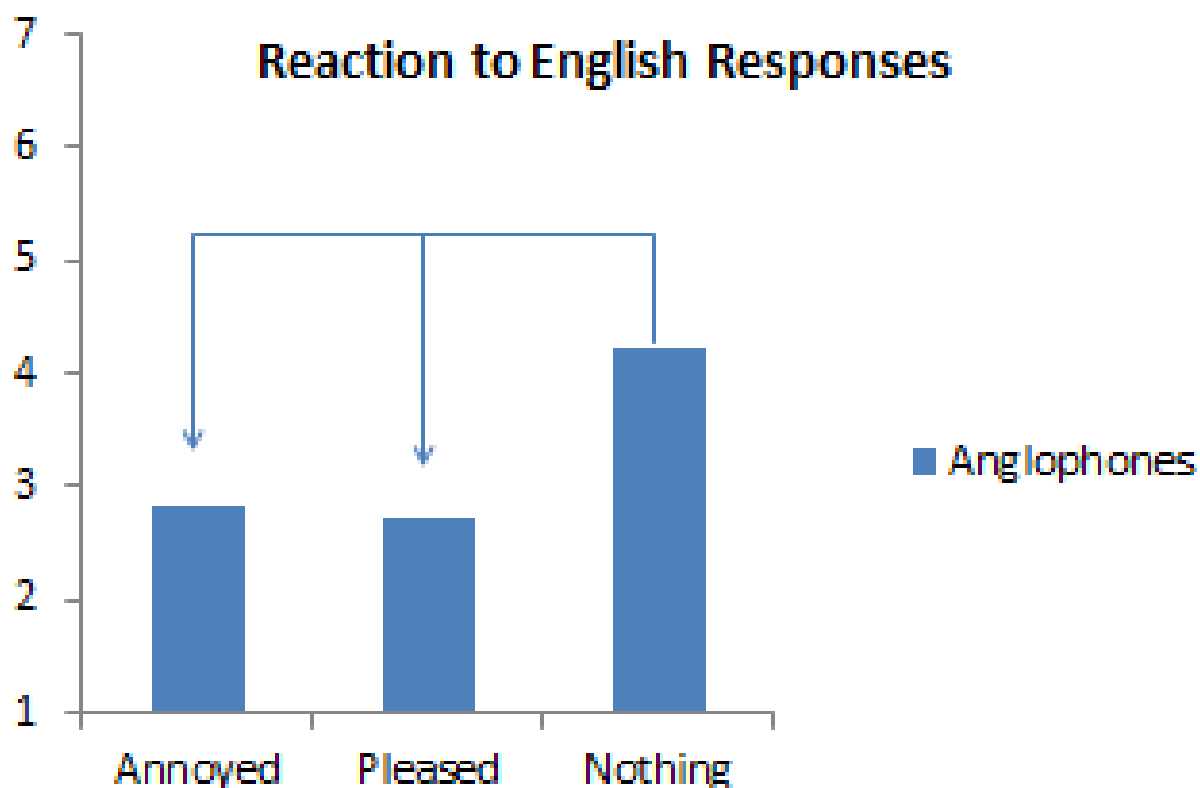


Figure 11: Anglophone reactions to being responded to in English after initiating conversation in French.

Figure 11 shows that the Anglophone participants [learners and non-learners combined] felt neutral with regards to all the voices g (4.212) more so than they felt pleased (2.702) or annoyed (2.928),  $p < .01$ . There was no significant difference between the participants feeling annoyed or pleased (2.928 versus 2.702, ns). These results indicate that when responded to in English by the speakers in the Matched Guise, Anglophones were neither annoyed nor pleased, and they indicated they felt neutral about it. This result will be discussed further in the following chapter.

Perceived motivation is another way of determining the participants' attitudes towards accommodation. Using a 7-point likert scale where 1 is “never”, 7 is “always” and x is “not even a consideration”, Anglophone participants were asked to interpret why

Francophone interlocutors would choose to switch to English after the participant initiated a conversation in French. Specifically they were asked:

When you speak French to Francophones and they respond to you in English how often do you think that they are doing so for each of the following reasons?

1 = "never", 7 = "always", X = "not even a consideration".

They want to practice their English.	1	2	3	4	5	6	7	X
They know you speak English and want to help you.	1	2	3	4	5	6	7	X
They think they speak better English than you do French and for efficiency they are changing the language to English.	1	2	3	4	5	6	7	X
Your French isn't good enough to continue the conversation in French.	1	2	3	4	5	6	7	X
They know you want to practice French but they are not interested in helping you.	1	2	3	4	5	6	7	X
They feel uncomfortable talking to someone who has difficulty speaking French.	1	2	3	4	5	6	7	X
They don't like you.	1	2	3	4	5	6	7	X
They want you to like them.	1	2	3	4	5	6	7	X

A one-way Analysis of Variance (ANOVA) was used with Group (learner, non-learner) as the between-subject factor and Reasons (to practice, to help, for efficiency, not good enough, not interested in helping, feel uncomfortable, don't like you, want you to like them) as the within-subject factors. This analysis yielded no significant main effect of Group,  $F(1,49) = 1.673, p = .202, ns$ . It did yield a main effect of Reasons,  $F(1,49) = 140.004, p < .001$ . There was no significant Group x Reasons interaction.

A post-hoc analysis of the significant main effect of Reason can be seen in the following Table.

1	They know you speak English and want to help you.	6.2	$p < .05$
	They think they speak better English than you do French and for efficiency they are changing the language to English.	5.93	
2	They want to practice their English.	5.08	$p < .05$
	Your French isn't good enough to continue the conversation in French.	4.77	
3	They know you want to practice French but they are not interested in helping you.	3.104	$p < .05$
	They feel uncomfortable talking to someone who has difficulty speaking French.	4.12	
	They want you to like them.	3.53	
4	They don't like you.	2.46	$p < .05$

Table 4: Ranking of perceived motivations

The top reasons as reported by the participants were "to help" (6.2) and "for efficiency" (5.928),  $p < .05$ . The second most likely reasons were "to practice" (5.078) and "isn't good enough" (4.771),  $p < .05$ . The following most likely reasons were "not interested in helping" (3.104), "feel uncomfortable" (4.124), and "want you to like them" (3.530),  $p < .05$ , with a significant difference between "not interested in helping" and "feel uncomfortable",  $p < .001$ . The least likely reason as reported by the participants was "don't like you" (2.455),  $p < .05$ . These results indicate that Anglophone participants reported it being unlikely that a Francophone interlocutor would respond to them in English after the participant initiated a conversation in French because the Francophone interlocutor did not like them, felt uncomfortable speaking to them in French, was not interested in helping them practice their French, or that they wanted the Anglophone to like them. It is more likely that the Francophone interlocutor wanted to practice their English, or believed the Anglophone participants French was not good enough. The most likely reasons, however, are reported as being because the Francophone interlocutor

wanted to help the Anglophone participant or they believed their English was better than the participants' French and for efficiency's sake responded in English.

### *Summary*

In summary, the results of this study suggest that Anglophone language learners do not actively seek genuine interaction in order to facilitate their learning of French as a second language. When Anglophones do engage in conversation in French with a Francophone, for the most part they report that Francophones respond to them in French. Anglophone learners, however, do report slightly different responses from Anglophone non-learners with certain interlocutors. When Anglophone participants experience being responded to in English by a Francophone interlocutor, the Matched Guise indicates that for the most part they feel nothing at all. Anglophones perceive the motivations of a Francophone to respond in English to be first and foremost because they want to help the speaker and because they believe their English is better than the participants' French. All these results are interpreted in the discussion below.

## Chapter 5 Discussion

In reviewing the goals of this thesis and the results of the data analysis, two main topics stand out for discussion: interaction and accommodation. In this chapter I will discuss how these topics support or contradict the hypotheses as laid out in Chapter 1: that Anglophones do not actively pursue genuine interaction in their L2 and that this could be attributed to divergent accommodation on the part of Francophone interlocutors when the participants initiate a conversation in French.

### Interaction

The first aim of this study was to determine whether Anglophone second language learners of French actively seek genuine interaction with native speakers (NS) of their target language. The targeted participants of this study were Anglophones, both learners and non-learners, living in Montreal (a bilingual city) where large numbers of speakers of their first (English) and target language (French) co-exist. This context suggests that opportunities to interact in their target language abound should they wish to do so.

As a point of departure for this study, I wanted first to ascertain whether the participants recognized the importance of engaging in interaction with NS of their target language, something that researchers of SLA have acknowledged for some time. If they recognized the importance and they had the opportunity to use their L2, it would follow that those interested in learning French would seek genuine interaction using this language. I therefore started the study by asking the participants to rate how important it was for them to have NS of their target language to converse with outside the classroom in order to learn that language. The findings showed that participants overwhelmingly agreed that it is very important to have NS to speak with in order to learn their target

language. The significance of this is that what researchers and academics know to be true is also held to be true by those who are not experts in the field of SLA.

Once I could confirm that the participants did consider opportunities to interact with NS as important, I could proceed to the main issue in my first research question. Do the participants take advantage of the presence of opportunities to use the L2 with NS to pursue genuine interaction in it? In order to determine this, I posed questions regarding their opportunity of use, actual use and obligation to use their L2. This allowed me to explore the relationship between what opportunities participants perceived they had to use their L2, how much they felt they actually used their L2, and how often they felt obligated to use their L2. I thought posing these three questions to them would be a nuanced way of examining this issue and would give me a good picture of what was happening to the participants. Although I suspected that their actual use of the L2 would be less than the opportunities to use it, if their reported actual use was the same as or less than their use of the L2 under feelings of obligation I could infer that they were not actively seeking out genuine interaction for the purposes of language learning/practicing. By actively seeking out I mean going above and beyond what one feels obliged to do, in this case using the L2 more often than simply when they feel obliged to use it.

A look at the results reveals that with all Francophone interlocutors, Anglophone participants report having more opportunities to use French than they actually use it. This was expected. The results also show that with Francophone friends, classmates/co-workers, and service industry employees, participants report actual use of French only when they feel obligated to do so. While *opportunity to use French* being more than *actual use of French* does not by itself directly imply that participants are not seeking

genuine use of French in order to practice, the fact that their use of French seems to be only under a sense of obligation, does. In addition, with Francophone neighbors, government workers, medical workers and strangers, participants report that even while having a sense of obligation they will not necessarily use French. This also indicates that participants are not actively seeking genuine interaction with these interlocutors in order to improve their French. In this case, they are not even using French when they feel they have to and so again language learning does not appear to be a priority. By looking at the different patterns, it appears that Anglophone participants do not actively seek genuine interaction with Francophones in order to practice their French.

Stated in terms of interaction, Anglophone participants in this study do not seem to be actively seeking genuine interaction. They do not appear to be going out of their way to use their second language, which leads one to think that learning French from or practicing French with NS may not be a priority or desirable or the need to practice French may not surpass other needs that may be there but are not identified in this study.

The results of not taking advantage of opportunities to socially interact with native speakers of their target language are in keeping with the findings of studies of study-abroad programs which have yielded evidence that even students willing to spend time and money learning an L2 in an environment where extensive opportunities to use the L2 in its natural environment abound are not taking advantage of these opportunities (Freed, 1990; Freed, 1995; Freed, Segalowitz and Dewey, 2004; Yager, 1998). Thus, there seems to be discrepancy between what the participants believe is important and how they act out this belief. Or, the belief in the importance of seeking out interaction may be muted by other needs.

If the participants feel it important to interact in order to learn and they are not taking advantage of it, why so? The participants in this study were all asked to rate their ability in using French. Their responses to this question indicate that they perceive themselves able to use French. So ability in the L2 does not seem to be a factor here. Could it be related to shyness in using the L2, fear of failure or negative evaluations of their L2, or continued tensions between the Anglophone and Francophone communities as a result of the language laws of the 1970's? Each of these and many other factors are worth examining as possible explanations for reticence in using the L2 in conversations with native speakers of their target language. I hope to examine these in a further study. In this thesis I decided to investigate the contribution of a phenomenon called, language accommodation during interaction. Although this phenomenon does not immediately leap out as a possible explanation for the reticence described above, there is reason to believe that in the social context in which the participants in this study lived, it may play a role. In this thesis, therefore, I decided to examine this issue.

### *Accommodation*

Accommodation, as has been stated earlier, occurs when people change the way they speak in order to sound more or less like the person with whom they are speaking. In this study, convergent accommodation occurs when the interlocutor matches the language spoken by the participants and divergent accommodation occurs when the interlocutor changes the language spoken by the participants.

In Chapter 1, I discussed research that suggests that in Montreal, Anglophones and Francophones initiating conversations in their second languages may find themselves responded to in either French or English. In some cases they are responded to in the



language in which they initiate their conversation (as in Anglophones speaking French who are responded to in French) or in another language (they are responded to in English). In either case, there is accommodation to the language initiated in or to the perceived native language of the speakers. Though this is a common pattern, there is anecdotal evidence that for some Anglophones, those learning a second language for example, being responded to in English when they initiate in French may evoke different kinds of reactions. The possibility thus exists that sometimes, accommodation may not be encouraging of language learning.

In order to test this hypothesis, I first asked participants to indicate which of three possible responses from a Francophone interlocutor they experience when they initiate a conversation in French: being responded to in French, in simplified French, or in English. Based on anecdotal reports of Anglophones in Montreal, I expected that the participants would report being responded to in English more often than in French or in simplified French. In order to find out how participants interpreted being responded to in English, I asked the participants to rate the perceived motivations of Francophones to respond in English after the participant had initiated a conversation in French and how they felt about being responded to in English using a Matched Guise task.

The findings suggest that the participants' initiative to converse in French is not being responded to in English more often than in French or in simplified French. Anglophone non-learner participants reported that after initiating a conversation in French they are responded to in French more than they are in simplified French or in English. Anglophone learners reported being responded to in French more so than simplified French or English but only with Francophone neighbors, service industry

employees and strangers. With Francophone government workers, they reported being responded to in French just as often as in English but more so than simplified French. Among Francophone friends, classmates/co-workers, Anglophone learners reported being responded to in French, simplified French or English equally as often. Finally, with Francophone medical workers, learners report that they are more often responded to in English over simplified French but just as often as in French.

One significant observation about these results is that both learners and non-learners are not responded to in English more often than in French. This runs counter to the hypothesis that Anglophones would be responded to in English more often than in French after initiating a conversation in French. That is not to say that the participants do not expect to be responded to in English some of the time just, not as often as they are in French. Anecdotal accounts lead one to believe that English is a more common response. The reality seems to be that English is not as common a response as expected. Why this belief persists may simply be that being responded to in English simply leaves a bigger impression than being responded to in French or simplified French, therefore surfacing as anecdotal evidence of one's experience with using one's L2 in Montreal.

This is particularly noteworthy considering that the other significant finding from this study was that the non-learner and the learner responses differed. Non-learners experienced being responded to in French with all interlocutors. Learners, however, experienced different levels of accommodation depending on the interlocutor with whom they spoke. This could be indicative of the sensitivity learners have to accommodative behavior. This sensitivity would be apparent in the results of the questions posed to answer the second half of Research Question 2. And so in exploring the effect of being

responded to in English as well as the sensitivity of learners to accommodation, it was important to ask participants how they interpreted being responded to in English. If they perceived it negatively, then I could argue for the effects accommodation could have on pursuing genuine interaction in the L2. In order to see this, two avenues were explored. One asked the participants about the motivations of their Francophone interlocutors to respond in English and the other asked participants how they felt about being responded to in English after initiating a conversation in French.

Participants were asked to rate a variety of motivations that Francophones could have to respond in English after the participant initiated a conversation in French. Eight motivations were outlined in order to encompass a multitude of possibilities ranging from positive to negative and some in between. By ranking these motivations, one is able to see how the Anglophone participant perceives this form of accommodation. If they perceive it negatively, then it could contribute to a negatively perceived conversation and a reticence to engage in future interaction in the L2. Findings indicated that the top reasons given for Francophones to respond in English were that they wanted to help the Anglophone and that they felt their English was better than the Anglophone's French; thus for efficiency's sake they changed the language of conversation to English. It is interesting to note that one of the most likely reasons was based on a presumed judgment made by the Francophone interlocutor of the participant's French ability. The Francophone believes his English is better than the Anglophones French. Here, there is an element of evaluation which the Anglophone perceives. This sense of having their second language evaluated by the Francophone interlocutor may be a factor in how participants perceive being responded to in English. Studies in Foreign Language Anxiety have found

that learners who fear negative evaluations are more apprehensive of speaking (Liu & Jackson, 2008). That evaluation could increase the level of anxiety the Anglophone has in speaking French, which in turn could affect his or her desire to seek out interaction in the L2.

In the Matched Guise, participants listened to a variety of speakers, speaking in either English or French. Two of the speakers spoke twice, once in English and then later in French. The participants' responses to these guises were included in the analyses. The rest of the speakers, of which there were three, spoke only once in either French or English. Their voices considered to be distractors to lead the participants to believe that they had listened to seven different speakers. The participants' responses to the distractor voices were not included in the analyses.

The participants reported how they felt about being responded to in English by the speaker they heard. By comparing the responses the participants gave for the guises, when they spoke in either French or English, one could infer that the responses they gave were related to the language they heard the guise use. In other words, if there were any differences between the participants' responses on the Matched Guise after they heard the guises speak English and after they heard the guises speak French, these differences could be attributed to the language that the guises used and not to any particular feature of their voice. In order for this to work, the guises had to be convincing as native English speakers and as native French speakers. Participants were asked whether if they spoke to this person in French and he or she responded in English, they were likely to feel annoyed, pleased, or neutral.

The results from this analysis indicate that both Anglophone learners and non-learners were more likely to feel neutral rather than annoyed or pleased in this context with both the targeted voices, suggesting that, it did not make a difference to the participants that they were responded to in English. That is, Anglophone participants did not see being responded to in English by a Francophone negatively. Neither did they see it positively, they were neutral to this. This can mean that this kind of response is not unexpected and that is why the participants report feeling neutral. If this form of accommodation is not viewed negatively, then it would follow that it would not have a negative effect on the participant and so would not be a factor in whether or not language learners seek genuine interaction in their L2.

The findings from the question on motivation and the responses from the Matched Guise appear to be slightly contradictory. The question on motivation shows how participants could perceive being responded to in English negatively; however the responses from the Matched Guise indicate that participants feel neutral overall about being responded to in English. In the previous paragraph I inferred that neutral feelings could indicate that being responded to in English is not unexpected. If this is true then it might also mean that Francophone motivation to respond in English because their English is better than the participants French is also not uncommon. Anglophones may also believe that their French is not as good as most Francophone interlocutors' English. This belief, which is only confirmed by accommodative behavior, could be what is keeping Anglophones from interacting in French. Although this study does not have data to support this notion, it certainly brings attention to an interesting issue.

The above discussion on accommodation is all based on reported Anglophone responses to the questionnaire. The questionnaire, as stated in the methodology, was also given to Francophones to complete and although their responses were not the focus of this thesis, I think a look at their data here might give a more complete view of accommodation as experienced by Anglophones and done by Francophones.

Francophones were asked how they would respond to an Anglophone interlocutor were they to be approached by one speaking to them in French. It is important to highlight here that Francophone participants responded based on seven Anglophone interlocutors. In order to be able to compare Francophone participants' reported responses with Anglophone participants reported reception of responses, it is important that the interlocutors in the question are of equal standing. For example, what an Anglophone participant claims their experience to be with a Francophone medical worker could not be juxtaposed with what a Francophone participant claims to experience in speaking with an Anglophone medical worker. This is because a Francophone responding to an Anglophone medical worker is not the other side of a conversation between an Anglophone and a Francophone medical worker. Because of this, for the Francophone participants, I only examined their reactions towards their Anglophone friends, classmates/coworkers, neighbors, and strangers.

The results indicated that in interacting with Anglophone friends and strangers, the Francophone participants did not see a difference among the language or language variety they responded in. They reported responding equally in simplified French, English and French when speaking with Anglophone friends and strangers. Their responses contrast with those of the Anglophone non-learner participants who reported

that Francophone friends and strangers would more often than not respond in French when spoken to in French. However, they match what Anglophone learners reported about their Francophone friends. They do not what the Anglophone learners reported about Francophone strangers.

There is therefore a mismatch between what Anglophone participants believe Francophones would do and what Francophones believe they would do. This indicates that neither could provide a definitive answer of what actually happens. Still each group's different perspective is important since it may be suggestive of the possibility for misunderstanding. When it comes to accommodation, misunderstanding could result in dissociative feelings towards the other language group which is of particular importance to the people of Montreal and the continued harmony of the Anglophone and Francophone community. Further analysis into the Francophone data could yield more interesting results.

### Summary

To summarize: the hypothesis I formulated in Chapter 1 was both supported and disconfirmed by the results of this study. Anglophone participants do not seem to be actively seeking genuine interaction in their L2, at least as this issue has been operationalized in this thesis. When they do initiate a conversation in French with a Francophone, they are responded to more often than not in French. Although they appear to perceive being responded to in English as an evaluation of their French skills, they feel neutral about the experience. At least according to the data presented here, being responded to in English, in other words experiencing divergent accommodation, does not appear to be a factor in whether or not one pursues genuine interaction in his or her L2.

The implications of this might be that while accommodation does not contribute to a reticence to engage in genuine interaction, it could reinforce feelings that already exist which contribute to a reticence to engage in genuine interaction.



## Chapter 6 Limitations and Future Research

In this chapter I will present the most apparent limitations and avenues for future research related to this thesis. The limitations will focus on the questionnaire and the Matched Guise. In presenting these limitations I will discuss how they can be addressed in future studies. In addition, I will discuss data from the Francophone participants as another avenue for further research.

### *The Questionnaire*

The questionnaire was limited on a number of fronts. First of all, it was limited in what it could probe. Accommodation can be a subtle feature of conversation. Sometimes it is obvious, as when it manifests itself in switching language, but the motivations behind it, as was apparent in this study, are many and hard to interpret. It could be that this issue is too subtle for a questionnaire to investigate adequately. Finally, by looking at a pilot study conducted in preparation for this thesis, one may be able to show questionnaire limitations more directly and indicate how accommodation could be explored more in depth in future research.

In terms of its limitations, the questionnaire can only investigate so much about interaction, accommodation and its effects on language learning. At its essence, a questionnaire is only able to collect data on reported behavior and attitudes and not on actual behavior and attitudes. The investigator has to rely on the participant to be honest, but even then, participants may not always be aware of what they do and why they do it. Not only did this questionnaire collect reported behavior and attitudes, it also asked participants to speculate on the behavior and attitudes of others. These data are even less reliable in terms of its accuracy. Reported information, however, is still very valuable

because perceptions of a situation are often more important than the actual situation since it is one's perceptions that ultimately influence one's behavior and attitudes. So it is important to conduct studies like this, which focus on collected information using questionnaires and surveys; however they should be followed up with studies that investigate the same thing in live-action contexts.

With respect to the questionnaire content, accommodation may be too subtle a language feature to be adequately investigated using a questionnaire. The literature review shows many different features of accommodation, both in how it manifests itself and why it occurs. In this thesis, the participants were asked to rate three different responses they imagined they would receive if they initiated a conversation in French with a Francophone interlocutor. In fact, there are probably many more forms in which accommodation could manifest itself than were investigated in the questionnaire. The questionnaire only rated being responded to in French, simplified French and English, but accommodation could also be apparent in a response that was both in English and in French or French in a different register or accent, for example. A questionnaire that would encompass all possible forms of accommodation, however, would be too long and hard to follow and so of limited use. It might be that a different method of investigating accommodation would be better able to examine all forms accommodation can take.

A year ago, to meet one of the requirements in my course in Bilingualism, I conducted a pilot study replicating some aspects of other studies on accommodation conducted in Montreal after the language reforms of the 1970s (Bourhis, 1984; Bourhis et al., 2007). I approached people at a local French university and initiated a conversation in French about their university. I talked to them as if I were a perspective student and

asked them to tell me about their university. After a short conversation, I told them what I was really doing - collecting data for a study on accommodation for my bilingualism class- and interviewed them on a number of different features of our interaction, including what they thought of my attempt to use French, what they believed my motivations were, why they responded the way they did, and how they felt about the conversation as a whole. None of these questions are feasible in a questionnaire but work well in an interview setting. That the interview was conducted immediately after the interaction was also helpful in examining why accommodation manifested itself the way it did. This might be a valid way of conducting future research in this area and could add to what this study has already been able to explore.

#### *The Matched Guise*

The main issues with the Matched Guise centered on the speakers used as the guises. Whether the speakers used were perfect bilinguals is questionable. A look at this issue further would be helpful.

In order for the Matched Guise to work, I needed to have at least one speaker who was perfectly bilingual in French and English. A perfect bilingual was necessary because I needed the speaker to speak both in English and French and sound native-like in both languages. The guises I found claimed to be perfect bilinguals. Since other studies have failed to find perfect bilinguals (Segalowitz, 1976) it was always questionable whether or not my guises were so themselves.

In the Matched Guise, participants were asked to rate the level of accentedness, fluency and comprehensibility of the speakers they heard. The purpose of this was to see if the speakers did in fact convince participants that they were native speakers of the

language they were speaking. In analyzing these questions, one thing became apparent. While in accentedness and fluency there was no difference between the guise speaking English and a native speaker of English, the Anglophone speaker was rated as being more comprehensible than the guise. Although accent was rated the same as for native speakers in each language, there was something about the quality of the guise's voice that made the native speaker more comprehensible. This could indicate that the guises used were not in fact perfect bilinguals. If this were the case then it would affect the interpretation of the results obtained from the Matched Guise. The judgments made of the speakers could not be attributed solely to the languages used. Of course it could also be the case that speech characteristics specific to the guise made him and her less comprehensible, which has nothing to do with whether or not they were perceived as perfect bilinguals. This would allow for the Matched Guise to still be usable.

The implications of the limitations of the Matched Guise to this thesis are important. If the guises were not perceived as perfect bilinguals then attitudes towards being responded to in English are still undetermined and a more conclusive statement concerning the effects of accommodation on the pursuit of genuine interaction cannot be made. In future research this section needs to be re-evaluated and perhaps re-formulated in order to see how accommodation can affect SLA.

#### *Francophone Data*

In previous parts of this thesis, it has been made clear that what was reported on was only a small part of a larger study. In this larger study, data from Francophone participants were also collected. Francophone participants were asked all the same questions that the Anglophones were asked and so these data can be used for a number of

different studies in the future. For example, the data could be used in a study on Francophone learners and non-learners pursuing genuine interaction and the expectations they have in being responded to by Anglophone interlocutors after they have initiated a conversation in English. In other words, the same study that has been presented here but from a Francophone perspective. With both perspectives available, another study could be a comparative study of the Anglophone and Francophone experiences in pursuing interaction and each participant group's experience with being responded to in various ways after initiating a conversation in their L2. Finally, participants were not only asked to report how they believed they would be responded to but how they themselves would respond in the same situation. In this way I was not only able to collect an Anglophone perspective of a certain situation, initiating a conversation in French with Francophone interlocutors, but also a Francophone perspective of the same situation, responding to an Anglophone interlocutors attempt to initiate a conversation in French. Some of the data was briefly discussed in the previous chapter and further research into accommodation and its effect of SLA would benefit from a deeper look into the Francophone data which is available.

## Chapter 7 Conclusion

This thesis sought to investigate Anglophone learners' experience using French in real-world settings. Despite acknowledging its importance in improving their L2, findings indicate that Anglophone learners are not actively seeking genuine interaction with native speakers of their target language. The experience Anglophone participants had of being accommodated towards was investigated by asking them how they were responded to. It was found that learners and non-learners reported different responses. Non-learners overwhelmingly believed they would be responded to in French while learners' responses varied according to whom they were speaking with. Overall, learners seemed to be more sensitive to certain forms of response and reported more divergent accommodative experiences than non-learners. While this could explain Anglophone learners' reticence to use their L2 in real-world settings, a direct link could not be definitively made.

One implication of understanding the effects accommodation can have on language learners and their second language development is acknowledging the importance of understanding language use beyond the study of grammar and classroom interactions. In addition to learning about the technical aspects of language, students of applied linguistics are also taught the importance of meta-linguistic awareness. This awareness of language as a manipulatable object gives learners a better understanding of the languages they use, which in turn helps them be better communicators in their second language. I would argue that learners also need a meta-social linguistic awareness of language, that is to say, an awareness of how language is used in the real world so that they are better equipped to use their second language in this context.

Accommodation has been shown to be motivated by a number of social-

psychological factors and these factors can in turn affect language learners. They are affected not only by the language which their interlocutors choose when speaking to them, but also by the motivations behind this choice. If a learner is taught how to handle certain kinds of accommodation they may be better equipped to take advantage of interaction in the real world. From my own experience in pursuing this thesis, I have learned more about my own understanding of accommodation and its effect on me as a language learner, and I can see that I am much more comfortable using French than I was a year ago. In addition, friends of mine with whom I have discussed this study have commented since that they are more aware of their own experiences with accommodation and that they are more apt to analyze them. Whether or not it has helped them to be more accommodative themselves or more communicative is a question. Ultimately, I believe that teaching students about accommodation in the classroom might help them to be better able to handle its ramifications in the real world.

## References

- Ball, P., Giles, H., Byrne, J., & Berechree, P. (1984). Situational constraints on the evaluative significance of speech accommodation: some Australian data. *International Journal of the Sociology of Language*, 46, 115-129.
- Beebe, L. (1981). Social and situational factors affecting the communicative strategy of dialect code-switching. *International Journal of the Sociology of Language*, 32, 139-149.
- Beebe, L. & Giles, H. (1984). Speech-accommodation theories: a discussion in terms of second language acquisition. *International Journal of the Sociology of Language*, 46, 5-32.
- Beebe, L. & Zuengler, J. (1983). Accommodation theory: An explanation for style shifting in second language dialects. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 195-213). Rowley, MA: Newbury House.
- Bourhis, R. (1983). Language attitudes and self-reports of French-English language usage in Quebec. *Journal of Multilingual and Multicultural Development*, 4 (2&3), 163-179.
- Bourhis, R. (1984). Cross-cultural communication in Montreal: Two field studies since Bill 101. *International Journal of the Sociology of Language*, 46, 33-47.
- Bourhis, R. (1994). Ethnic and Language Attitudes in Quebec. In Berry, J. W., & Laponce J.A. (eds.), *Ethnicity and Culture in Canada* (pp. 322 – 360). Toronto: University of Toronto Press Inc.



- Bourhis, R., Giles, H., Tajfel, H. (1973). Language as a Determinant of Welsh Identity. *European Journal of Social Psychology*, 3(4), 447-460.
- Bourhis, R. & Giles, H. (1977). The language of intergroup distinctiveness. In H. Giles (ed.), *Language, Ethnicity and Intergroup Relations* (pp. 119-135). London: Academic Press.
- Bourhis, R., Giles, H., Leyens, J., & Tajfel, H. (1979). Psycholinguistic distinctiveness: Language divergence in Belgium. In H. Giles & R. St Clair (eds.), *Language and Social Psychology* (pp.158-185). Oxford: Basil Blackwell.
- Bourhis, R., Montaruli, E., Amiot, C. (2007). Language planning and French-English bilingual communication: Montreal field studies from 1977 to 1997. *International Journal of Sociology of Language*, 185(1), 187-224.
- Buller, D., & Aune, R. (1992). The effects of speech rate similarity on compliance: Application of communication accommodation theory. *Western Journal of Communication*, 56, 37-53.
- Byrne, D. (1969). Attitudes and attraction. *Advances in Experimental Social Psychology*, 4, 35- 89.
- Chun, A., Day, R., Chenoweth, A., & Luppescu, S. (1982). Types of errors corrected in native- nonnative conversations. *TESOL Quarterly*, 16, 537- 547.
- Clement, R., Baker, S., & MacIntyre, P. (2003). Willingness to communicate in second language: The effects of context, norms, and vitality. *Journal of Language and Social Psychology*, 22(2), 190-209.
- Cohen, E. (1987). The acquisition of Thai by expatriates. *International Journal of the Sociology of Language*, 63,5-19.

- Coupland, N. & Giles, H. (1988). Introduction: The communicative contexts of accommodation. *Language and Communication*, 8(3/4), 175-182.
- Coupland, N., Coupland, J., Giles, H., & Henwood, K. (1988). Accommodating the elderly: Invoking and extending a theory. *Language in Society*, 17, 1-41.
- de la Fuente, M.J. (2002). Negotiation and oral acquisition of L2 vocabulary. *Studies in Second Language Acquisition*, 24, 81-112.
- Dornyei, Z. & Clement, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Z. Dornyei & R. Schmidt (eds.). *Motivation and Second Language Acquisition*. (pp. 399-432). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.
- Ellis, R., Tanaka, Y., & Yamazaki, A. (1994). Classroom interaction, comprehension and the acquisition of L2 word meanings. *Language Learning*, 44(3), 449-491.
- Ferguson, C. (1981). 'Foreigner Talk' as the name of a simplified register. *International Journal of the Sociology of Language*, 28, 9-18.
- Freed, B. (1990). Language learning in a study abroad context: The effects of interactive and noninteractive out-of-class contact on grammatical achievement and oral proficiency. In J.E. Alatis (ed.). *Georgetown University Round Table on Language and Linguistics: Linguistics, language teaching and language acquisition – the interdependence of theory, practice, and research* (pp. 459-477). Washington, DC: Georgetown University Press.
- Freed, B. (Ed.). (1995). *Second language acquisition in a study abroad context*. Amsterdam: Benjamins.

- Freed, B., Segalowitz, N., & Dewey, D. (2004). Context of learning and second language fluency in French. *Studies in Second Language Acquisition*, 26, 275-301.
- Gallois, C., Franklyn-Stokes, A., Giles, H., & Coupland, N. (1988). Communication accommodation in intercultural encounters. In Young Kim, William Gudykunst (eds.), *Theories in Intercultural Communication* (pp.157-185). London: Sage Publications.
- Gatbonton E. Trofimovich, P, & Segalowitz, N. (2008) "The Famous Author" a modified version of a story. Author and source unknown.
- Gardner, R. & Lambert, W. (1972). *Attitude and motivation in second language learning*. Rowley, MA: Newbury House.
- Gass, M. (1997). *Input, Interaction, and the Second Language Learner*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Gass, S. & Varonis, E. (1994). Input, interaction and second language production. *Studies in Second Language Acquisition*, 16, 283-302.
- Giles, H. (1973). Accent mobility: A model and some data. *Anthropological Linguistics*, 15(2), 87-105.
- Giles, H., Coupland, N., & Coupland, J. (1991). Accommodation theory: Communication, context, and consequence. In H. Giles, N. Coupland, & J. Coupland (Eds.), *Contexts of Accommodation* (pp. 1-68) Cambridge, UK: Cambridge University Press.
- Giles, H., Mulac, A., Bradac, J., & Johnson, P. (1987). Speech accommodation theory: The first decade and beyond. In M. L. McLaughlin (Ed.), *Communication Yearbook 10* (pp. 13-48). Beverly Hills, CA: Sage.

- Giles, H. & Powesland, P.F. (1975). *Speech Style and Social Evaluation*. London: Academic Press.
- Giles, H. & Street, P. (1979). Accommodation theory: Optimal levels of convergence. In H. Giles & R. StClair (eds.). *Language and Social Psychology* (pp.45-65). Bristol: Basil Blackwell.
- Giles, H., Taylor, D. M., & Bourhis, R. (1973). Towards a theory of interpersonal accommodation through language: Some Canadian data. *Language in Society*, 1973, 2, 2, Oct, 2(2), 177-192.
- Homans, G. (1961). *Social Behaviour*. New York: Harcourt, Brace and World.
- Jeon, S. (2007). Interaction-driven L2 learning: Characterizing linguistic development. In A. Mackey (ed.). *Conversational Interaction in Second Language Acquisition: A collection of Empirical Studies*. (pp.379-403) Oxford: Oxford University Press.
- Jones, E., Gallois, C., Barker, M., & Callan, V. (1994) Evaluations of interactions between students and academic staff. *Journal of Language and Social Psychology*, 13 (2), 158-191.
- Kachru, Braj B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In Randolph Quirk & Henry G Widdowson (eds.) *English in the World: Teaching and Learning the Language and Literatures*. Cambridge, U.K.: Cambridge University Press. 11-30.
- Krashen, S.D. (1980). The input hypothesis. In J.E.Alatis (ed.), *Current Issues in Bilingual Education*. (pp. 168-180). Washington, D.C.: Georgetown University Press.

- Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*.. Oxford: Pergamon Press.
- Labov, William. (1966). *The Social Stratification of English in New York City*, Center for Applied Linguistics, Washington.
- Lambert, W., Hodgson, R., Gardner, R., Fillenbaum, S. (1960) Evaluational Reactions to Spoken Language. *Journal of Abnormal and Social Psychology*. 60(1), 44-51.
- Long, M. (1981). Input, interaction and second-language acquisition. In H. Winitz (Ed.), *Annals of the New York Academy of Sciences: Vol 379. Native language and foreign language acquisition* (pp. 259-278). New York: New York Academy of Sciences.
- Long, M. (1983). Native speaker / non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistic*, 4(2), 126-141.
- Long, M. (1985). Input and second language acquisition theory. In S.M. Gass & C.G. Madden (eds.), *Input in Second Language Acquisition* (pp. 377-393). Rowley, MA: Newbury House.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W.C. Ritchie & T.K. Bhatia (eds.), *Handbook of Research on Second language Acquisition*. (pp.413-468). New York: Academic.
- Loschky, L. (1994). Comprehensible input and second language acquisition. *Studies in Second Language Acquisition*, 16, 303-323.
- Lowen, S. (2002). *The occurrence and effectiveness of incidental focus on form in meaning focused ESL lessons*. Unpublished doctoral dissertation, University of Auckland, New Zealand.

- Lyster, R., & Ranta, L. (1997). Correction feedback and learner uptake: Negotiation of form incommunicative classrooms. *Studies in Second Language Acquisition*, 20, 37-66.
- Miller, R.A. (1982). *The Japanese Language: The Myth and Beyond*. Tokyo: John Weatherhill inc.
- MacIntyre, P., Clement, R., Dornyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82, 545-562.
- Mackey, A. (1999). Input, interaction, and second language development. *Studies in Second Language Acquisition*, 21, 557-587.
- Mackey, A. (2002). Beyond production: Learners' perceptions about interactional processes. *International Journal of Educational Research* (Special issue on the role of interaction in instructed language learning). 37, 379-394.
- Mackey, A. (Ed.). (2007). *Conversational interaction in second language acquisition*. Oxford, U.K.: Oxford University Press.
- Mackey, A., Gass, S., & McDonough, K. (2000). How do learners perceive interactional feedback? *Studies in Second Language Acquisition*, 22, 471-497.
- McCann, R., Ota, H., Giles, H., & Caraker, R. (2003). Accommodation and nonaccommodation across the lifespan: Perspectives from Thailand, Japan, and the United States of America. *Communication Reports*, 16(2), 69-91.
- Niedzielski, N. & Giles, H. (1996). Linguistic accommodation. In H. Goebel and P. Nelde, H. and S. Zdenek, W. Wolck (eds.). *Contact Linguistics: An international*

- Handbook of Contemporary Research*. (pp. 332-342). Berlin and New York: Walter de Gruyter.
- Nobuyoshi, J. & Ellis, R. (1993). Focused communication tasks and second language acquisition. *ELT Journal*, 47(3), 203-210.
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29, 9-30.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44, 493-527.
- Pica, T., Doughty, C., Young, R., (1986). Making input comprehensible: Do interactional modifications help?. *ITL Review of Applied Linguistics*, 72, 1 – 25.
- Pica, T., Holliday, L., Lewis, N., & Morgenthaler, L. (1989). Comprehensible output as an outcome of linguistic demands on the learner. *Studies in Second Language Acquisition*, 11, 63-90.
- Pica, T., Young, C., Doughty, C. (1987). The impact of interaction on comprehension. *TESOL Quarterly*, 21(4), 737-758.
- Platt, J. & Weber, H. (1984). Speech convergence miscarried: An investigation into inappropriate accommodation strategies. *International Journal of the Sociology of Language*, 46, 131-146.
- Ross, S., Shortreed, I. (1990). Japanese Foreigner Talk: Convergence or Divergence? *Journal of Asian Pacific Communication*. 1(1), 135-145.
- Sato, C. (1986). Conversation and interlanguage development: rethinking the connection. In R. Day (ed.). *Talking to Learn: Conversation in Second Language Acquisition*. (pp. 5-22). Rowley, Mass.: Newbury House.

- Sachs, J., Bard, B., & Johnson, M. (1981). Language learning with restricted input: Case studies of Two hearing children of deaf parents. *Applied Psycholinguistics*, 2, 33-54.
- Sachdev, I. & Giles, H. (2004). Bilingual accommodation. In T. Bhatra and W. Ritchie (Eds.), *The Handbook of Bilingualism* (pp. 353-378). Malden, MA: Blackwell Publishing.
- Schmidt, R., & Frota, S. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 237-326). Rowley, MA: Newbury House.
- Schumann, John. (1978). *The Pidginization Process: A model for second language acquisition*. Rowley: Newbury House.
- Segalowitz, N. (1976). Communicative incompetence and the non-fluent bilingual. *Canadian Journal of Behavioural Science*, 8(2), 122-131.
- Sheen, Y. (2007). The effects of corrective feedback, language aptitude, and learner attitudes on the acquisition of English articles. In A. Mackey (ed.). *Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*. (pp. 301- 322). Oxford: Oxford University Press.
- Simard, L., Taylor, D., & Giles, H. (1976). Attribution processes and interpersonal accommodation in a bilingual setting. *Language and Speech*, 19(4), 372-387.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Mackey and C. Madden



- eds.). *Input in Second Language Acquisition*. (pp.235-253). Rowley, Mass.: Newbury House.
- Swain, M. (2005). The output hypothesis: Theory and research. In Eli Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471-483). Mahwah, NJ: Lawrence Erlbaum Associates.
- Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics* 16(3), 372-391.
- Swain, M. & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82, 320-337.
- Swain, M. & Lapkin, S. (2002). Talking it through: Two French immersion learners' response to reformulation. *International Journal of Educational Research* (Special Issue on the role of interaction in instructed language learning). 37,285-304.
- Tajfel, H. (ed). (1978). *Differentiation between Social Groups: Studies in the Social Psychology of Intergroup Relations*. London: Academic Press.
- Thakerar, J., Giles, H., & Cheshire, J. (1982). Psychological and linguistic parameters of speech accommodation theory. In C. Fraser and K. R. Scherer (eds.), *Advances in the Social Psychology of Language*, pp. 205-255. Cambridge, UK: Cambridge University Press.
- Van den Branden, K. (1997). Effects of negotiation on language learners' output. *Language Learning*, 47. 589-636.

- White, L. (1987). Against comprehensible input: The input hypothesis and the development of second-language competence. *Applied Linguistics*, 8(2), 95-110.
- Willemys, M., Gallois, C., Callan, V., Pittam, J. (1997). Accent Accommodation in the Job Interview: Impact of interviewer accent and gender. *Journal of Language and Social Psychology*, 16(1), 3-22.
- Woolard, K. (1989) *Double Talk: Bilingualism and the Politics of Ethnicity in Catalonia*. Stanford, CA: Stanford University Press.
- Yager, K. (1998). Learning Spanish in Mexico: The effect of informal contact and student attitudes on language gain. *Hispania*, 81, 898-914.
- Zuengler, J. (1989). Performance variation in NS-NNS interactions: Ethnolinguistic difference, or discourse domain? In S. Gass, C. Madden, D. Preston, & L. Selinker (Eds.), *Variation in Second Language Acquisition* (pp. 228 – 244) Clevedon, England: Multilingual Matters Ltd.
- Zuengler, J. (1991). Accommodation in native-nonnative interactions: Going beyond the “what” to the “why” in second-language research. In H. Giles, N. Coupland, & J. Coupland (Eds.), *Contexts of Accommodation* (pp. 1-68) Cambridge, UK: Cambridge University Press.

**APPENDIX A**  
**CONSENT TO PARTICIPATE IN RESEARCH INTO LINGUISTIC**  
**ACCOMMODATION OF INHABITANTS OF MONTREAL**

This is to state that I agree to participate in a study being conducted by Aiko Pletch under the direction of Dr. Elizabeth Gatbonton of the Department of Education, Concordia University.  
Telephone #: 514-937-3710      Email: aiko.pletch@gmail.com

**A. PURPOSE**

I have been informed that the purpose of the research is as follows: To investigate language use of people living in Montreal. More specifically, to study the reported code switching phenomenon that occurs in this bilingual city, where people switch from French to English or visa versa when speaking with people in this city.

**B. PROCEDURES**

I have been informed that the research will be conducted mostly at Concordia University with some of the data collection taking place outside of the university mutually agreed upon by the researcher and the participants. I understand that in this study I will fill out a questionnaire and perform a short listening task. I will be assigned a number so that I remain anonymous and my identity will only be known to the researcher. In addition, I will be given a copy of this consent form.

**C. RISKS AND BENEFITS**

I understand that this research poses no physical or psychological risk to me. All I have to do is fill out a questionnaire and do a short listening task.

**D. CONDITIONS OF PARTICIPATION**

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.
- I understand that my participation in this study is:  
CONFIDENTIAL (i.e., the researcher will know, but will not disclose my identity)
- I understand that the data from this study may or may not be published.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT.  
I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

NAME (please print) \_\_\_\_\_

SIGNATURE \_\_\_\_\_

SIGNATURE OF RESEARCHER \_\_\_\_\_

DATE \_\_\_\_\_ 2009.

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 x7481 or by email at [areid@alcor.concordia.ca](mailto:areid@alcor.concordia.ca).

## Formulaire de consentement de participation à une recherche sur les accommodements linguistiques des Montréalaises et Montréalais

Par la présente, je consens à participer à un programme de recherche mené par Mme Aiko Pletch sous la direction de la professeure Elizabeth Gatabonton du Département des sciences de l'éducation de l'Université Concordia. Téléphone : 514-937-3710 Courriel : aiko.pletch@gmail.com

### A. BUT DE LA RECHERCHE

J'ai été informé(e) du but de la recherche qui consiste d'examiner l'usage linguistique des Montréalaises et des Montréalais. Plus spécifiquement, le phénomène d'alternance de code linguistique sera étudié dans cette ville bilingue où les gens alternent entre les deux langues lorsqu'ils se parlent.

### B. PROCÉDURES

J'ai été informé(e) que cette étude de recherche sera effectuée en majorité à l'université Concordia mais qu'une partie des collectes de données aura lieu à l'extérieur de l'université, en des lieux de rencontre qui conviennent à la chercheuse et aux participant(e)s. J'entends que je serai appelé(e) à remplir un questionnaire et à compléter un exercice de compréhension auditive. Un code numérique me sera attribué pour des raisons de confidentialité et mon identité ne sera dévoilée qu'à la chercheuse. De plus, une copie de ce formulaire de consentement me sera fournie.

### C. RISQUES ET AVANTAGES

Je comprends que ce projet de recherche ne pose pas de risque physique ni psychologique. Je dois tout simplement remplir un questionnaire et compléter un court exercice d'écoute.

### D. CONDITIONS DE PARTICIPATION

- Je comprends que je puis retirer mon consentement et interrompre ma participation à tout moment, sans conséquences négatives.
- Je comprends que ma participation à cette étude est CONFIDENTIELLE (c.-à-d. la chercheuse connaîtra mon identité mais ne la révélera pas)
- Je comprends que les données de cette étude pourraient être publiées.

J'AI LU ATTENTIVEMENT CE QUI PRÉCÈDE ET JE COMPRENDS LA NATURE DE L'ENTENTE. JE CONSENS LIBREMENT ET VOLONTAIREMENT À PARTICIPER À CETTE ÉTUDE.

NOM (caractères d'imprimerie) \_\_\_\_\_

SIGNATURE \_\_\_\_\_

SIGNATURE DE LA CHERCHEUSE  
\_\_\_\_\_

DATE: \_\_\_\_\_ 2009.

Pour toute question relative à vos droits en tant que participant(e) à cette étude, veuillez vous adresser à Adela Reid, Agente d'éthique en recherche/conformité, Université Concordia, au 514-848-2424 poste 7481 ou par courriel à [adela.reid@concordia.ca](mailto:adela.reid@concordia.ca)

## APPENDIX B

### Anglophone Non-learner Questionnaire

Hello. Your suggestions, thoughts, and any other responses you give to our questionnaire are of paramount importance to us so we thank you very much for participating in our study. Please read the instructions carefully and please do not leave any question unanswered. There are no right or wrong answers, so write down the first thought that comes to your mind for each item. Please note that your participation in our project is voluntary and you are free to discontinue any time if, for any reason, you feel you do not wish to go on. After you have completed the questionnaire we will be able to answer any questions you may have about what we are doing. Thank you again.

Participant # \_\_\_\_\_

1. Sex: M  F
2. Date of Birth: \_\_\_\_\_
3. Occupation: \_\_\_\_\_
4. Are you a student? \_\_\_YES \_\_\_NO  
If YES: Where are you studying? \_\_\_\_\_  
What field? \_\_\_\_\_  
In what year are you in your studies? \_\_\_\_\_.
5. What level of education have you completed so far? \_\_\_ High school \_\_\_CEGEP  
\_\_\_BA \_\_\_MA \_\_\_Phd.  
Other (specify): \_\_\_\_\_
6. Is English your native language? \_\_\_YES \_\_\_NO
7. Do you speak any other languages? \_\_\_YES \_\_\_NO Which ones:  
\_\_\_\_\_
8. Which language group do you claim to be a member of?  
 Francophone  Anglophone  both Anglophone and Francophone   
Allophone group, which one? \_\_\_\_\_
9. Where were you born? \_\_\_\_\_
10. How long have you been living in Montreal? \_\_\_\_\_
11. Are you currently taking French Formally? \_\_\_YES \_\_\_NO

Have you ever taken French formally? \_\_\_\_\_YES \_\_\_\_\_NO

IF YES: How long did you take French formally?

- a) 0-6 months
- b) 6 months – 2 year
- c) 2-4 years
- d) more than 5 years

Where did you study French? \_\_\_\_\_

What was the level of the French course that you last took?

\_\_\_\_\_ Beginners \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced:

12. Using a scale of 1 to 7, rate your French ability in each of these areas:

1 = Beginner 7 = Native like

Reading	1	2	3	4	5	6	7
Speaking	1	2	3	4	5	6	7
Writing	1	2	3	4	5	6	7
Listening	1	2	3	4	5	6	7

13. Answer the following questions:

a. In terms of accent how would you describe your pronunciation in French?	Heavily-accented	1	2	3	4	5	6	7	No accent at all
b. How easily would French speaking people understand your French?	With difficulty	1	2	3	4	5	6	7	With no difficulty
c. How would you describe your overall fluency in French?	Very poor	1	2	3	4	5	6	7	Extremely good
d. How would you describe your French vocabulary knowledge?	Minimal	1	2	3	4	5	6	7	Extensive

14. Answer the following questions:

a. If you see a non-native speaker of English struggling to speak English with you, how willingly would you get into a conversation with them?	Not willingly at all	1	2	3	4	5	6	7	Very Willingly
b. If native speakers of French see that you are struggling with your French, how willingly would they get into conversation with you?	Not willingly At all	1	2	3	4	5	6	7	Very Willingly

c. If native speakers of French know that you are trying to learn their language, how likely are they to speak with you?	Not likely At all	1	2	3	4	5	6	7	Very likely
d. If you know that a non-native speaker of English is trying to learn English, how likely are you to speak with them?	Not likely At all	1	2	3	4	5	6	7	Very likely

15. Using a scale of 1 to 7: How much OPPORTUNITY do you have in your daily life to converse in French with the following people?

	1 = No opportunity at all	2	3	4	5	6	7 = A great deal of opportunity
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

16. How often in your day-to-day life do you ACTUALLY converse in French with the following people?

	1 = Never	2	3	4	5	6	7 = Always
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

17. How often do you feel OBLIGED to converse in French with the following people in your day to day life?

	1 = Never			7 = Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

18. How often do you do the following things in order to use your French outside of the classroom?

	1 = Never			7 = Always			
Read French billboards /advertisements	1	2	3	4	5	6	7
Read French newspapers / Magazines	1	2	3	4	5	6	7
Read French Books / Plays	1	2	3	4	5	6	7
Watch the news or other programs on French TV	1	2	3	4	5	6	7
Watch French movies	1	2	3	4	5	6	7
Watch French plays	1	2	3	4	5	6	7
Listen to the radio in French	1	2	3	4	5	6	7
Listen to French peoples' conversations	1	2	3	4	5	6	7
Speak to all kinds of Francophone people (friends, family, neighbours, service industry employees, government workers, strangers in public places)	1	2	3	4	5	6	7

19. Using a scale of 1 to 7, answer the following question.

	1 = not at all			7 = very much			
How much do you like using the French language?	1	2	3	4	5	6	7

20. How much do you enjoy improving each of the following in French?

	1 = not at all			7 = very much			
Ability to speak French	1	2	3	4	5	6	7
Ability to understand French	1	2	3	4	5	6	7
Ability to read French	1	2	3	4	5	6	7
Ability to write in French	1	2	3	4	5	6	7



21. How important do you think it is for Anglophones to be able to do the following in French?

1 = not at all 7 = very much

Read in French	1	2	3	4	5	6	7
Write in French	1	2	3	4	5	6	7
Listen in French	1	2	3	4	5	6	7
Speak in French	1	2	3	4	5	6	7

22. How important do you think it is for Francophones to be able to do the following in English?

1 = not at all 7 = very much

Read in English	1	2	3	4	5	6	7
Write in English	1	2	3	4	5	6	7
Listen in English	1	2	3	4	5	6	7
Speak in English	1	2	3	4	5	6	7

1 = not at all important 7 = very important

23. To learn French well, how important is it for you to have native speakers of French to speak with outside the classroom?

1 2 3 4 5 6 7

	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

24. How comfortable are you using French with the following people?

1 = not at all comfortable 7 = very comfortable

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

25. How comfortable are you being addressed in English by the following people?

1 = Not comfortable at all 7 = Very comfortable

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

26. If you were to take French classes, how greatly motivated would you be to learn French for each of the following reasons?

	1 = not motivated at all			7 = Very greatly motivated			
To get a job or promotion	1	2	3	4	5	6	7
To make new Francophone friends	1	2	3	4	5	6	7
To do everyday things (e.g., shopping, ordering food in a restaurant)	1	2	3	4	5	6	7
To be more Francophone	1	2	3	4	5	6	7
To enjoy Francophone culture more (e.g., arts, books, plays, music, etc)	1	2	3	4	5	6	7
To travel to French speaking countries	1	2	3	4	5	6	7
For school (to get good grades)	1	2	3	4	5	6	7

27. How often do you find yourself speaking French to the following people because you want to practice your French?

	1 = not at all			7 = Very much			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

28. How often do you find yourself speaking French to the following people because you believe they do not speak English well enough to understand you?

	1 = Never			7 = Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

29. How often do you use French with the following people just because you think it is the appropriate thing to do?

	1- Never			7-Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

30. How often do you speak French to the following people thinking it does not matter what language you use because everyone is bilingual anyway?

1 = not at all                      7 = all the time

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

31. When you speak French to each of the following people, how often do they respond to you in the languages indicated below?

1= Never      7= Always

	They respond to me in regular French	They respond in simplified French (i.e., slower speech, more simplified words)	They respond to me in English
Francophone friends	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone classmates and/or coworkers	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone people in your neighbourhood	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone government workers (e.g., postal workers, policemen, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone medical personnel (e.g., doctors, nurses, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone strangers in public places	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

32. When the following people speak to you in English, how often do YOU respond to them in the languages indicated in each column?

	1= Never							7= Always													
	I respond to them in English							I respond in simplified English (i.e., slower speech, more simplified words)							I respond to them in their native language (French)						
Francophone friends	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

33. When you speak French with each of the following people how often are you motivated by the fact that you want them to like you? Circle any number between 1 and 7 or select X.

	1- Never							7= Always							X=not even a consideration							
Francophone friends	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone people in your neighbourhood	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X
Francophone strangers in public places	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	X

34. How often is your desire to speak French with the following people motivated by the fact that you think you can get more from these people if you do (e.g., help, favours, better service, etc)?

	1-Never			7 – Always				X – not even a consideration	
Francophone friends	1	2	3	4	5	6	7	X	
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	X	
Francophone people in your neighbourhood	1	2	3	4	5	6	7	X	
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	X	
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	X	
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	X	
Francophone strangers in public places	1	2	3	4	5	6	7	X	

35. When a Francophone speaks to you in English and you respond to them in French, how often do you do so because of each the following reasons?

	1-Never			7 – Always				X – not even a consideration	
You want to practice your French.	1	2	3	4	5	6	7	X	
You know they speak French and you want to help them.	1	2	3	4	5	6	7	X	
You know that you speak French better than they do English and for efficiency you are changing the language to French.	1	2	3	4	5	6	7	X	
Their English isn't good enough to continue the conversation in English.	1	2	3	4	5	6	7	X	
You think they want to practice English but you are not interested in helping them.	1	2	3	4	5	6	7	X	
You feel more comfortable talking to in French to someone who has difficulty speaking English.	1	2	3	4	5	6	7	X	
You don't like them.	1	2	3	4	5	6	7	X	
You want them to like you.	1	2	3	4	5	6	7	X	
Other: _____	1	2	3	4	5	6	7	X	

36. When you speak French to Francophones and they respond to you in English how often do you think that they are doing so for each of the following reasons

	1-Never	2	3	4	5	6	7	X – not even a consideration
They want to practice their English.	1	2	3	4	5	6	7	X
They know you speak English and want to help you.	1	2	3	4	5	6	7	X
They think they speak better English than you do French and for efficiency they are changing the language to English.	1	2	3	4	5	6	7	X
Your French isn't good enough to continue the conversation in French.	1	2	3	4	5	6	7	X
They know you want to practice French but they are not interested in helping you.	1	2	3	4	5	6	7	X
They feel uncomfortable talking to someone who has difficulty speaking French.	1	2	3	4	5	6	7	X
They don't like you.	1	2	3	4	5	6	7	X
They want you to like them.	1	2	3	4	5	6	7	X
Other: _____	1	2	3	4	5	6	7	X

37. When you talk to someone in French and he or she replies to you in English, can you tell what their motivation for doing so is?

\_\_\_ YES      \_\_\_ NO      \_\_\_ SOMETIMES

38. When a French speaker initiates a conversation with you in English can you tell what their motivation to do so is?

\_\_\_ YES      \_\_\_ NO      \_\_\_ SOMETIMES

39. When one of the following people speaks to you in English, how likely is it that their motivation to do so is also one of the following:

1 = Not likely at all      7= Very

likely

	Practice English	They want something from you (e.g. Help, favours, better service)	They want you to like them
Francophone friends	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone classmates and/or coworkers	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone people in your neighbourhood	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone government workers (e.g., postal workers, policemen, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone medical personnel (e.g., doctors, nurses, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone strangers in public places	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



### Anglophone Learner Questionnaire

Hello. Your suggestions, thoughts, and any other responses you give to our questionnaire are of paramount importance to us so we thank you very much for participating in our study. Please read the instructions carefully and please do not leave any question unanswered. There are no right or wrong answers, so write down the first thought that comes to your mind for each item. Please note that your participation in our project is voluntary and you are free to discontinue any time if, for any reason, you feel you do not wish to go on. After you have completed the questionnaire we will be able to answer any questions you may have about what we are doing. Thank you again.

Participant # \_\_\_\_\_

1. Sex: M  F
2. Date of Birth: \_\_\_\_\_
3. Occupation: \_\_\_\_\_
4. Are you a student? \_\_\_YES \_\_\_NO  
If YES: Where are you studying? \_\_\_\_\_  
What field? \_\_\_\_\_  
In what year are you in your studies? \_\_\_\_\_.
5. What level of education have you completed so far? \_\_\_ High School \_\_\_ CEGEP  
\_\_\_ BA \_\_\_ MA \_\_\_ PhD. Other (specify): \_\_\_\_\_
6. Is English your native language? \_\_\_YES \_\_\_NO
7. Do you speak any other languages? \_\_\_YES \_\_\_NO Which ones: \_\_\_\_\_
8. Which language group do you claim to be a member of?  
 Francophone  Anglophone  both Anglophone and Francophone   
Allophone group, which one? \_\_\_\_\_
9. Where were you born? \_\_\_\_\_
10. How long have you been living in Montreal? \_\_\_\_\_
11. Are you currently taking French formally? \_\_\_YES \_\_\_NO

IF YES: How long have you been taking French formally?

- a) 0-6 months
- b) 6 months – 2 year
- c) 2-4 years
- d) more than 5 years

Where do you study French? \_\_\_\_\_

What is the level of the French course that you are currently taking? \_\_\_\_\_ Beginners \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced

12. Using a scale of 1 to 7, rate your French ability in each of these areas:

	1 = Beginner 7 = Native like						
Reading	1	2	3	4	5	6	7
Speaking	1	2	3	4	5	6	7
Writing	1	2	3	4	5	6	7
Listening	1	2	3	4	5	6	7

13. Answer the following questions:

a. In terms of accent how would you describe your pronunciation in French?	Heavily-accented	1	2	3	4	5	6	7	No accent at all
b. How easily would French speaking people understand your French?	With difficulty	1	2	3	4	5	6	7	With no difficulty
c. How would you describe your overall fluency in French?	Very poor	1	2	3	4	5	6	7	Extremely good
d. How would you describe your French vocabulary knowledge?	Minimal	1	2	3	4	5	6	7	Extensive

14. Answer the following questions:

a. If you see a non-native speaker of English struggling to speak English with you, how willingly would you get into a conversation with them?	Not willingly at all	1	2	3	4	5	6	7	Very Willingly
b. If native speakers of French see that you are struggling with your French, how willingly would they get into conversation with you?	Not willingly At all	1	2	3	4	5	6	7	Very Willingly
c. If native speakers of French know that you are trying to learn their language, how likely are they to speak with you?	Not likely At all	1	2	3	4	5	6	7	Very likely
d. If you know that a non-native speaker of English is trying to learn English, how likely are you to speak with them?	Not likely At all	1	2	3	4	5	6	7	Very likely

15. Using a scale of 1 to 7: How much OPPORTUNITY do you have in your daily life to converse in French with the following people?

	1 = No opportunity at all			7 = A great deal of opportunity			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

16. How often in your day-to-day life do you ACTUALLY converse in French with the following people?

	1 = Never			7 = Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

17. How often do you feel OBLIGED to converse in French with the following people in your day to day life?

	1 = Never			7 = Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks,	1	2	3	4	5	6	7

waiters, etc)	
Francophone government workers (e.g., postal workers, policemen, etc)	1 2 3 4 5 6 7
Francophone medical personnel (e.g., doctors, nurses, etc)	1 2 3 4 5 6 7
Francophone strangers in public places	1 2 3 4 5 6 7

18. How often do you do the following things in order to practice your French outside of the classroom?

1 = Never 7 = Always

Read French billboards /advertisements	1 2 3 4 5 6 7
Read French newspapers / Magazines	1 2 3 4 5 6 7
Read French Books / Plays	1 2 3 4 5 6 7
Watch the news or other programs on French TV	1 2 3 4 5 6 7
Watch French movies	1 2 3 4 5 6 7
Watch French plays	1 2 3 4 5 6 7
Listen to the radio in French	1 2 3 4 5 6 7
Listen to French peoples' conversations	1 2 3 4 5 6 7
Speak to all kinds of Francophone people (friends, family, neighbours, service industry employees, government workers, strangers in public places)	1 2 3 4 5 6 7

1 = not at all 7 = very much

19. How much do you like using the French language?	1 2 3 4 5 6 7
---	---------------

20. How much do you enjoy improving each of the following in French?

1 = not at all 7 = very much

Ability to speak French	1 2 3 4 5 6 7
Ability to understand French	1 2 3 4 5 6 7
Ability to read French	1 2 3 4 5 6 7
Ability to write in French	1 2 3 4 5 6 7

21. How important do you think it is for Anglophones to be able to do the following in French?

1 = not at all 7 = very much

Read in French	1 2 3 4 5 6 7
Write in French	1 2 3 4 5 6 7
Listen in French	1 2 3 4 5 6 7
Speak in French	1 2 3 4 5 6 7

22. How important do you think it is for Francophones to be able to do the following in English?

1 = not at all 7 = very much

Read in English	1	2	3	4	5	6	7
Write in English	1	2	3	4	5	6	7
Listen in English	1	2	3	4	5	6	7
Speak in English	1	2	3	4	5	6	7

1 = not at all important 7 = very important

23. To learn French well, how important is it for you to have native speakers of French to speak with outside the classroom?	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

24. How comfortable are you using French with the following people?

1 = not at all comfortable 7 = very comfortable

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

25. How comfortable are you being addressed in English by the following people?

1. not at all comfortable 7. Very comfortable

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

26. How greatly motivated are you to learn French for each of the following reasons?

1 = not motivated at all      7 = Very greatly motivated

To get a job or promotion	1	2	3	4	5	6	7
To make new Francophone friends	1	2	3	4	5	6	7
To do everyday things (e.g., shopping, ordering food in a restaurant)	1	2	3	4	5	6	7
To be more Francophone	1	2	3	4	5	6	7
To enjoy Francophone culture more (e.g., arts, books, plays, music, etc)	1	2	3	4	5	6	7
To travel to French speaking countries	1	2	3	4	5	6	7
For school (to get good grades)	1	2	3	4	5	6	7

27. How often do you find yourself speaking French to the following people because you want to practice your French?

1 = not at all      7 = Very much

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

28. How often do you find yourself speaking French to the following people because you believe they do not speak English well enough to understand you?

	1 = Never			7 = Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

29. How often do you use French with the following people just because you think it is the appropriate thing to do?

	1- Never			7-Always			
Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

30. How often do you speak French to the following people thinking it does not matter what language you use because everyone is bilingual anyway?

1 = not at all                      7 = all the time

Francophone friends	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7

31. When you speak French to each of the following people, how often do they respond to you in the languages indicated below?

1= Never      7= Always

	They respond to me in regular French	They respond in simplified French (i.e., slower speech, more simplified words)	They respond to me in English
Francophone friends	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone classmates and/or coworkers	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone people in your neighbourhood	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone government workers (e.g., postal workers, policemen, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone medical personnel (e.g., doctors, nurses, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone strangers in public places	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



32. When the following people speak to you in English, how often do YOU respond to them in the languages indicated in each column?

	1= Never							7= Always													
	I respond to them in English							I respond in simplified English (i.e., slower speech, more simplified words)							I respond to them in their native language (French)						
Francophone friends	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

33. When you speak French with each of the following people how often are you motivated by the fact that you want them to like you? Circle any number between 1 and 7 or select X.

	1- Never							7= Always							X=not even a consideration						
Francophone friends	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone people in your neighbourhood	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Francophone strangers in public places	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

34. How often is your desire to speak French with the following people motivated by the fact that you think you can get more from these people if you do (e.g., help, favours, better service, etc)?

	1-Never	7 – Always	X – not even a consideration					
Francophone friends	1	2	3	4	5	6	7	X
Francophone classmates and/or coworkers	1	2	3	4	5	6	7	X
Francophone people in your neighbourhood	1	2	3	4	5	6	7	X
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1	2	3	4	5	6	7	X
Francophone government workers (e.g., postal workers, policemen, etc)	1	2	3	4	5	6	7	X
Francophone medical personnel (e.g., doctors, nurses, etc)	1	2	3	4	5	6	7	X
Francophone strangers in public places	1	2	3	4	5	6	7	X

35. When a Francophone speaks to you in English and you respond to them in French, how often do you do so because of each the following reasons?

	1-Never	7 – Always	X – not even a consideration					
You want to practice your French.	1	2	3	4	5	6	7	X
You know they speak French and you want to help them.	1	2	3	4	5	6	7	X
You know that you speak French better than they do English and for efficiency you are changing the language to French.	1	2	3	4	5	6	7	X
Their English isn't good enough to continue the conversation in English.	1	2	3	4	5	6	7	X
You think they want to practice English but you are not interested in helping them.	1	2	3	4	5	6	7	X
You feel more comfortable talking to in French to someone who has difficulty speaking English.	1	2	3	4	5	6	7	X
You don't like them.	1	2	3	4	5	6	7	X
You want them to like you.	1	2	3	4	5	6	7	X
Other: _____	1	2	3	4	5	6	7	X

36. When you speak French to Francophones and they respond to you in English how often do you think that they are doing so for each of the following reasons

	1-Never	2	3	4	5	6	7	X – not even a consideration
They want to practice their English.	1	2	3	4	5	6	7	X
They know you speak English and want to help you.	1	2	3	4	5	6	7	X
They think they speak better English than you do French and for efficiency they are changing the language to English.	1	2	3	4	5	6	7	X
Your French isn't good enough to continue the conversation in French.	1	2	3	4	5	6	7	X
They know you want to practice French but they are not interested in helping you.	1	2	3	4	5	6	7	X
They feel uncomfortable talking to someone who has difficulty speaking French.	1	2	3	4	5	6	7	X
They don't like you.	1	2	3	4	5	6	7	X
They want you to like them.	1	2	3	4	5	6	7	X
Other: _____	1	2	3	4	5	6	7	X

37. When you talk to someone in French and he or she replies to you in English, can you tell what their motivation for doing so is?

\_\_\_ YES      \_\_\_ NO      \_\_\_ SOMETIMES

38. When a French speaker initiates a conversation with you in English can you tell what their motivation to do so is?

\_\_\_ YES      \_\_\_ NO      \_\_\_ SOMETIMES

39. When one of the following people speaks to you in English, how likely is it that their motivation to do so is also one of the following:

1 = Not likely at all      7= Very likely

	Practice English	They want something from you (e.g. Help, favours, better service)	They want you to like them
Francophone friends	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone classmates and/or coworkers	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone people in your neighbourhood	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone service industry employees (e.g., sales clerks, waiters, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone government workers (e.g., postal workers, policemen, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone medical personnel (e.g., doctors, nurses, etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Francophone strangers in public places	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

## Francophone Non-Learner Questionnaire

Bonjour,

Les suggestions, idées et autres réponses que vous pouvez nous donner dans ce questionnaire nous sont très importantes. Nous vous remercions beaucoup de votre participation à notre projet. Svp, veuillez lire les instructions et répondre à toutes les questions. Il n'y a ni bonnes ni mauvaises réponses. Veuillez écrire la première chose qui vous vient à l'esprit pour chaque question. Nous tenons à vous rappeler que votre participation à ce projet est complètement volontaire et que vous pouvez mettre fin à votre participation en tout temps, et ce pour n'importe quelle raison. Quand vous aurez terminé le questionnaire, nous pourrons répondre à toutes vos questions.

Merci encore pour votre aide précieuse.

Participant(e) # \_\_\_\_\_

1. Sexe : M  F
2. Date de naissance : \_\_\_\_\_
3. Profession : \_\_\_\_\_
4. Êtes-vous étudiant(e)? \_\_\_ OUI \_\_\_ NON  
Si OUI, dans quel établissement? \_\_\_\_\_  
Dans quel programme? \_\_\_\_\_  
Dans quelle année de votre programme êtes-vous? \_\_\_\_\_
5. Quel niveau de scolarité avez-vous complété? \_\_\_ Secondaire \_\_\_ Collège (Cégep)  
\_\_\_ Bachelier (1er cycle) \_\_\_ Maîtrise (2e cycle) \_\_\_ Doctorat (3e cycle)  
Autre (précisez): \_\_\_\_\_
6. Le français est-il votre langue maternelle? \_\_\_ OUI \_\_\_ NON
7. Parlez-vous d'autres langues? \_\_\_ OUI \_\_\_ NON  
Si oui, précisez : \_\_\_\_\_
8. À quel groupe linguistique vous identifiez-vous?  
 Francophone  Anglophone  Anglophone & Francophone  Autre (immigrant) : précisez \_\_\_\_\_
9. Quel est votre lieu de naissance? \_\_\_\_\_
10. Depuis combien d'années habitez-vous à Montréal?  
\_\_\_\_\_
11. Est-ce que vous prenez des cours d'anglais? \_\_\_ OUI \_\_\_ NON  
  
SI OUI: Depuis quand suivez-vous des cours d'anglais?  
a) 0-6 mois  
b) 6 mois – 2 ans  
c) 2-4 ans  
d) Plus de 5 ans

Où étudiez-vous l'anglais? \_\_\_\_\_

À quel niveau le cours d'anglais que vous suivez présentement se trouve-t-il?  
 \_\_\_\_ Débutant      \_\_\_\_ Intermédiaire      \_\_\_\_ Avancé

12. Sur une échelle de 1 à 7, évaluez vos capacités en anglais dans les domaines suivants :  
 1 = débutant      7 = expert

Compréhension écrite (lire)	1	2	3	4	5	6	7
Production orale (parler)	1	2	3	4	5	6	7
Production écrite (écrire)	1	2	3	4	5	6	7
Compréhension orale (écouter)	1	2	3	4	5	6	7

13. Répondez aux questions suivantes :

a. Comment décririez-vous votre prononciation en anglais?	avec un fort accent	1	2	3	4	5	6	7	sans accent
b. Avec quelle facilité les anglophones peuvent-ils vous comprendre quand vous parlez anglais?	Ils me comprennent avec difficulté.	1	2	3	4	5	6	7	Ils me comprennent très facilement.
c. Comment décririez-vous votre fluidité en anglais?	Très mauvaise	1	2	3	4	5	6	7	Très bonne
d. Comment décririez-vous votre connaissance du vocabulaire anglais?	Minimale	1	2	3	4	5	6	7	Vaste

14. Répondez aux questions suivantes :

a. Si vous voyez qu'un anglophone a de la difficulté à parler français, engagerez-vous une conversation avec lui?	Contre mon gré	1	2	3	4	5	6	7	Très volontiers
b. Si un anglophone voit que vous avez de la difficulté à parler anglais, engagerait-il une conversation avec vous?	Contre son gré	1	2	3	4	5	6	7	Très volontiers
c. Si un anglophone sait que vous essayez d'apprendre l'anglais, engagerait-il une conversation en anglais avec vous?	Contre son gré	1	2	3	4	5	6	7	Très volontiers
d. Si vous savez qu'un anglophone essaie d'apprendre le français, engageriez-vous une conversation en français avec lui?	Contre mon gré	1	2	3	4	5	6	7	Très volontiers

15. Utilisant une échelle de 1 à 7 : Combien d'OCCASIONS avez-vous dans votre vie quotidienne d'entretenir une conversation en anglais avec les personnes suivantes?

1 = pas d'occasion

7 = beaucoup d'occasions

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

16. À quelle FRÉQUENCE entretenez-vous des conversations en anglais avec les personnes suivantes?

1 = Jamais

7 = tout le temps

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

17. Combien de fois vous sentez-vous OBLIGÉ(E) d'entretenir une conversation en anglais avec les personnes suivantes?

1 = Jamais  
7 = tout le temps

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

18. Combien de fois dans votre vie quotidienne faites-vous les choses suivantes pour vous exercer en anglais en dehors des classes?

1 = Jamais

7 = Tout le temps

Lire les pub / les panneaux d'affichage en anglais	1	2	3	4	5	6	7
Lire des journaux / magazines en anglais	1	2	3	4	5	6	7
Lire des livres / des pièces de théâtre en anglais	1	2	3	4	5	6	7
Regarder les nouvelles ou autres émissions de télévision en anglais	1	2	3	4	5	6	7
Voir des films en anglais	1	2	3	4	5	6	7
Voir des pièces de théâtre en anglais	1	2	3	4	5	6	7
Écouter la radio en anglais	1	2	3	4	5	6	7
Écouter les conversations de gens qui parlent anglais	1	2	3	4	5	6	7
Parler à tout type de personnes qui parlent anglais (amis, membres de la famille, voisins, employés de compagnies, fonctionnaires, facteurs, étrangers, etc.)	1	2	3	4	5	6	7



19. Utilisant une échelle de 1 à 7, répondez aux questions suivantes.

1 = pas de tout 7 = beaucoup

Combien aimez-vous utiliser l'anglais?	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

20. Combien aimez-vous améliorer les capacités suivantes en anglais?

1 = pas du tout 7 = beaucoup

Votre capacité de parler l'anglais	1	2	3	4	5	6	7
Votre capacité de comprendre l'anglais	1	2	3	4	5	6	7
Votre capacité de lire l'anglais	1	2	3	4	5	6	7
Votre capacité d'écrire l'anglais	1	2	3	4	5	6	7

21. Pensez-vous qu'il est important que les francophones puissent faire les choses suivantes en anglais?

1 = pas du tout important 7 = très important

Lire l'anglais	1	2	3	4	5	6	7
Écrire l'anglais	1	2	3	4	5	6	7
Comprendre l'anglais	1	2	3	4	5	6	7
Parler l'anglais	1	2	3	4	5	6	7

22. Pensez-vous qu'il est important que les anglophones puissent faire les choses suivantes en français?

1 = pas du tout important

7 = très important

Lire le français	1	2	3	4	5	6	7
Écrire le français	1	2	3	4	5	6	7
Comprendre le français	1	2	3	4	5	6	7
Parler le français	1	2	3	4	5	6	7

1 = pas du tout important

7 = très important

23. Pour bien apprendre l'anglais, est-il important de parler avec des locuteurs natifs (des anglophones natifs) en dehors de la classe?	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

24. À quel point vous sentez-vous à l'aise en utilisant l'anglais avec les personnes suivantes?

1 = pas du tout à l'aise

7 = très à l'aise

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

25. À quel point vous sentez-vous à l'aise quand les personnes suivantes s'adressent à vous en français?

1 = pas du tout à l'aise

7 = très à l'aise

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

26. Quel niveau de motivation avez-vous pour apprendre l'anglais pour les raisons suivantes?

1= Pas du tout motivé(e)

7 = très motivé(e)

Pour trouver un emploi ou pour avoir une promotion	1	2	3	4	5	6	7
Pour me faire des amis qui parlent anglais (anglophones)	1	2	3	4	5	6	7
Pour faire des choses quotidiennes en anglais (p. ex. : des achats, commander un repas dans un restaurant)	1	2	3	4	5	6	7
Pour être plus Anglophone.	1	2	3	4	5	6	7
Pour plus apprécier la culture anglophone (p. ex. : l'art, les livres, les pièces de théâtre, la musique, etc.)	1	2	3	4	5	6	7
Pour voyager aux endroits où les gens parlent anglais	1	2	3	4	5	6	7
Pour avoir de bonnes notes dans les cours	1	2	3	4	5	6	7

27. À quelle fréquence parlez-vous en anglais avec les personnes suivantes parce que vous voulez vous exercer en anglais?

1 =Jamais

7= toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

28. À quelle fréquence parlez-vous en anglais avec les personnes suivantes parce que vous pensez qu'elles ne peuvent pas parler français assez bien pour vous comprendre?

1 = Jamais      7 = toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

29. À quelle fréquence utilisez-vous l'anglais avec les personnes suivantes parce que vous pensez que c'est le geste approprié?

1- Jamais      7-Toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

30. À quelle fréquence parlez-vous en anglais aux personnes suivantes parce que la langue employée n'est pas importante; tout le monde est bilingue?

1 = jamais

7 = Toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

31. Quand vous parlez en anglais aux personnes suivantes, à quelle fréquence vous répondent-ils dans les langues indiquées ci-dessous?

1= Jamais

7= Toujours

	Ils me répondent dans un anglais courant	Ils me répondent dans un anglais simplifié (c.-à-d., débit plus lent, vocabulaire plus simple)	Ils me répondent en français
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

32. Quand les personnes suivantes vous parlent en français, à quelle fréquence leur répondez-VOUS dans les langues indiquées ci-dessous?

1= Jamais 7= Toujours

	Je leur répons dans un français courant	Je leur répons dans un français simplifié (c.-à-d., débit plus lent, vocabulaire plus simple)	Je leur répons en anglais
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers etc)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

33. Quand vous parlez en anglais aux personnes suivantes, à quel point êtes-vous motivé(e) à leur parler anglais parce que vous voulez qu'ils vous trouvent sympathique ? Encercliez un chiffre de 1 à 7 ou X si ce n'est pas un facteur pour vous.

1-Jamais 7=Toujours X=même pas un facteur

Des amis Anglophones	1 2 3 4 5 6 7 X
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7 X
Des voisins Anglophones	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1 2 3 4 5 6 7 X
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7 X

34. À quelle fréquence votre désir de parler anglais avec les personnes suivantes est-il motivé par le fait que vous pensez que vous obtiendrez davantage d'elles si vous le faites ?  
(p. ex. : une faveur, un meilleur service, plus de respect, etc.)

1-

Jamais 7=Toujours X=même pas un facteur

Des amis Anglophones	1	2	3	4	5	6	7	X
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7	X
Des voisins Anglophones	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7	X
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7	X

35. Quand un anglophone vous parle en français et que vous lui répondez en anglais, combien de fois est-ce pour les raisons suivantes?

1-Jamais

7=Toujours

X= même pas un facteur

Vous voulez vous exercer en anglais.	1	2	3	4	5	6	7	X
Vous savez qu'il parle anglais et vous voulez l'aider.	1	2	3	4	5	6	7	X
Vous savez que vous pouvez parler anglais mieux qu'il parle français, et pour être efficace vous lui répondez en anglais.	1	2	3	4	5	6	7	X
Vous pensez que son français n'est pas assez bon pour avoir une conversation en français.	1	2	3	4	5	6	7	X
Vous pensez qu'il veut s'exercer en français, mais vous ne voulez pas l'aider.	1	2	3	4	5	6	7	X
Vous êtes plus à l'aise en lui parlant anglais s'il a des difficultés à parler français.	1	2	3	4	5	6	7	X
Vous ne le trouvez pas sympathique.	1	2	3	4	5	6	7	X
Vous voulez qu'il vous trouve sympathique.	1	2	3	4	5	6	7	X
Autre: _____	1	2	3	4	5	6	7	X

36. Quand vous parlez en anglais aux anglophones et ils vous répondent en français, combien de fois pensez-vous que c'est pour les raisons suivantes?

1-Jamais                      7=Toujours      X=même pas un facteur

Ils veulent s'exercer en français.	1	2	3	4	5	6	7	X
Ils savent que vous parlez français et ils veulent vous aider.	1	2	3	4	5	6	7	X
Ils savent qu'ils parlent français mieux que vous parlez anglais, et pour être efficace ils vous répondent en français.	1	2	3	4	5	6	7	X
Ils pensent que votre anglais n'est pas assez bon pour avoir une conversation en anglais.	1	2	3	4	5	6	7	X
Ils pensent que vous voulez vous exercer en anglais, mais ils ne veulent pas vous aider.	1	2	3	4	5	6	7	X
Ils sont plus à l'aise en vous parlant en français si vous avez des difficultés à parler en anglais.	1	2	3	4	5	6	7	X
Ils ne vous trouvent pas sympathique.	1	2	3	4	5	6	7	X
Ils veulent que vous les trouviez sympathiques.	1	2	3	4	5	6	7	X
Autre: _____	1	2	3	4	5	6	7	X

37. Quand vous parlez en anglais à quelqu'un et il vous répond en anglais, pouvez-vous deviner sa motivation?

\_\_\_\_ OUI      \_\_\_\_ NON      \_\_\_\_ QUELQUEFOIS

38. Quand un anglophone vous parle en français, pouvez-vous deviner sa motivation?

\_\_\_\_ OUI      \_\_\_\_ NON      \_\_\_\_ QUELQUEFOIS

39. Quand une des personnes suivantes vous parlent en français, sa motivation vient-elle d'une des raisons suivantes?

probablement	1 = Pas du tout		7= Très	
	Pour s'exercer en français	Pour en obtenir davantage. (p. ex. : une faveur, un meilleur service, plus de respect, etc.)?	Elles/ils veulent que vous les trouviez sympathiques	
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



## Francophone Learner Questionnaire

Bonjour,

Les suggestions, idées et autres réponses que vous pouvez nous donner dans ce questionnaire nous sont très importantes. Nous vous remercions beaucoup de votre participation à notre projet. Svp, veuillez lire les instructions et répondre à toutes les questions. Il n'y a ni bonnes ni mauvaises réponses. Veuillez écrire la première chose qui vous vient à l'esprit pour chaque question. Nous tenons à vous rappeler que votre participation à ce projet est complètement volontaire et que vous pouvez mettre fin à votre participation en tout temps, et ce pour n'importe quelle raison. Quand vous aurez terminé le questionnaire, nous pourrons répondre à toutes vos questions.

Merci encore pour votre aide précieuse.

Participant(e) # \_\_\_\_\_

1. Sexe : M  F
2. Date de naissance : \_\_\_\_\_
3. Profession : \_\_\_\_\_
4. Êtes-vous étudiant(e)? \_\_\_ OUI \_\_\_ NON  
SI OUI: Dans quel établissement? \_\_\_\_\_  
Dans quel programme? \_\_\_\_\_  
Dans quelle année de votre programme êtes-vous? \_\_\_\_\_
5. Quel niveau de scolarité avez-vous complété? \_\_\_ Secondaire \_\_\_ Collège (Cégep)  
\_\_\_ Bachelier (1er cycle) \_\_\_ Maîtrise (2e cycle) \_\_\_ Doctorat (3e cycle) Autre (précisez): \_\_\_\_\_
6. Le français est-il votre langue maternelle? \_\_\_ OUI \_\_\_ NON
7. Parlez-vous d'autres langues? \_\_\_ OUI \_\_\_ NON  
Si oui, précisez : \_\_\_\_\_
8. À quel groupe linguistique vous identifiez-vous?  
 Francophone  Anglophone  Anglophone & Francophone  Autre  
(immigrant) : précisez \_\_\_\_\_
9. Quel est votre lieu de naissance? \_\_\_\_\_
10. Depuis combien d'années habitez-vous à Montréal? \_\_\_\_\_
11. Est-ce que vous prenez des cours d'anglais? \_\_\_ OUI \_\_\_ NON  
Est-ce que vous avez déjà pris des cours d'anglais? \_\_\_ OUI \_\_\_ NON  
SI OUI: Pendant combien de temps avez-vous suivi des cours d'anglais?  
a) 0-6 mois  
b) 6 mois – 1 an  
c) 2-4 ans  
d) Plus que 5 ans

Où avez-vous étudié l'anglais? \_\_\_\_\_

À quel niveau le cours d'anglais que vous avez suivi se trouve-t-il?

\_\_\_ Débutant    \_\_ Intermédiaire    \_\_\_\_\_ Avancé

12. Sur une échelle de 1 à 7, évaluez vos capacités en anglais dans les domaines suivants :

1 = débutant    7 = expert

Compréhension écrite (lire)	1	2	3	4	5	6	7
Production orale (parler)	1	2	3	4	5	6	7
Production écrite (écrire)	1	2	3	4	5	6	7
Compréhension orale (écouter)	1	2	3	4	5	6	7

13. Répondez a les questions suivantes

a. Comment décririez-vous votre prononciation en anglais?	avec un fort accent	1	2	3	4	5	6	7	sans accent
b. Avec quelle facilité les anglophones peuvent-ils vous comprendre quand vous parlez anglais?	Ils me comprennent avec difficulté.	1	2	3	4	5	6	7	Ils me comprennent très facilement.
c. Comment décririez-vous votre fluidité en anglais?	Très mauvaise	1	2	3	4	5	6	7	Très bonne
d. Comment décririez-vous votre connaissance du vocabulaire anglais?	Minimale	1	2	3	4	5	6	7	Vaste

14. Répondez aux questions suivantes :

a. Si vous voyez qu'un anglophone a de la difficulté à parler français, engageriez-vous une conversation avec lui?	Contre mon gré	1	2	3	4	5	6	7	Très volontiers
b. Si un anglophone voit que vous avez de la difficulté à parler anglais, engagerait-il une conversation avec vous?	Contre son gré	1	2	3	4	5	6	7	Très volontiers
c. Si un anglophone sait que vous essayez d'apprendre l'anglais, engagerait-il une conversation en anglais avec vous?	Contre son gré	1	2	3	4	5	6	7	Très volontiers
d. Si vous savez qu'un anglophone essaie d'apprendre le français, engageriez-vous une conversation en français avec lui?	Contre mon gré	1	2	3	4	5	6	7	Très volontiers

15. Utilisant une échelle de 1 à 7 : Combien d'OCCASIONS avez-vous dans votre vie quotidienne d'entretenir une conversation en anglais avec les personnes suivantes?

1 = pas d'occasion                      7 = beaucoup d'occasions

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

16. À quelle FRÉQUENCE entretenez-vous des conversations en anglais avec les personnes suivantes?

1 = Jamais                      7 = tout le temps

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

17. Combien de fois vous sentez-vous OBLIGÉ(E) d'entretenir une conversation en anglais avec les personnes suivantes?  
1 = Jamais 7 = tout le temps

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

18. Combien de fois dans votre vie quotidienne faites-vous les choses suivantes pour utiliser l'anglais en dehors des classes?

1 = Jamais 7 = Tout le temps

Lire les pub / les panneaux d'affichage en anglais	1	2	3	4	5	6	7
Lire des journaux / magazines en anglais	1	2	3	4	5	6	7
Lire des livres / des pièces de théâtre en anglais	1	2	3	4	5	6	7
Regarder les nouvelles ou autres émissions de télévision en anglais	1	2	3	4	5	6	7
Voir des films en anglais	1	2	3	4	5	6	7
Voir des pièces de théâtre en anglais	1	2	3	4	5	6	7
Écouter la radio en anglais	1	2	3	4	5	6	7
Écouter les conversations de gens qui parlent anglais	1	2	3	4	5	6	7
Parler à tout type de personnes qui parlent anglais (amis, membres de la famille, voisins, employés de compagnies, fonctionnaires, facteurs, étrangers, etc.)	1	2	3	4	5	6	7

19. Utilisant une échelle de 1 à 7, répondez aux questions suivantes.

1 = pas de tout 7 = beaucoup

Combien aimez-vous utiliser l'anglais?	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

20. Combien aimez-vous améliorer les capacités suivantes en anglais?

1 = pas du tout 7 = beaucoup

Votre capacité de parler l'anglais	1	2	3	4	5	6	7
Votre capacité de comprendre l'anglais	1	2	3	4	5	6	7
Votre capacité de lire l'anglais	1	2	3	4	5	6	7
Votre capacité d'écrire l'anglais	1	2	3	4	5	6	7

21. Pensez-vous qu'il est important que les francophones puissent faire les choses suivantes en anglais?

1 = pas du tout important 7 = très important

Lire l'anglais	1	2	3	4	5	6	7
Écrire l'anglais	1	2	3	4	5	6	7
Comprendre l'anglais	1	2	3	4	5	6	7
Parler l'anglais	1	2	3	4	5	6	7

22. Pensez-vous qu'il est important que les anglophones puissent faire les choses suivantes en français?

1 = pas du tout important 7 = très important

Lire le français	1	2	3	4	5	6	7
Écrire le français	1	2	3	4	5	6	7
Comprendre le français	1	2	3	4	5	6	7
Parler le français	1	2	3	4	5	6	7

1 = pas du tout important 7 = très important

23. Pour bien apprendre l'anglais, est-il important de parler avec des locuteurs natifs (des anglophones natifs) en dehors de la classe?	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

24. À quel point vous sentez-vous à l'aise en utilisant l'anglais avec les personnes suivantes?

1 = pas du tout à l'aise 7 = très à l'aise

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

25. À quel point vous sentez-vous à l'aise quand les personnes suivantes s'adressent à vous en français?

1 = pas du tout à l'aise

7 = très à l'aise

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

26. Si vous preniez des cours d'anglais, quel niveau de motivation auriez-vous pour apprendre l'anglais pour les raisons suivantes?

1 = Pas du tout motivé(e)                      7 = très motivé(e)

Pour trouver un emploi ou pour avoir une promotion	1	2	3	4	5	6	7
Pour me faire des amis qui parlent anglais (anglophones)	1	2	3	4	5	6	7
Pour faire des choses quotidiennes en anglais (p. ex. : des achats, commander un repas dans un restaurant)	1	2	3	4	5	6	7
Pour être plus Anglophone.	1	2	3	4	5	6	7
Pour plus apprécier la culture anglophone (p. ex. : l'art, les livres, les pièces de théâtre, la musique, etc.)	1	2	3	4	5	6	7
Pour voyager aux endroits où les gens parlent anglais	1	2	3	4	5	6	7
Pour avoir de bonnes notes dans les cours	1	2	3	4	5	6	7

27. À quelle fréquence parlez-vous en anglais avec les personnes suivantes parce que vous voulez vous exercer en anglais?

1 =Jamais    7= Toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

28. À quelle fréquence parlez-vous en anglais avec les personnes suivantes parce que vous pensez qu'elles ne peuvent pas parler français assez bien pour vous comprendre?

1 = Jamais      7 = toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

29. À quelle fréquence utilisez-vous l'anglais avec les personnes suivantes parce que vous pensez que c'est le geste approprié?

1- Jamais      7-Toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7



30. À quelle fréquence parlez-vous en anglais aux personnes suivantes parce que la langue employée n'est pas importante; tout le monde est bilingue?

1 = jamais

7 = Toujours

Des amis Anglophones	1	2	3	4	5	6	7
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7
Des voisins Anglophones	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7

31. Quand vous parlez aux en anglais personnes suivantes, à quelle fréquence vous répondent-ils dans les langues indiquées ci-dessous?

1= Jamais

7= Toujours

	Ils me répondent dans un anglais courant	Ils me répondent dans un anglais simplifié (c.-à-d., débit plus lent, vocabulaire plus simple)	Ils me répondent en français
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers et)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

32. Quand les personnes suivantes vous parlent en français, à quelle fréquence leur répondez-VOUS dans les langues indiquées ci-dessous? 1= Jamais 7= Toujours

	Je leur répons dans un français courant	Je leur répons dans un français simplifié (c.-à-d., débit plus lent, vocabulaire plus simple)	Je leur répons en anglais
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

33. Quand vous parlez en anglais aux personnes suivantes, à quel point êtes-vous motivé(e) à leur parler anglais parce que vous voulez qu'ils vous trouvent sympathique ? Encercliez un chiffre de 1 à 7 ou X si ce n'est pas un facteur pour vous.

1-Jamais 7=Toujours X=même pas un facteur

Des amis Anglophones	1 2 3 4 5 6 7 X
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7 X
Des voisins Anglophones	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7 X
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1 2 3 4 5 6 7 X
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7 X

34. À quelle fréquence votre désir de parler anglais avec les personnes suivantes est-il motivé par le fait que vous pensez que vous obtiendrez davantage d'elles si vous le faites ?  
(p. ex. : une faveur, un meilleur service, plus de respect, etc.)

1-Jamais      7=Toujours      X=même pas un facteur

Des amis Anglophones	1	2	3	4	5	6	7	X
Des camarades de classe et/ou de travail Anglophones	1	2	3	4	5	6	7	X
Des voisins Anglophones	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1	2	3	4	5	6	7	X
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1	2	3	4	5	6	7	X
Des étrangers Anglophones dans les endroits publics	1	2	3	4	5	6	7	X

35. Quand un anglophone vous parle en français et que vous lui répondez en anglais, combien de fois est-ce pour les raisons suivantes?

1-Jamais      7=Toujours      X= même pas un facteur

Vous voulez vous exercer en anglais.	1	2	3	4	5	6	7	X
Vous savez qu'il parle anglais et vous voulez l'aider.	1	2	3	4	5	6	7	X
Vous savez que vous pouvez parler anglais mieux qu'il parle français, et pour être efficace vous lui répondez en anglais.	1	2	3	4	5	6	7	X
Vous pensez que son français n'est pas assez bon pour avoir une conversation en français.	1	2	3	4	5	6	7	X
Vous pensez qu'il veut s'exercer en français, mais vous ne voulez pas l'aider.	1	2	3	4	5	6	7	X
Vous êtes plus à l'aise en lui parlant anglais s'il a des difficultés à parler français.	1	2	3	4	5	6	7	X
Vous ne le trouvez pas sympathique.	1	2	3	4	5	6	7	X
Vous voulez qu'il vous trouve sympathique.	1	2	3	4	5	6	7	X
Autre: _____	1	2	3	4	5	6	7	X

36. Quand vous parlez en anglais aux anglophones et ils vous répondent en français, combien de fois pensez-vous que c'est pour les raisons suivantes?

1-Jamais                      7=Toujours      X=même pas un facteur

Ils veulent s'exercer en français.	1	2	3	4	5	6	7	X
Ils savent que vous parlez français et ils veulent vous aider.	1	2	3	4	5	6	7	X
Ils savent qu'ils parlent français mieux que vous parlez anglais, et pour être efficace ils vous répondent en français.	1	2	3	4	5	6	7	X
Ils pensent que votre anglais n'est pas assez bon pour avoir une conversation en anglais.	1	2	3	4	5	6	7	X
Ils pensent que vous voulez vous exercer en anglais, mais ils ne veulent pas vous aider.	1	2	3	4	5	6	7	X
Ils sont plus à l'aise en vous parlant en français si vous avez des difficultés à parler en anglais.	1	2	3	4	5	6	7	X
Ils ne vous trouvent pas sympathique.	1	2	3	4	5	6	7	X
Ils veulent que vous les trouviez sympathiques.	1	2	3	4	5	6	7	X
Autre: _____ _____	1	2	3	4	5	6	7	X

37. Quand vous parlez en anglais à quelqu'un et il vous répond en anglais, pouvez-vous deviner sa motivation?

\_\_\_\_ OUI      \_\_\_\_ NON      \_\_\_\_ QUELQUEFOIS

38. Quand un anglophone vous parle en français, pouvez-vous deviner sa motivation?

\_\_\_\_ OUI      \_\_\_\_ NON      \_\_\_\_ QUELQUEFOIS

39. Quand une des personnes suivantes vous parlent en français, sa motivation vient-elle d'une des raisons suivantes?

1 = Pas du tout

7= Très probablement

	Pour s'exercer en français	Pour en obtenir davantage. (p. ex. : une faveur, un meilleur service, plus de respect, etc.)?	Elles/ils veulent que vous les trouviez sympathiques
Des amis Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des camarades de classe et/ou de travail Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des voisins Anglophones	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans l'industrie des services (p. ex. : vendeurs, serveurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services publics (p. ex. : policiers, facteurs, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des Anglophones qui travaillent dans les services de la santé (p. ex. : médecins, infirmières/infirmiers, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Des étrangers Anglophones dans les endroits publics	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

## APPENDIX C

### Anglophone Matched-Guise

We are going to play to you seven people reading a text either in French or in English. Please listen to the speaker and rate him or her on the following personality rates. After you do this we also would like you to answer some more questions about him or her. Please use the scales in Column 2 to record your answers. Please circle the number that corresponds to the degree in which each trait describes the person you are judging. Use 1= if the trait does not describe the person at all (NOT AT ALL); 7 = if the trait describes the person well (EXTREMELY WELL) and X if you don't know or can't tell (I DON'T REALLY KNOW, I CAN'T TELL), and NA if you don't want to judge (NOT APPROPRIATE).

#### SPEAKER 1

1. How would you rate this speaker on the following set of scales?

*I think this speaker is:*

Thoughtful	1	2	3	4	5	6	7	X	NA
Tactful	1	2	3	4	5	6	7	X	NA
Easygoing	1	2	3	4	5	6	7	X	NA
Accommodating	1	2	3	4	5	6	7	X	NA
Arrogant	1	2	3	4	5	6	7	X	NA
Polite	1	2	3	4	5	6	7	X	NA
Nice	1	2	3	4	5	6	7	X	NA
Patient	1	2	3	4	5	6	7	X	NA

2. Keeping in mind the same speaker you have just heard: How do you think this speaker would rate the following people on the following scales?

	Anglophone Friends	Anglophone Service industry employees (e.g. Sales clerks, waiters, etc)	Anglophone Government Employees (e.g. Postal workers, policemen, etc)
Thoughtful	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Tactful	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Easygoing	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Accommodating	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Arrogant	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Polite	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Nice	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Patient	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA

3. If you speak to this person in French and he or she responds to you in English, how likely are you to have the following reactions to him or her?

	1= Not at all likely				7= Very likely		
I will be very annoyed with the person	1	2	3	4	5	6	7
I will definitely be pleased with person	1	2	3	4	5	6	7
I will think nothing of it	1	2	3	4	5	6	7
Other—please specify: _____	1	2	3	4	5	6	7

4. If this person speaks to you in English and you respond to him or her in French how likely is this person to have the following reactions to you?

	1= Not likely at all				7= Very likely		
He will be annoyed with me	1	2	3	4	5	6	7
He will think nothing of it	1	2	3	4	5	6	7
He will definitely be pleased with me	1	2	3	4	5	6	7
Other: Please specify: _____	1	2	3	4	5	6	7

5. Using a scale of 1 to 7, rate the person in terms of accentedness, fluency and comprehensibility.

Accentedness	Heavy accent	1	2	3	4	5	6	7	no accent
Fluency	Not Fluent	1	2	3	4	5	6	7	Very Fluent
Comprehensibility	Not Comprehensible	1	2	3	4	5	6	7	Very Comprehensible

This same 5 sets of questions appear 6 more times for each speaker. 7 speakers all together

### Francophone Matched Guise

Nous allons vous faire jouer un enregistrement de sept personnes qui lisent un texte en français ou en anglais. S'il vous plaît, écoutez les locuteurs, et en utilisant une échelle de 1 à 7, évaluez-les selon les traits de personnalité suivants. Ensuite, veuillez répondre aux autres questions sur ces mêmes personnes enregistrées. Utilisez les échelles dans la colonne 2 pour vos réponses.

Encercler le numéro qui correspond selon vous au degré que chaque trait de personnalité représente pour les personnes enregistrées.

1 = Si le trait ne décrit pas du tout la personne (PAS DU TOUT); 7= Si le trait décrit parfaitement la personne (PARFAITEMENT); X = Si vous ne savez pas ou vous ne vous sentez pas capable de porter un jugement sur la personne. (JE NE SAIS PAS); NA = Si vous ne voulez pas évaluer la personne. (PAS APPROPRIÉ).

#### SPEAKER 1

1. Comment trouvez-vous la première personne que vous avez écoutée?

*Je pense que cette personne est :*

Réfléchie	1	2	3	4	5	6	7	X	NA
Pleine de tact	1	2	3	4	5	6	7	X	NA
Facile à vivre	1	2	3	4	5	6	7	X	NA
Accommodante	1	2	3	4	5	6	7	X	NA
Arroquante	1	2	3	4	5	6	7	X	NA
Polie	1	2	3	4	5	6	7	X	NA
Sympathique	1	2	3	4	5	6	7	X	NA
Patiente	1	2	3	4	5	6	7	X	NA

2. En pensant à cette même personne que vous venez d'écouter, comment pensez-vous que cette personne jugerait les personnes suivantes en utilisant l'échelle indiquée?

	Des amis(es) Francophones	Des Francophones qui travaillent dans l'industrie	Des Francophones qui travaillent dans les services
Réfléchie	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Pleines de tact	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Faciles à vivre	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Accommodantes	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Arroquantes	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Polies	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Sympathiques	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA
Patientes	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA	1 2 3 4 5 6 7 X NA



3. Si vous parlez en anglais à cette personne et elle vous répond en français, dans quelle mesure est-il probable que vous ayez les réactions suivantes?

	1= très improbable 7= très probable						
Je serai très agacé(e) par cette personne	1	2	3	4	5	6	7
Je serai très heureux/heureuse avec cette personne.	1	2	3	4	5	6	7
Je n'en penserai rien du tout.	1	2	3	4	5	6	7
Autre – Précisez s'il vous plaît : _____	1	2	3	4	5	6	7

4. Si cette personne vous parle en anglais et vous lui répondez en français, dans quelle mesure est-il probable qu'elle ait les réactions suivantes?

	1= très improbable 7= très probable						
Elle sera très agacée par moi.	1	2	3	4	5	6	7
Elle n'en pensera rien du tout.	1	2	3	4	5	6	7
Elle sera très heureux/heureuse avec moi.	1	2	3	4	5	6	7
Autre – Précisez s'il vous plaît : _____	1	2	3	4	5	6	7

5. Sur une échelle de 1 à 7, évaluez la personne selon leur accent, leur fluidité de langage et leur compréhension.

Accent	Très accenté	1	2	3	4	5	6	7	Sans accent
Fluidité	Pas fluide	1	2	3	4	5	6	7	Très Fluide
Compréhension	Pas compréhensible	1	2	3	4	5	6	7	Très compréhensible

This same 5 sets of questions appear 6 more times for each speaker. 7 speakers all together

## APPENDIX 5: SAMPLE READING TEXT

### The Famous Author (400-word narrative reading text)

A famous author had just finished another play and preparations were underway to stage the play at the local theatre. My father, who was at that time directing the play, thought he should seek the author's advice on the scenery, costumes, or the lights. So he invited the author to help set the stage. The writer was happy to be asked. In the beginning, he came to the studio only once in a while. After that, he came more frequently. Soon he was there every day, carefully observing the crew working to finish the set. At first, he offered his ideas only when my father asked him to, but before long he was giving advice without consulting anyone. Then he began supervising the crew himself, and it was clear that he was hard to please. In fact, he bothered everyone.

He had definite ideas about everything. For example, he wanted the scene where the main characters hold hands while watching the sunset to be spectacular. So he spared nothing to achieve this effect. He instructed the crew about what to do all the time. They worked hard to produce the effect he desired. They had to replace the curtains several times and to choose the right background for the sunset scene. He would tell the lighting technicians to try different lighting combinations and would show them how to do it. At his request, these workers took the red lights from the high ceiling in order to attach them to the wall. They projected the lights from the seating area and from beside the stage. They shone the lights directly above the stage and beneath the curtains. Sometimes he directed the crew to dim the lights. At other times, he had to order them to flash the lights. On his instructions, the crew took off the light covers to wash them. They wrapped the lights in cloth or hung them bare over the stage. They flooded the whole theatre with a soft light. They showed the brightest lights from under the stage. But nothing satisfied the author.

## L'auteur célèbre

Un auteur célèbre venait de terminer une autre pièce et les préparatifs étaient en cours pour la produire dans un théâtre local. Mon père, qui à cette époque mettait en scène la pièce, pensait qu'il devrait demander à l'auteur des conseils sur le décor, les costumes, et l'éclairage. Il a donc invité l'auteur à assister aux répétitions. L'auteur était content d'être invité. Au début il ne venait au plateau que de temps en temps. Au fur et à mesure que le travail sur la scène avançait, il venait plus souvent. Bientôt il était là tous les jours, surveillant attentivement l'équipe pendant qu'elle bâtissait le décor. D'abord il ne donnait ses opinions que quand mon père lui en demandait, mais avant longtemps il donnait des conseils sans consulter qui que ce soit. Finalement, il dirigeait l'équipe lui-même, reléguant mon père au rôle d'assistant. Et il était évident qu'il était difficile à plaire.

Il avait des idées fermes sur tout. Par exemple, il voulait que la scène où le héros et l'héroïne se tiennent la main en regardant le coucher du soleil soit spectaculaire. Il n'épargnait donc rien pour arriver à cet effet. Il disait à l'équipe quoi faire et elle travaillait fort pour produire l'effet qu'il recherchait. Sur ses instructions, elle a remplacé les rideaux plusieurs fois pour trouver la couleur juste pour la toile de fond dans la scène du coucher du soleil. Il a demandé aux techniciens de l'éclairage d'essayer plusieurs combinaisons. Selon ses directives, les techniciens ont pris les projecteurs aux lampes rouges du plafond, très haut, et les ont fixés au mur. L'équipe projetait la lumière du côté de la salle et de derrière la scène. Elle dirigeait la lumière d'en haut directement sur le plateau, sous le plafond, en dessous des rideaux, et d'un côté à l'autre du plateau. Parfois il demandait à l'équipe de baisser l'intensité des projecteurs. D'autres fois, il demandait à l'équipe de faire briller les projecteurs au plus fort. L'équipe ôtait les couvercles des projecteurs pour les découvrir. Elle les enveloppait de tissu ou les suspendait nus du plafond. Elle noyait tout le théâtre d'une lumière douce. Elle baignait la scène d'une lumière éclatante. Mais rien ne satisfaisait l'auteur.