

Second Language Learners' Attitudes Towards French Varieties:
The Roles of Learning Experiences and Social Networks

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ABSTRACT

Second Language Learners' Attitudes Towards French Varieties: The Roles of Learning Experiences and Social Networks

Rachael Lindberg

People often believe that certain language varieties are more prestigious than others (e.g., Kircher, 2014; Zhang & Hu, 2008), which can cause speech from perceived substandard varieties to trigger biases and inform social judgements of the speaker (Giles & Billings, 2004). These language-centered biases likely develop from classroom or cultural experience (Giles et al., 1974), but it is largely unknown what types of language experience and exposure might mitigate language biases, especially for second language (L2) learners engaged in classroom language learning. This study's goal was to extend the limited knowledge on the effects of experience on L2 learners' language-centered biases by focusing on L2 French learners' attitudes towards different French varieties.

Participants included 106 L2 French learners from various proficiency levels engaged in L2 French learning in Montreal, a city characterized by negative attitudes towards speakers of Quebec French. Participants rated two audios recorded by native speakers from France in a listening comprehension task, with one of the two speakers introduced as a speaker of Quebec French. They described their language learning experience, filled out a French social network questionnaire, and completed a French proficiency test. Results showed that participants engaged in reverse linguistic stereotyping, preferring to speak like one speaker significantly more than the other, based on the speaker's assumed identity, not actual speech. Speech ratings were also largely associated with participants' positive experiences in Quebec. Findings have implications for the use of speech models in L2 teaching and for the mitigation of language-centered biases in L2 classrooms.

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Contribution of Authors

As the first author of the manuscript version of this thesis, Rachael Lindberg was responsible for conceptualizing the research, creating the study's materials (e.g., audios, tasks, questionnaires), pilot testing, administering the data collection sessions, coding and organizing the data, and writing the results. Pavel Trofimovich provided advice throughout all stages of the research, taking the primary role in the analyses of the quantitative data and presentation of the results.

Table of Contents

| | |
|--|------|
| List of Figures | viii |
| List of Tables | ix |
| Chapter 1 | 1 |
| Chapter 2 | 4 |
| Introduction | 4 |
| Background | 5 |
| Language Attitudes and Their Origins..... | 5 |
| Language Attitudes and Experience..... | 6 |
| Language Attitudes and L2 Learners..... | 7 |
| The Current Study..... | 9 |
| Method | 10 |
| Participants..... | 10 |
| Materials..... | 11 |
| Audio recordings..... | 11 |
| Listener maps and audio rating scales..... | 12 |
| Background questionnaire..... | 13 |
| Social network survey..... | 13 |
| L2 French oral comprehension and speaking proficiency tests..... | 14 |
| Procedure..... | 14 |
| Data Analysis..... | 15 |
| Audio ratings..... | 15 |
| Background questionnaire..... | 16 |
| Social network survey..... | 17 |
| L2 French oral comprehension and speaking proficiency tests..... | 18 |
| Results | 18 |
| Preliminary Analysis..... | 18 |
| Attitudes Towards QF..... | 20 |
| Role of Proficiency, Exposure, and Experience in Attitudes Towards QF..... | 24 |
| Discussion | 26 |
| L2 Learners' Attitudes Towards Quebec French and European French..... | 26 |

| | |
|---|----|
| The Impact of Proficiency, Experience and Exposure | 30 |
| Conclusion | 32 |
| Chapter 3 | 34 |
| References | 37 |
| Appendix A – Maps for Native French Speakers | 44 |
| Appendix B – Transcripts of Audio Recordings | 45 |
| Appendix C – Rating Scales for Pilot Testing Audios | 46 |
| Appendix D – Listener Maps (for participants) | 47 |
| Appendix E – Rating Scales for Participants | 48 |
| Appendix F – Background Questionnaire | 54 |
| Appendix G – Social Network Survey | 56 |
| Appendix H – Oral Comprehension Test | 57 |
| Appendix I – Speaking Exercise | 60 |
| Appendix J – Participant Information and Consent Form | 61 |
| Appendix K – Practice Materials | 63 |
| Appendix L – Social Network Survey Example | 64 |
| Appendix M – Oral Proficiency Rubric | 65 |
| Appendix N - NSM Group’s Reasons for Their Preferred Speaker | 67 |

List of Figures

Figure 1. Histogram of participants' frequency of rating the speaker in the EF (left) and QF (right) guises as belonging to the EF or the QF variety (0 = *QF variety*, 100 = *EF variety*). 19

List of Tables

| | |
|--|----|
| Table 1. Participants' Experience with QF | 11 |
| Table 2. Factor Loadings from PCA Analysis..... | 16 |
| Table 3. Comparison of Background Variables Between SM and NSM Groups..... | 20 |
| Table 4. T Test Results for Speech Ratings in the SM and NSM Groups..... | 21 |
| Table 5. Frequencies for Top Five Descriptor Words Chosen in Response to the QF Guise | 22 |
| Table 6. SM Group's Reasons for Their Preferred Speaker | 23 |
| Table 7. Results of Multiple Regression Analyses Using Background and Exposure/Experience Variables as Predictors of the Combined Rating of the QF Guise | 26 |
| Table 8. NSM Group's Reasons for their Preferred Speaker | 67 |

Chapter 1

In recent years, the field of applied linguistics has been increasingly open to incorporating psychological factors and processes into research frameworks, as cognitive representations of the social world provide a broader perspective to the study of language (Giles, 1985). For example, second language (L2) motivation and attitudes have traditionally been investigated by social psychologists, whereas linguists often focus more on language development and less on the attitudinal aspect that might impact that learning process (Dörnyei, 2005). However, the integration of these two perspectives allows researchers from both perspectives to look at L2 learners through the same lens, which increases the potential for practical pedagogical implications, on the assumption that such social factors as attitudes towards the target language play a key role in what learners gain from the language learning process (e.g., Gardner, 1982, 1985). Even though L2 learners are the target population of the current study, it is important to first take a broader look at the importance of language attitudes within the study of sociolinguistics and its relevance to *all* individuals, not just L2 learners.

The study of language attitudes is significant because it reveals an important part of the communication process, where language not only conveys meaning but also informs social judgements (Giles & Billings, 2004). Broadly defined, language attitudes are “any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or their speakers” (Ryan, Giles, & Sebastian, 1982). Such feelings and reactions, whether positive or negative, are often triggered by a speaker’s accent and can reveal individuals’ perceptions and stereotypes of social groups. In general, an accent does not vary from the “standard” variety at any other linguistic level but pronunciation (Giles, 1970), and is influenced by one’s first language, social status, or geographical origin (Carlson & McHenry, 2006). “Standard” pronunciation is considered the language variety with high socioeconomic status, power, and the one most often used in media (Giles & Billings, 2004). Therefore, speaking with a non-standard accent is deemed as having either a foreign accent or one spoken by a lower socioeconomic group (Fuertes, Gottdiener, Martin, Gilbert, & Giles, 2012).

Through relying only on verbal cues in a spoken utterance (i.e., pitch, intonation, accent, rate of speech), listeners have been shown to gather information about a speaker’s background and character (Bradac, 1990), personality (Scherer, 1979), or even about their physical characteristics (Krauss, Freyberg, & Morsella, 2002). These immediate markers of one’s identity

are then used to form impressions of the speaker. Essentially, in terms of accent, listeners decode language varieties by using the dominant language variety as a reference, from which they then base their social evaluations of the speaker. Typically, the speakers with non-standard accents are more likely to provoke negative stereotypes compared to speakers of the dominant language variety or upper-class speech styles, and the stronger their accent, the more negative the judgements are towards them and their speech (Ryan, Carranza, & Moffie, 1977). However, these stereotypes are not a secret to foreign-accented L2 speakers, as they often expect to be stigmatized because of their divergent speech patterns (Gluszek & Dovidio, 2010).

Because of how listeners react to the verbal cues available in a speaker's utterance, having a non-standard accent carries social disadvantages. For instance, teachers' judgements of children's speech are a major influence on their evaluations of children's academic skills and perceptions of their character and background (e.g., Choy & Dodd, 1976; Seligman, Tucker, & Lambert, 1972). Furthermore, employment decisions can be influenced by a speaker's accent, where higher-status jobs are more likely to be given to those with more standard speech characteristics (e.g., Giles, Wilson, & Conway, 1981; Hopper & Williams, 1973). Examining this phenomenon in a judicial context, non-standard accented defendants are more likely to be perceived as guilty, especially for crimes of violence (e.g., Dixon, Mahoney, & Cocks, 2002; Seggie, 1983). Clearly, language cues have the power to influence social decisions in a variety of situations.

There are considerable consequences as well for the listener who displays language-based attitudes. Take, for example, interaction involving a native and a non-native speaker where the native speaker fails to understand the intended message of the L2 interlocutor. Even though blame for communication breakdowns is often placed on the perceived lack of proficiency of the L2 speaker, it is possible that it is rather the native speaker's negative attitudes that hinder a successful exchange, such that their biases restrict them from putting full effort into understanding the L2 speaker (Lindemann, 2002), and therefore limiting their comprehension of the L2 speech (e.g., Munro & Derwing, 1995; Rubin, 1992) and even negatively affecting their recall of accented lexical items (Weener, 1967). This negative effect on recall could indeed prove to be detrimental in a classroom setting if during the lesson either the instructor or the audio learning materials used for activities exhibit non-standard speech.

In light of the important consequences of language-based biases for both the speaker and the listener, L2 learning emerges as a context where language attitudes might play a crucial role. Indeed, prior research on this topic has considered both how language attitudes affect L2 learners' language development and how learners' language learning process and experiences affect their attitudes (Gardner, 1982). The most extensive research involves correlations between measures of learners' attitudes and those of their L2 proficiency or achievement, which often demonstrate that positive attitudes towards the target language are associated with more success in the language (e.g., Oller, Hudson, & Fei Liu, 1977; Pierson, Fu, & Lee, 1980). And while correlations do not imply causation, researchers have often interpreted these patterns to mean that students' motivational intensity and interest in the language *influence* how much they persevere in their studies and therefore determine their subsequent success in language learning (e.g., Gardner, 1982, 1985). Considering the reverse effect, Lambert (1967) has hypothesized that learners' attitudinal characteristics can be influenced by language learning, as learners begin to identify with the language and the speech community during this process.

This latter focus—namely, the idea that L2 learners' learning experiences and their engagement with a non-standard variety of the target language might promote or hinder their positive attitudinal characteristics towards the target language—is the main focus of this study. Most of learners' exposure to the target language is likely from the language classroom, where instructors are “viewed as focuses of the language” and consequently “attitudes can be awakened and shaped by the tenor in the classroom” (Gardner, 1985, pp. 7–8). This topic of investigation therefore not only builds on the foundation of social psychologists' and applied linguists' integrated approach to language attitude research, but is also relevant for language teachers and learners alike. The chief aim of the present study was thus to explore the relationship between L2 learners' amount and type of exposure to the target language, including classroom experience, and their attitudes towards learning from a perceived non-standard target language variety.

Chapter 2

Introduction

Speakers of minority or stigmatized language varieties are likely aware of the possibility of being judged based on their speech patterns (or accent), but this phenomenon is much more pervasive than one might realize. Speech-based judgements are widespread, appearing in all aspects of life, from the workplace to educational settings, and can be triggered merely by a speech recording, or even speech expectations based on visual cues (McKenzie, 2008; Rubin, 1992). Whether language-based attitudes develop from classroom or cultural experience, they likely emerge from a preconceived hierarchy of language varieties and affect both native (L1) speakers and second language (L2) learners. The existence of such biases can be detrimental to different facets of individuals' personal and professional lives, as biases promote linguistic stereotyping, for example, where speech samples from a low-prestige language variety trigger negative attitudes towards individuals from that speech community (e.g., Dalton-Puffer, Kaltenboeck, & Smit, 1997; Hume, Lopicq, & Bourhis, 1993). For L2 speakers or speakers of regional varieties, evaluations tainted by language attitudes can have far-reaching consequences, impacting their participation in higher education and their employment opportunities (e.g., Carlson & McHenry, 2006; Carranza, 1982; Davila, Bohara, & Saenz, 1993).

Particularly relevant in educational settings, language-based attitudes can not only influence how teachers view their students' abilities, but can also affect how L2 speakers view their own variety of speech. For instance, L2 English learners judge speakers with native accents more positively than L2 English speakers from their own language background (Chiba, Matsuura, & Yamamoto, 1995; Hu & Lindemann, 2009; Zhang, 2013). Yet, what should be of most concern to language teachers are the educational consequences of L2 learners having language-centered biases (Hu & Su, 2015; Rubin, 1992), because these biases could affect learners' perception of the target language speech and subsequently their success in the classroom. In order to investigate if language-based attitudes are also pervasive in L2 classrooms, the present study focused on attitudes by L2 French learners towards different varieties of French. The study also examined learners' experience with the target L2 varieties to determine if the type and amount of experience would mitigate their attitudes. The overall goal of this research is to inform L2 educators of the occurrences of language attitudes in classroom

teaching contexts and to examine how the speech models used in teaching might provoke attitudinal judgements that could determine learning outcomes.

Background

Language Attitudes and Their Origins

It is common knowledge that people believe certain languages or varieties to be more prestigious than others, causing them to favor that perceived superior language or language variety (e.g., Boulé, 2002; Kircher, 2012, 2014; Laur, 2008; Zhang & Hu, 2008). Individuals express language preference along dimensions of status, which refers to the degree of utilitarian value it holds (e.g., how much the language will increase opportunities of employment), and solidarity, which refers to how much it elicits feelings of attachment to that speech community (e.g., how much the language is an important aspect of one's personal identity). Language attitudes can also be measured indirectly based on judgements of a speaker's status-related traits (e.g., intelligence, leadership) and solidarity-related traits (e.g., likeability, sociability). For example, both anglophone and francophone participants in Kircher's (2014) study judged English to be better suited to society than French (i.e., allocating English higher ratings along the status dimension), and rated English speakers more positively than French speakers on all status-related traits.

It is possible that certain languages are inherently more aesthetically pleasing and more linguistically sophisticated, relegating other varieties to the substandard level. More likely, however, a language's status derives from the status of the social group that speaks that variety and is therefore based on cultural norms (Edwards, 1999; Giles, Bourhis, Lewis, & Trudgill, 1974). For instance, Giles, Bourhis, and Davies (1979) showed that adults in Wales who were unfamiliar with French did not perceive any variety of French heard in Quebec (European French, educated Canadian French, or working-class Canadian French) to carry more prestige over the other. However, when Welsh learners of French with some French experience evaluated these same varieties, they attributed the most prestige to the European French variety over the Canadian French speech samples. In essence, when individuals have no linguistic or cultural knowledge of a language, they demonstrate similar attitudes towards its varieties, but differences emerge as individuals become aware of the culturally charged stereotypes through their experience with the language (Giles et al., 1974, 1979).

Language attitudes might also stem from people's own-accent bias, where judgements are formed about other speech patterns due to people's inherent preference for their own way of speaking (Bestmeyer, Belin, & Ladd, 2015). For example, individuals view speakers with accents similar to their own as being more understandable, more favorable as teachers (Gill, 1994) and more trustworthy (Lev-Ari & Keysar, 2010) than dissimilarly accented speakers. Children as young as five years old prefer to be friends with children who share the same accent, even though they can understand L2-speaking children equally well (Kinzler, Dupoux, & Spelke, 2007). Additionally, language attitudes might also reflect people's subjective experience with speech, in addition to cultural stereotypes and preferences for familiar speech patterns. For instance, Dragojevic and Giles (2016) asked participants to rate audios of American and Punjabi English that were mixed with varying levels of white noise, thus making the processing of speech easier or harder for them. Results revealed more positive ratings for the less noisy, more comprehensible speech samples, regardless of the variety spoken, which suggests that listeners' experience of processing difficulty might be associated with their negative attitudes towards the language and the speaker.

In other cases, language attitudes might be constructed from factors that are extraneous to language altogether—an effect known as reverse linguistic stereotyping (RLS). In essence, people often hold language-centered views based on preconceived ideas, expectations, or stereotypes and not necessarily on any properties of the speech itself. For example, Rubin (1992) was among the first to show that undergraduate students evaluating the same recorded speech sample paired with a different image of the speaker (one Caucasian, the other Asian) perceived the speech of whom they believed to be an Asian speaker as being accented and also performed worse on a comprehension test based on the lecture (see also Kang & Rubin, 2009). In this case, perceptions rather than reality appeared to underlie these individuals' attitudes and their linguistic performance.

Language Attitudes and Experience

It remains unclear exactly what determines the degree to which one engages in RLS or what influences one's development of attitudes, but some patterns have emerged in research regarding experience and exposure to language varieties. For example, L2 learners tend to have more favorable views towards varieties they are familiar with (Ahn & Kang, 2017; Chiba et al., 1995; Zhang & Hu, 2008), while individuals who have less experience with a variety of accented

speech are more likely to perceive a higher degree of accentedness (Thomson, 1991). Listeners who have had more exposure to an accent have also been shown to have a more robust expectation and therefore more accurate perceptions of that speech (McGowan, 2015). Lambert, Hodgson, Gardner, and Fillenbaum (1960) posited that differences in attitudes between two varieties would be less pronounced for individuals with more experience among both linguistic groups, and Boulé (2002) suggested that contact with speakers of the “non-standard” variety is necessary to have more balanced views.

On the other hand, Kang and Rubin (2009) found that simply more exposure to non-native accents did not mitigate listeners’ judgements of the Asian guise in an RLS study. However, listeners who had previous experience teaching English to L2 learners were more likely to rate the Asian guise speech more positively. Therefore, perhaps exposure alone is not sufficient to lessen biases in speech evaluations, but meaningful interactions (such as those with students) might have such an effect (Kang & Rubin, 2012; Kang, Rubin, & Lindemann, 2015; Staples, Kang, & Wittner, 2014). It may thus be that it is the type or *quality* of exposure rather than the quantity of exposure to the language that determines how attitudes are adopted, which supports the idea that “fostering quality social contacts stimulates positive feelings and helps to replace the negative perception of what is different” (Cortes-Colomé, Barrieras, & Comellas, 2016, p. 284).

Language Attitudes and L2 Learners

Regardless of their origins or determinants, language attitudes can have important consequences for language users, for instance, by impacting L2 learners’ performance in the classroom. For example, learners’ attitudes toward different languages or language varieties might hinder their own language performance (Hu & Su, 2015; Rubin, 1992; Ryan & Sebastian, 1980). Hu and Su (2015) compared how Cantonese L2 English learners performed on a listening comprehension task when they were told the speaker was American versus when they were told the speaker was Cantonese. Participants who were told that the speaker was American outperformed the participants who thought that the speaker’s background was Cantonese. The idea that L2 learners hold biases towards non-native accents was confirmed in interviews conducted by Hu and Lindemann (2009) with Cantonese learners of English who judged Cantonese English to be heavily accented and less standard, a bias that likely contributed to

listeners' expectations that the speech from the assumed "Cantonese speaker" would be hard to understand.

L2 learners' biases about languages or language varieties have also been shown to cause distorted perceptions of speech. Knowing that Cantonese-accented English is characterized by word final stops frequently being unreleased, Hu and Lindemann (2009) presented the same speaker as American and as Cantonese, to see if those labels would affect Cantonese L2 English listeners' perception of word final stops. When listeners were told the speaker was American, they were more likely to hear a full release of the final stop, compared to when they were told the speaker was Cantonese. Assuming that listeners had associated unreleased stops with a Cantonese accent, they stigmatized this feature as imperfect speech, leading them to idealize American speech to the extent that they overlooked unreleased stops produced by an American speaker, as they were not expecting them to occur.

As discussed previously, RLS appears to also occur among L2 learners, where their underlying preferences cause them to have distorted perceptions of various speech patterns. However, L2 learners also show explicit preferences for specific language varieties, which closely corresponds to L1 speakers' preferences for standard or prestige language varieties over "substandard" varieties (e.g., Brown, Giles, Thakerar, 1985; Kircher, 2012). For example, L2 English learners have been shown to rate British English systematically more favorably than American English (Jarvella, Bang, Jakobsen, & Mees, 2001), and both more favorably than Australian English (Zhang & Hu, 2008), revealing a prestige hierarchy. Similarly, when speakers of Standard European French, Quebecois French, Ontarian French, and English-accented French were presented as possible teachers to English Canadian students, the students evaluated the linguistic and professional competence of the teacher more favorably when she was speaking the European French variety and responded more positively for wanting her as their instructor (Hume et al., 1993). Because in many teaching contexts teachers provide the main source of input for learners and act as their speech model, less favorable ratings towards certain language varieties can lead to concerning implications. If learners enter a classroom with preconceived ideas of the target language and the teacher's accent evokes negative stereotypes, learners might view their teachers' competence negatively and might be less likely to identify with them and less inclined to learn from them, which can negatively impact their motivation and consequently their chances of success (Hume et al., 1993).

The Current Study

Learners' attitudes towards different language varieties influence what teaching model is chosen for the classroom (Starks & Paltridge, 1996), and educators should be aware of these attitudes in order to address learners' needs and any biases they might have (Friedrich, 2000). Set against this background, the current study sought to extend the limited knowledge on the effects of stereotypes on L2 learners' judgements by focusing on L2 learners of French, a previously underexplored population of learners. Instead of targeting learners' judgements towards their own group's accented speech (e.g., Chiba et al., 1995; Zhang, 2013), this study examined learners' perceptions of different target varieties of French spoken by native speakers (European French and Quebec French) as part of language teaching materials. L2 learners' preconceived attitudes towards these varieties were explored within the framework of RLS to see if any biases would emerge based off a speaker's social attributions alone.

The study was conducted in Montreal, Quebec, which is historically characterized by negative attitudes towards speakers of Quebec French (D'Anglejan & Tucker, 1973; Hume et al., 1993; Kircher, 2012), even by Quebec French speakers themselves (Genesee & Holobow, 1989; Kircher, 2012; Lambert et al., 1960; Preston, 1963). Although negative attitudes towards Quebec French appear to be less pronounced in recent reports (Evans, 2002; Piechowiak, 2009), French is still seen as a monocentric language, especially by newcomers to Quebec (Kircher, 2012), likely because European French remains the variety most commonly taught to L2 learners worldwide (Bourhis, 1997; Kircher, 2012). Whether L2 learners acquiring French in Quebec share similar (largely negative) language attitudes towards the local French variety remains largely unknown.

In addition, because the effects of experience and exposure to language varieties seem to be key factors underlying the development of language attitudes, the present study also explored the role of learners' experience in relation to their attitudes towards different varieties of French. As previously suggested, language attitudes are culturally formed, yet the question remains as to the amount and type of experience or the degree of target language proficiency required in order for students to overcome some preconceived, stereotypical biases that they might have about Quebec French. The study therefore addressed the following research questions:

1. Do L2 French learners rate two native French speakers differently on their speech (accentedness, comprehensibility), and on dimensions of status (intelligence, teaching

- competence) and solidarity (desire to speak like them, desire to have them as a teacher) when one speaker is falsely presented as a Quebec French speaker?
2. How are learners' French proficiency level, exposure to, and experience with European French (EF) and Quebec French (QF) related to their ratings of the two speakers?

The overall objective of the current project was to raise L2 learners' and their teachers' awareness of stereotypes and biases that learners might hold for the target language and to discuss possible factors (such as amount and type of linguistic experience, learners' target language proficiency) that can enhance or mitigate these language-centered stereotypes and biases.

Method

Participants

Participants were 106 adult residents of Montreal (65 females, 41 males; $M_{age} = 27.43$ years, $SD = 6.96$, $range = 18-67$), who were learning L2 French at the time of the study. Participants' L1s represented 30 different languages, the majority of which were English (24), Persian (21), and Spanish (14). Their educational background ranged from the BA level (38), to the MA/MSc level (48), to the PhD level (10), while 10 participants provided no information on their academic status. The participants' French proficiency level varied as well, where 46 participants (45.1%) had been studying French for less than one year, 36 participants (35.3%) had been studying the language for 1–5 years, and 20 (19.6%) had more than five years of French study. When asked what variety of French they spoke, 38.2% of participants considered their own French variety to be closer to QF, whereas 61.8% of participants reported that they spoke a French variety closer to EF. Participants' length of residency in Quebec varied between two weeks and 28 years ($M = 3.14$ years, $SD = 5.15$). The participants were students at English-medium universities in Montreal or were taking French classes at a community center. Table 1 summarizes several participant background variables, based on 100-point self-ratings from a language background questionnaire (described below) targeting different aspects of their experience with QF and its role and importance in their daily life, where the higher ratings represent more agreement with the statement.

Table 1. *Participants' Experience with QF*

| Statement | <i>M</i> | <i>SD</i> |
|---|----------|-----------|
| Speaking QF is an important aspect of my identity | 39.95 | 32.51 |
| QF is more useful than EF | 42.03 | 28.80 |
| Important to speak French in Quebec | 86.92 | 18.14 |
| Feel welcome in Quebec | 73.54 | 23.77 |
| Positive experiences with QF speakers | 64.48 | 23.01 |
| Familiar with QF | 36.75 | 26.93 |

Note. Scores based on a 100-point scale.

Materials

The materials for this study included a listening task (based on audio recordings accompanied by speaker and listener versions of maps and audio rating scales for listeners), a language background questionnaire, a social network survey, a French comprehension test, and an oral proficiency rubric.

Audio recordings. Two 21 year-old female native French speakers from Metz, France, made a short audio recording each. Female speakers were chosen because women represent the majority of teachers in Canada (“Back to school... by the numbers,” 2017). The content of the audio was prompted by maps with marked routes (see Appendix A for map images), which the speakers used to give directions from the starting point to the end point. Inspired by the map task used in McKenzie (2008), these maps acted as a tool to elicit natural, but somewhat controlled speech from the native speakers. Each speaker made their recording using a different map, resulting in two audios, one for each map (see Appendix B for transcripts of the audio recordings). The maps contained the same images to ensure that the lexical content would remain constant, but the pictures were scrambled to allow the directions to differ in each audio.

The two target recordings, drawn from a large pool of 14 other recordings made by the same speakers using different speech rates (faster vs. slower), different subject pronouns (*tu* vs. *vous*) and speaking styles (longer vs. shorter pauses between directions), and different assignments of speakers to map versions, were chosen as the target audio recordings through pilot testing. During the pilot testing, the two target recordings (along with 12 additional

recordings) were evaluated by 10 native French speakers (six QF speakers, four EF speakers) who rated the speech samples using 100-millimeter scales for five dimensions (see Appendix C for rating booklet). The two target recordings, which were comparable in speech rate (112.12 and 115.7 words per minute) and length (35 and 46 seconds), were selected for inclusion as the main audio materials as they received the most comparable ratings for these four dimensions: naturalness ($M_{Speaker1} = 94.4$, $M_{Speaker2} = 82.0$), accentedness ($M_{Speaker1} = 98.7$, $M_{Speaker2} = 95.9$), comprehensibility ($M_{Speaker1} = 96.2$, $M_{Speaker2} = 92.5$), and French variety, where a rating of 100 meant 100% certainty that the speaker was from France ($M_{Speaker1} = 90.6$, $M_{Speaker2} = 94.1$). Paired-samples t tests showed that there were no significant differences between the ratings for the two audios across all the dimensions ($t < 1.54$, $p > .16$), so it can be assumed that the speakers in both target recordings sounded equally natural, were equally comprehensible, and could indeed be clearly labeled as EF speakers.

Listener maps and audio rating scales. The listener maps were identical to the speaker versions of the maps, but without the marked route (see Appendix D for the listener versions of the maps). These were given to the participants so they could attempt to follow the directions given in the audio. For lower proficiency participants (approximately 35), the images on the maps were labeled. Having the participants complete the maps promoted active listening and simulated a realistic listening comprehension activity, which also increased the likelihood that the study's results might clarify how attitudes can arise in classrooms. To accompany the maps, participants were given two sets of rating scales (one set per audio), both consisting of the same ten 100-millimeter scales (shown in Appendix E). These scales were used to rate the listening comprehension activity (e.g., difficulty, quality of the map, likeliness to recommend the task to French teachers), to rate the speaker's speech (e.g., for accentedness, comprehensibility), and also included ratings pertaining to dimensions of status (e.g., intelligence, competence as a teacher) and solidarity (e.g., desire to have the speaker as a teacher, desire to speak like the speaker). All negative ratings were labeled on the left of the scales and positive ratings were labeled on the right. These rating questions were selected based on those used in previous studies focusing on attitudes (e.g., Hume et al., 1993; Kircher, 2012, 2014; Lambert et al., 1960). The final scale for the audio ratings, asking participants to place the speaker's French variety on a scale between definitely QF and definitely EF served as a critical measure to determine the degree to which participants believed that speaker was truly speaking the French variety that was

announced to participants prior to playing the audio (either QF or EF). Comment boxes were provided below each scale to give participants the option to explain the reason for their rating.

As a more open-ended and qualitative measure, the last question asked participants to circle any amount of words from a word bank, consisting of 13 positive and 12 negative descriptors, to describe the speaker's speech (e.g., unattractive, uneducated, standard, sophisticated). These adjectives were either chosen based off words used to describe QF or EF during participant interviews of a pilot study conducted for this research, or were selected from Kircher's (2012) table of classified words used to describe QF. After listening to both speakers, participants were asked to circle their preferred speaker for the activity and explain their choice, in order to determine if their choice would correspond to their belief that one speaker was from Quebec.

Background questionnaire. This questionnaire ascertained details related to participants' age, gender, country of origin, language background, years of French study, length of stay in Quebec, and their attitudes towards QF (see Appendix F). A section also involved 100-millimeter rating scales targeting participants' exposure to and familiarity with EF and QF, including in their previous French classes, based on the results of Giles et al. (1979) and their belief that the development of negative attitudes is likely due to EF being the most commonly used in the classroom, underlining its prestige. Because familiarity with an accent can be a predictor of attitudes (Dalton-Puffer et al., 1997), the questionnaire included a scale measuring participants' familiarity with QF. The question asking participants to place their variety of French on a scale was included because of Kircher's (2012) results revealing more positive judgements towards QF the closer to QF participants judged their own French to be. Based on Kircher's (2012) argument that direct measures of attitudes should be included in addition to indirect measures, several scales were adapted from her study to elicit direct evaluations of QF on status and solidarity dimensions. The same word bank used for the listener rating scales was used as an open-ended item to see what descriptors participants would associate with QF.

Social network survey. Adapted from a social network instrument designed by Doucerain, Varnaamkhaasti, Segalowitz, and Ryder (2015), this survey collected information about the French speakers that are part of each participant's social network (see Appendix G). It allowed participants to record the French speakers (native or nonnative) that they interacted with and whether or not those speakers knew one another. Each person's variety of French was noted,

as well as the participant's relationship to them, participant's amount of interaction with them in French, and participant's level of closeness to them (e.g., where 1 represented someone they did not know very well, and 5 represented someone who they shared a close relationship with). The closeness rating is an important measure, as attitudes are not directly related to the frequency of social interactions, but also the quality (intimacy levels) of exchanges (Cortes-Colomé et al., 2016; Kang & Rubin, 2009).

L2 French oral comprehension and speaking proficiency tests. Obtaining scores to describe a participant's French proficiency provided an important variable to be compared with their attitudes, as lower proficiency learners tend to not only rate accented speakers more positively, but also have more balanced views across language varieties (Giles et al., 1979; McKenzie, 2008). To do this, a listening comprehension test was administered based on the standardized Test for Evaluating French for Access to Quebec (TEFAQ), which is recognized by Quebec's Ministry for Immigration, Diversity, and Inclusion ("Les tutoriels pour se préparer au TEF," 2018). Because it is a test required for the Quebec immigration application, which many participants might eventually want to complete, a test modeled after this exam was not only relevant for participants, but also accurately represented an international benchmark test (see Appendix H for test materials). Digital recorders were also provided to pairs of participants for the speaking portion of the test, where they recorded themselves answering two open-ended questions related to their future plans and opinions about Montreal (see Appendix I for the speaking exercise).

Procedure

The project was presented to participants as a study investigating the effectiveness and quality of teaching materials used for oral comprehension activities in French classrooms. The entire procedure either took place during regular classroom instruction (with classes of 6–15 students) or during scheduled times outside of class hours (in groups of 4–8 people), and participants performed each task individually. Participants were given all the materials at once in a testing booklet. After signing the consent form for participation (see Appendix J), a practice exercise consisting of a sample scale and a simple listener map with completely different items was administered beforehand by the researcher in a live (i.e., not prerecorded) presentation in order to ensure that participants understood how to complete the tasks (see Appendix K for practice materials). For beginner-level classes, the vocabulary used in the activity was introduced

prior to starting the task. Before each map task, the speaker was presented as either a French teacher from France or from Quebec. Because both audios were of native speakers from France, the one introduced as Quebecoise was a false presentation, to see if her social identity alone would affect students' ratings, just as the false Asian identity did for the participants in RLS research (e.g., Kang & Rubin, 2009; Rubin, 1992). The order of audios and maps was counterbalanced across groups, such that approximately an equal number of participants listened to the two speakers in each of the two orders and approximately half of the participants experienced each of the two target speakers either under the EF or the QF guises.

Participants followed the directions given by the speaker by drawing a line on their map for the route described. For beginner levels, students were only asked to connect the images in the order they heard them in the recording. Immediately following, they filled out the three rating questions related to the task and the map, marking an × on the line where they felt appropriate. The same audio was then played again while they filled out the rating scales related specifically to the audio. This procedure was repeated with the second map and the second speaker.

The background questionnaire and social network survey were introduced only after the participants completed the map tasks, so as to not influence their ratings. After completing the social network table, they drew lines to connect the people that knew one another within their social network (see Appendix L). Next, the TEFAQ listening comprehension test was administered to the entire group and participants marked their responses in their test booklet. Finally, audio recorders were distributed to pairs of participants and each had a few minutes to record their oral response to the following two questions: If you were to describe Montreal to someone from your hometown, what would you tell them? What are your plans for after you graduate? Beginner-level students (9) who had not yet acquired enough French knowledge to answer these questions were asked to simply present themselves and their interests.

Data Analysis

Audio ratings. The rating values were measured (in millimeters) from the left side of the scale to the × marked by participants. The three ratings focusing on the task and map were disregarded from analyses, as their main purpose was to give participants the impression they were evaluating every aspect of the listening comprehension activity. Thus, the key measures for this research were the six ratings related to the speakers' speech: her accentedness and comprehensibility, her intelligence and competence as a teacher, as well as participants' desire to

have the speaker as a teacher and their desire to speak like her. Participants' reliability in assessing the audio recordings for these six dimensions in the EF and QF guises reached .91 (Cronbach's alpha).

Background questionnaire. The questionnaire ratings were coded the same way as the audio ratings. To reduce the number of (potentially associated) variables obtained through the questionnaire, an exploratory Principal Component Analysis (PCA) with Oblimin rotation was conducted to determine whether the 11 rated background variables showed any underlying patterns. The Kaiser-Meyer-Olkin value (.643) exceeded the required .60 for sampling adequacy, and the Bartlett's test of sphericity, $\chi^2(55) = 226.02, p < .0001$, indicated that correlations between variables were sufficiently large for PCA (Hutcheson & Sofroniou, 1999). An initial analysis revealed four underlying factors with eigenvalues over Kaiser's criterion of 1, accounting in total for 64.75% of the variance. After the first four components in the scree plot, there was a clear discontinuity, suggesting that the final analyses should include the initial four factors. Table 2 shows the factor loadings for these four dimensions.

Table 2. *Factor Loadings from PCA Analysis*

| Questionnaire items | Component | | | |
|--|-----------|-----|-----|-----|
| | 1 | 2 | 3 | 4 |
| EF in class | -.77 | | | |
| Own French variety | -.77 | | | |
| QF in class | .76 | | | |
| Familiarity with QF | .60 | | | |
| QF as part of identity | | .85 | | |
| Usefulness of QF | | .84 | | |
| Feel welcome in Quebec | | | .87 | |
| Experience with QF speakers | | | .83 | |
| Perceived importance of French in Quebec | | | | .78 |
| QF media exposure | | | | .64 |

| | | | | |
|---------------------------|-------|-------|-------|-------|
| Speaking with QF speakers | | | | .54 |
| Eigenvalue | 2.85 | 1.70 | 1.35 | 1.23 |
| Variance explained (%) | 25.86 | 15.42 | 12.28 | 11.18 |

Factor 1, labelled “Classroom exposure and familiarity with QF” encompassed participants’ familiarity with QF, what they believed their own French variety to be (with a stronger belief that one’s own variety corresponded to EF linked to lower classroom exposure and familiarity with QF), and two variables related to how much participants have been exposed to each variety in their French classes (again with greater exposure to EF associated with less exposure to and familiarity with QF). Factor 2, with questions targeting how much participants found QF to be an integral part of their identity and their opinion of the overall usefulness of QF compared to EF, was labeled as “Personal relevance of QF.” Factor 3, labelled “Positive experience in Quebec” captured how welcome participants felt in Quebec and the extent to which they experienced positive interactions with QF speakers. Factor 4, labeled as “QF exposure and use,” dealt with their amount of exposure to QF through media or native speakers, and with how important they perceive the use of French to be in Quebec. Four separate factor scores (one per component) were derived for further analyses using the Anderson-Rubin method for obtaining non-correlated scores following PCA.

Social network survey. Following the procedure used by Doucerain et al. (2015), four measurements were calculated per participant: L2 network size (the total number of native French speakers in one’s social network), L2 intimacy (the average closeness rating across all people listed), L2 inclusiveness (the number of non-isolated people divided by the L2 network size), and L2 density (the number of links between the people listed divided by the number of possible links). An additional measure of L2 interaction (total hours of French spoken per week with the people listed) was calculated to derive an estimate of how often the participants interacted with French speakers in French. Each network measure was calculated separately for the QF and EF speakers within their network. Because the current study focused on attitudes towards QF, further analyses only included the social network scores which included the data for QF speakers in participants’ networks.

L2 French oral comprehension and speaking proficiency tests. The TEFAQ comprehension test was graded out of 20 points, and those scores were used as a measure of participants' French listening ability. The recordings of participants' responses to the two open-ended questions were evaluated by two native French judges (one EF speaker, one QF speaker) who both had 10 years of experience teaching French and were employed as evaluators for the TEFAQ exam (with one and six years of experience). To stay consistent with the grading of the TEFAQ for oral expression, the standardized evaluation criteria for the Common European Framework of Reference for Languages (CEFR) were used to rate participants' oral proficiency (see Appendix M). The levels consisted of A0, A1, A2, B1, B2, C1, and C2 (where A0 corresponds to very limited knowledge of French, and C2 implies nativelike proficiency). For the purpose of statistical analysis, each level was converted to a numerical value (where C2 was worth 10 points, as it is the highest level attainable, and A0 was worth 4 points). Therefore, a score corresponding to a level was assigned to each component of participants' speaking skills (range, accuracy, fluency, coherence). Because there were four categories, the total score for each participant was out of 40 possible points. The two raters demonstrated high consistency in their ratings ($r = .90$), so the two raters' overall speaking scores for each participant were averaged to derive a single score.

Results

Preliminary Analysis

In order to answer the first research question regarding whether or not the participants would rate the two guises differently, it was important to first establish whether or not the participants went along with the main manipulation by the researcher (i.e., being told that one of the speakers was a QF speaker when in fact she was from France). Therefore, the first analysis focused on the results from the rating scale asking participants to place the speaker's French variety on a scale (where 0 corresponded to QF and 100 corresponded to EF), to determine the extent to which each participant believed that the QF guise indeed involved a QF speaker. This is because the entire premise of the study was based on the assumption that participants would believe the speaker in the QF guise to be from Quebec and would thus reveal any preconceived biases they might hold towards that French variety through more negative ratings, compared to those given to the speaker in the EF guise. However, an initial data inspection showed that participants reacted differently to the EF and QF guises, where the speaker in the EF guise

tended to be rated more consistently as indeed belonging to a EF variety, as seen by the negatively skewed histogram in Figure 1 (left panel). By contrast, the speaker in the QF guise had elicited wide variability in participants' ratings, spanning the whole range between being identified as a QF speaker and as a EF speaker (right panel).

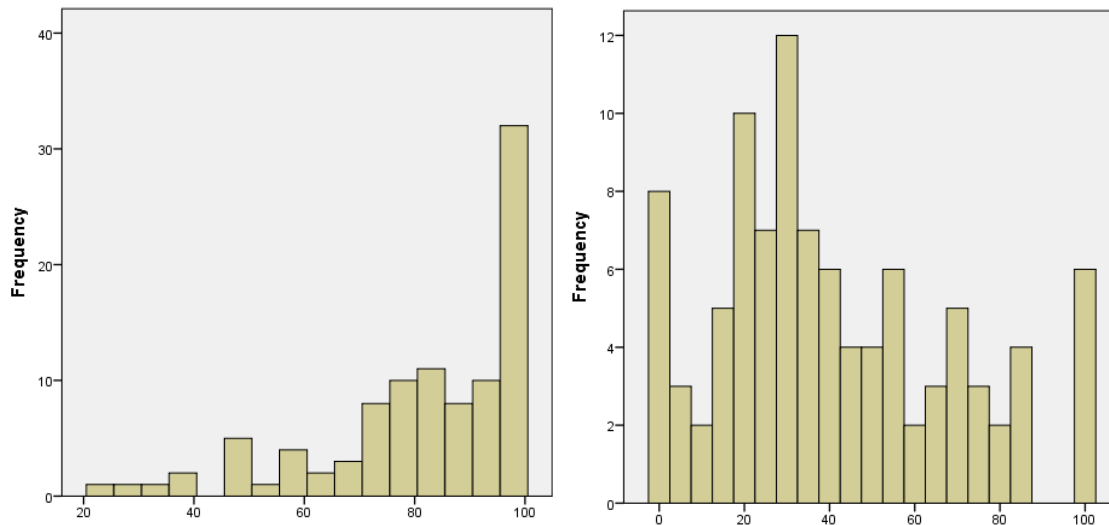


Figure 1. Histogram of participants' frequency of rating the speaker in the EF (left) and QF (right) guises as belonging to the EF or the QF variety (0 = QF variety, 100 = EF variety).

Because RLS effects are most clear in the responses of those participants who are influenced by the guise manipulation, all subsequent analyses were based on the participant sample divided into two groups using a median split, based on their rating of the speaker in the QF guise ($Mdn = 35$): those who believed the experimental manipulation ($n = 49$) by rating the QF guise as a speaker of QF ($M = 18.35$), and those who were not susceptible to the experimental manipulation ($n = 53$) and rated the speech of the QF guise to be closer to the EF variety ($M = 61.85$). From now on, these groups will be referred to as the sensitive to manipulation group (SM) and the not sensitive to manipulation group (NSM), respectively. The two groups only differed in respect to their reaction to the QF guise, rating the EF guise the same ($M = 80.48$ and $M = 83.73$, $p = .394$). In addition, as seen in Table 3, these two groups did not differ in key background variables, including their French proficiency level, measures of their social networks, French experience, and the background factors derived from PCA, except for

the perceived relevance of QF to participants' identity, with the SM group showing a marginally stronger belief than the NSM group ($p = .03$, with 12 pairwise comparisons conducted).

Table 3. *Comparison of Background Variables Between SM and NSM Groups*

| Variable | SM group | | | NSM group | | | Comparison | |
|--|----------|----------|-----------|-----------|----------|-----------|------------|----------|
| | <i>n</i> | <i>M</i> | <i>SD</i> | <i>n</i> | <i>M</i> | <i>SD</i> | <i>t</i> | <i>p</i> |
| Age | 48 | 27.85 | 8.64 | 53 | 26.83 | 5.15 | 0.73 | .47 |
| Travel in francophone locations (months) | 48 | 0.60 | 2.22 | 53 | 8.04 | 32.58 | -1.58 | .12 |
| French study (years) | 48 | 2.83 | 4.99 | 51 | 4.39 | 5.27 | -1.51 | .14 |
| Residency in Quebec (months) | 49 | 28.12 | 49.50 | 52 | 48.92 | 71.93 | -1.68 | .10 |
| Oral proficiency (out of 40) | 49 | 24.33 | 4.19 | 53 | 25.09 | 4.62 | -0.86 | .39 |
| Oral comprehension (out of 20) | 49 | 10.80 | 3.82 | 53 | 11.53 | 3.89 | -0.96 | .34 |
| QF social network size | 49 | 0.92 | 1.40 | 53 | 0.75 | 1.31 | 0.61 | .54 |
| QF social network interaction | 49 | 2.38 | 5.07 | 53 | 2.21 | 7.81 | 0.13 | .90 |
| Classroom exposure and familiarity with QF (PCA) | 47 | 0.12 | 0.91 | 49 | -0.11 | 1.09 | 1.11 | .23 |
| QF Personal relevance (PCA) | 47 | 0.17 | 1.06 | 49 | -0.27 | 0.83 | 2.28 | .03 |
| Positive experience in Quebec (PCA) | 47 | -0.05 | 0.99 | 49 | 0.02 | 1.03 | -0.36 | .72 |
| QF exposure and use (PCA) | 47 | 0.11 | 1.04 | 49 | -0.16 | 0.91 | 1.36 | .18 |

Note. SM = Sensitive to the manipulation, NSM = Not sensitive to the manipulation. Participant numbers per group vary slightly due to missing responses.

Attitudes Towards QF

The first research question aimed to investigate the attitudes L2 learners of French in Montreal hold towards the QF and EF varieties, by testing if their ratings of the two speakers would differ depending on her presented social identity. In order to answer this question, the

main analyses involved running paired-samples *t* tests to compare participants' ratings of the QF and the EF guises for each of the six target speech dimensions, separately for the SM and NSM groups (Bonferroni adjusted $\alpha = .004$). As summarized in Table 4, these analyses yielded no significant differences in ratings given to the speakers in the EF and QF guises, except for the scale asking participants to rate how much they would like to speak like the speaker (0 = *not at all*, 100 = *very much*), and only for the SM group. Put differently, participants who were sensitive to the critical manipulation indicated that they would be less willing to sound like the speaker who was introduced as a QF speaker ($M_{QF} = 65.31$) than like the speaker who was introduced as a EF speaker ($M_{EF} = 80.00$). This was not the case for the NSM group, where participants showed no preference for speaking more like one guise over the other ($M_{QF} = 73.30$ and $M_{EF} = 73.38$). Some examples of SM participants' stated reasons for wanting to speak like the EF guise were because "she speaks with a more standard accent," she is "clear and precise, how everyone should speak," "her accent is really good," and "I want people to understand me so I find this speaking appropriate." There were 11 participants in the SM group who chose to provide (optional) comments that expressed similar sentiments. Preference for speaking like the EF guise was also mirrored in three participants' comments for their disinterest to speak like the QF guise, as shown in the following examples: "I prefer the French accent" and "I am more likely to speak original French."

Table 4. *T Test Results for Speech Ratings in the SM and NSM Groups*

| Rated dimension | SM group | | | | NSM group | | | |
|----------------------|----------|-----------|----------|----------|-----------|-----------|----------|----------|
| | <i>t</i> | <i>df</i> | <i>p</i> | <i>d</i> | <i>t</i> | <i>df</i> | <i>p</i> | <i>d</i> |
| Accentedness | 0.23 | 47 | 0.82 | 0.03 | -0.23 | 52 | 0.82 | 0.03 |
| Comprehensibility | 0.29 | 46 | 0.77 | 0.04 | -0.31 | 52 | 0.76 | 0.04 |
| Desire to speak like | -3.47 | 47 | 0.001 | 0.50 | -0.02 | 52 | 0.99 | 0.003 |
| Good French teacher | -1.00 | 47 | 0.32 | 0.14 | 0.06 | 51 | 0.95 | 0.01 |
| Their French teacher | -0.73 | 48 | 0.47 | 0.11 | -0.07 | 52 | 0.95 | 0.01 |
| Intelligence | -0.19 | 45 | 0.85 | 0.03 | 0.43 | 46 | 0.67 | 0.06 |

Regarding the open-ended question after each audio asking participants to circle descriptor words to characterize the speech of the speaker, the words most often chosen for the QF guise were *clear*, *normal*, *smooth*, *standard*, and *accented*. However, as seen in Table 5, when comparing the two groups, the SM group appears to have attributed fewer positive descriptors to the QF guise than the NSM group, and also more frequently perceived her speech as being accented.

Table 5. *Frequencies for Top Five Descriptor Words Chosen in Response to the QF Guise*

| Descriptor | SM group | NSM group | Total |
|------------|----------|-----------|-------|
| Clear | 28 | 38 | 66 |
| Normal | 27 | 33 | 60 |
| Smooth | 23 | 31 | 54 |
| Standard | 20 | 33 | 53 |
| Accented | 25 | 12 | 37 |

Although the quantitative findings found no significant difference between the accentedness ratings for the EF and the QF guise, the qualitative comments from the SM participants regarding the speaker’s accent suggest that several of them did in fact perceive a QF accent for the QF guise:

“There are lots of Quebec accents in her voice and it is quite hard for beginners.”

“She has the accent Quebecois but it is an easy one to understand.”

“Some words sounded kind of distinctly Quebecois.”

“Her accent is so different from French in France.”

“Some words were Quebecois like “l’église”

“It has a Quebec accent.”

When given the same word bank of descriptor words on the background questionnaire and directly asked to circle those that describe QF, participants overall chose *accented* (76 out of 106 participants) most frequently, followed by other descriptors, including *clear* (49), *standard* (48), *difficult* (47), *unclear* (41), *nonstandard* (33), and *bizarre* (27). These results from the background questionnaire confirm that participants believed the QF variety to be accented

(among other less desirable attributes), which could explain why some participants (at least those in the SM group) perceived the QF guise speaker to have an accent, as it was likely what they were expecting.

The final question after completing the audio ratings asked participants to select the speaker they preferred for the activity, allowing them to express their overall impression and preference after being able to compare the speakers in both guises. Table 6 shows some examples of the SM participants' explanations for their preferred speaker, where their choice for the EF guise was largely based on her speech being perceived as more standard, sophisticated, universal, and more familiar than the QF guise (the data for NSM group appear in Appendix N). The SM participants also expressed the belief that the EF guise was easier to understand, even though they did not distinguish the two speakers through the ratings of speaker comprehensibility. Thus, despite the lack of a numerical difference in ratings, some SM participants still considered the EF guise to be easier to understand at the end of the rating session, after having the opportunity to compare the two speakers. In contrast, participants' reasons for preferring the QF guise centered around their desire to learn from a QF speaker because it was the variety of their surroundings in Montreal.

Table 6. *SM Group's Reasons for Their Preferred Speaker*

| Preference for EF guise | Preference for QF guise |
|---|--|
| "I'm used to French from France and find it easier to understand." | "I'm more used to her pronunciation and the rest of the people at Quebec pronounces like her." |
| "Preferred that accent and more universal (standard)." | "If you are living in Quebec, you should get in use to this accent." |
| "Because French originated in France and I prefer French teachers." | "Because she has the accent Quebecois and I want to learn like that." |
| "I prefer the French accent." | "I prefer to learn Quebecois French." |
| "More sophisticated." | |
| "More familiar accent." | |

“More of a standard French accent.”

“Speaker 2 was more difficult to understand.”

“I think French from France is easier to understand.”

“More clear and speech easier to understand.”

Role of Proficiency, Exposure, and Experience in Attitudes Towards QF

In order to answer the second research question which investigated possible predictors of L2 learners' attitudes towards QF, the next analyses focused on the relationship between participants' ratings of the QF guise and their proficiency, exposure, and experience variables. These variables, including the four background factors (derived through PCA), were used in Pearson correlations (two-tailed), run separately for each of the two target participant groups. For the SM group, higher comprehensibility ratings for the QF guise were associated with a longer length of residency in Quebec, $r(48) = .40, p = .005$; more positive experiences in Quebec, $r(46) = .40, p = .006$; greater exposure to QF, $r(46) = .33, p = .025$; greater French oral proficiency, $r(48) = .31, p = .032$; and greater interaction with QF speakers in their social network, $r(48) = .31, p = .031$, with all correlations approaching the strength of a medium-size relationship according to Plonsky and Oswald's (2014) guidelines. For this group, participants' desire to speak like the QF guise was largely related to them having positive experiences in Quebec, $r(47) = .40, p = .005$ (medium-strength relationship). Their desire to have the QF guise speaker as their teacher was also positively correlated with their positive experiences in Quebec, $r(47) = .63, p < .0001$ (strong relationship) and greater interaction with QF speakers in their social network, $r(49) = .32, p = .026$ (weak relationship). Lastly, their belief that the speaker in the QF guise would be a good teacher was also linked to more frequent positive experiences in Quebec, $r(47) = .68, p < .0001$ (strong relationship) and the extent of their interaction with QF speakers in their social network, $r(49) = .33, p = .021$ (weak relationship). By contrast, for the NSM group, only participants' comprehensibility ratings for the QF guise were correlated with measures of their French oral comprehension, $r(53) = .38, p = .005$, and their French speaking ability, $r(53) = .40, p = .003$ (medium-strength relationships). To summarize, most relationships between the target

speech measures and participants' background characteristics emerged for the participants who went along with the key manipulation of designating a EF speaker as a speaker of the QF variety.

The final multiple regression analysis examined participants' overall reaction to the perceived QF speaker as a function of participants' background, proficiency, and exposure variables that showed significant associations with the ratings of the QF guise. For this analysis, the combined rating for the QF guise was derived by averaging across each participant's ratings of the six dimensions for the QF guise speaker (her accentedness, comprehensibility, intelligence, competence as a teacher as well as participants' desire to have her as a teacher and to speak like her). This composite QF guise score was entered into the regression analysis as the criterion variable. Participants' ratings asking them to place the speaker in the QF guise on a scale (0 = *QF variety*, 100 = *EF variety*) were entered in Step 1, as an overall measure of the extent to which participants were susceptible to the QF guise manipulation. The five predictor variables—participants' length of residence in Quebec (in months), their oral proficiency score (average across two raters), their positive experience in Quebec and exposure and use of QF (both derived via PCA), and their extent of interaction with QF speakers in their social network (derived from the social network questionnaire)—were entered in a stepwise procedure in Step 2.

The regression model (summarized in Table 7) yielded a two-factor solution, accounting for a total of 23% of shared variance. First, participants' sensitivity to the QF guise was positively associated with the combined rating of the QF guise (accounting for a total of 9% of shared variance), $F(1, 86) = 8.85, p = .004$, such that those participants who were more likely to perceive the speaker introduced as belonging to the QF variety were those who tended to provide lower ratings to this speaker. The PCA-derived background variable of having positive experiences in Quebec (i.e., feeling welcome in Quebec and having positive experiences with QF speakers, as shown in Table 2) was the only other variable that accounted for additional unique variance in the combined QF guise ratings, $F(2, 85) = 12.56, p < .001$, for a total of 14%. Thus, regardless of their sensitivity to the QF guise manipulation, participants with more positive experiences in Quebec tended to assign higher ratings to the QF guise than those with fewer positive experiences in Quebec.

Table 7. Results of Multiple Regression Analyses Using Background and Exposure/Experience Variables as Predictors of the Combined Rating of the QF Guise

| Rating of QF guise (combined score) | R^2 | ΔR^2 | B | 95% CI | t | p |
|-------------------------------------|-------|--------------|------|--------------|------|------|
| Sensitivity to QF manipulation | .09 | .09 | 0.16 | [0.05, 0.27] | 2.99 | .004 |
| Positive experience in Quebec | .23 | .14 | 5.58 | [2.70, 8.45] | 3.58 | .001 |

Discussion

The overall goal of this study was to first investigate the attitudes that L2 learners of French in Montreal hold towards the Quebecois French (QF) variety and the European French (EF) variety, and then to explore what factors might be associated with their attitudes.

L2 Learners' Attitudes Towards Quebec French and European French

The first research question aimed to determine if L2 French learners would rate two native French speakers differently on their speech (accentedness, comprehensibility), and on dimensions of status (intelligence, teaching competence) and solidarity (desire to speak like them, desire to have them as a teacher) if one speaker was falsely presented as a QF speaker. Any significant differences in their ratings would be consistent with a RLS effect, due to their judgments being influenced by the label of the speaker's social identity, and would indicate that participants held underlying biases towards the QF variety. Participants' comments and descriptor words chosen for QF allowed us to first see what preconceived attitudes they might have towards the two French varieties. This would then give us a better understanding of why any differences might have emerged in their ratings of the two speakers.

Participants' qualitative responses revealed several patterns suggesting that many believed the EF variety to carry more prestige than the QF variety, citing that the former "sounds very clean French," and is "widely regarded as 'good French'" with a "proper French accent" and "no weird pronunciations." Participants commonly referred to EF as more standard, universal, familiar, and sophisticated, implying that they consider EF to be the standard variety. These beliefs indicating a prestige hierarchy are consistent with those held by the participants of Kircher's (2012) study in Montreal, who classified QF using words that expressed less favorable attitudes towards the variety, such as *bizarre*, *anglicized*, and *accented*.

Similarly, when participants' perceptions of QF were directly elicited through the background questionnaire, they most frequently chose the word *accented* to describe the QF variety, which is most likely a preconceived expectation that led some participants to perceiving the QF guise to have an accent, as expressed by their comments (e.g., "Accented in the sense that French French is the standard"). However, this belief was clearly not supported through participants' ratings because there was no significant difference in their assessment of accentedness between the EF and QF guises. This result diverges from those of Rubin (1992) and Hu and Su (2015) whose participants rated the Asian guise to be more accented due to their expectations of accented speech from the assumed nonnative speaker. One possible reason for why the present results for this rating dimension were not significant could be because, in the current study, the RLS effect was elicited by targeting two native speaker varieties, where listener perceptions of accent could depend on the variety they are most familiar with. By contrast, in most previous RLS investigations, listeners were led to believe that they were exposed to native and nonnative speakers of the target language, which could have intensified and exacerbated their preconceived ideas about foreign-accented speech.

In this study, participants were aware that they were evaluating native speakers of French, as both speakers were introduced as native-speaking teachers of French. Nevertheless, some rated the speaker in the EF guise as being very accented (where *very accented* corresponds to a rating of 0), and more accented than the speaker in the QF guise. Their comments confirmed that they associated this heavy accentedness with speakers from France:

"You would know she is from France, and I believe from Paris." ($EF_{Accent} = 0$)

"It was a little different than I'm used to hear in my surrounding." ($EF_{Accent} = 0$)

"Her European French is thicker than Quebecois French." ($EF_{Accent} = 11$)

"I could notice she is from France." ($EF_{Accent} = 0$)

"Was very French!" ($EF_{Accent} = 16$)

On the other hand, other participants' ratings and corresponding comments indicated that they believed the speaker in the EF guise to not be accented, seemingly due to their familiarity with that variety:

"More used to France French accent." ($EF_{Accent} = 70$)

"I'm not from Quebec and much prefer standard/French accent." ($EF_{Accent} = 100$)

Therefore, the nonsignificant difference between the ratings of accentedness of the EF and QF guises could be explained by differences in participants' understanding of accentedness—and most likely through lack of their awareness of what constitutes an accent—as it pertains to native speakers of two target language varieties. Indeed, when it comes to nonnative accents, listeners are typically highly adept and reliable at distinguishing foreign-accented speakers from native speakers (e.g., Munro, Derwing, & Burgess, 2010), but they may know less about which speech patterns differentiate two native-speaker varieties (e.g., Clark & Schlee, 2010).

Nonetheless, our quantitative findings did reveal a significant difference between the ratings assigned to the two French guises, where 49 participants believed the speech of the QF guise to be QF (SM group), and 53 tended to correctly perceive the speech as being of the EF variety (NSM group). The SM group's sensitivity to the manipulation was key to observing any differences in attitudes between the French varieties that would surface across the six speech rating dimensions and their qualitative responses. For example, the SM participants appeared to be the ones who perceived nonexistent QF features in the speech of the QF guise, and described her as accented more often than the NSM participants did.

Of the six targeted speech measures (which encompassed the dimensions of speaker's accentedness, comprehensibility, intelligence, competence as a teacher, as well as participants' desire to have her as a teacher and to speak like her), only participants' desire to speak like the speaker emerged as significant, and only for the SM group, where they expressed a greater preference to speak like the EF guise than like the QF guise. Their preference was often justified by the EF accent being more standard, more clear and comprehensible, and representing original French. Therefore, at least for this rating criterion, it appears that the SM participants engaged in RLS, as their acquired knowledge of QF-specific stereotypes appeared to be triggered by their belief that the speaker was from Quebec, informing their evaluation and preference. Not surprisingly, the NSM participants did not reveal such preconceived stereotypes, since they believed both speakers to be of the EF variety.

Preconceived ideas linked to a particular social group not only affect speech perception in terms of its accentedness—often understood as a departure from the expected speech pattern (e.g., Kang & Rubin, 2009)—but also in terms of an individual's listening comprehension (Hu & Su, 2015; Rubin, 1992). To the extent that comprehensibility (as a measure of ease or difficulty of understanding) captures some aspects of speech comprehension (Kang, Thomson, & Moran,

2019), there was no evidence in this study of preconceived ideas influencing participants' comprehension of the speakers in the two guises, as both were rated equally comprehensible by all participants, including by the SM group. Nevertheless, nearly half of the 106 participants described QF as being difficult to understand, and (when comparing the two speakers) the SM group occasionally stated they preferred the EF guise for the activity because she was easier to understand. Even though the quantitative data do not support RLS effects for this rating dimension, some participants' reasons for their comprehensibility ratings of the QF guise were linked to her perceived accent, suggesting that their comprehension may have been affected by their preconceived idea that QF is difficult to understand (e.g., "A bit difficult at times but also less used to Quebecois accent"). In fact, lack of accent and ease of understanding seemed to be common reasons that informed some participants' decision for choosing the EF guise to be more suitable for the task.

Although participants expressed different preferences associated with solidarity traits (e.g., desire to speak like the targeted speaker), their evaluations did not tap into judgements of the speaker's status. For example, regarding the speakers' intelligence as a measure of status, the statistical results were not significant as the majority of participants gave a neutral rating and responded that they could not accurately rate either speaker on this dimension based solely on a voice recording (e.g., "It is difficult to say because I can't decide only with the audio"), while also suggesting that accent is independent of intelligence (e.g., "You can't really determine intelligence from an accent"). On the other hand, there were a few participants who associated the speaker's intelligence with her accent, explaining that "she must be intelligent to have a good accent" or that she sounds intelligent because she "speaks clearly and pleasantly" and "her French was very good."

Based on prior results by Hume et al. (1993), where undergraduate L2 French learners in Ontario rated the EF teacher highest on status traits and professional competence, it was expected that current participants would also evaluate the status of the EF guise more positively than the QF guise regarding her teaching competence and would respond more favorably for wanting her as their teacher. However, the quantitative findings showed no difference in preference for having either speaker as participants' teacher, and one was not believed to be a better teacher than the other. Despite the lack of numerical differences in ratings, in their comments, some participants clearly expressed a preference for the EF guise based on her speech

(e.g., “I really want her to be my French teacher because she speaks original French and her accent is good;” “[f]or being a good French teacher, you need to have a clear accent”). In contrast, other participants indicated that they would appreciate having the QF speaker as their teacher because her speech is “closer to the way people around are speaking,” and “it would also be good as not to get conditioned to just one ‘type’ of French accent” since “learning French is much better and effective if you are familiar with different accents.” Even though L2 French students tend to prefer EF speakers as teachers (e.g., Hume et al., 1993), when participants were asked directly which variety they would like to be exposed to in class, 86 out of 106 responded that having a combination of both QF and EF spoken would be ideal. It seems, therefore, that their preferences can vary depending on the variety of their surrounding environment, but perhaps individuals’ background characteristics and experience within that environment could also explain this ambivalence further.

The Impact of Proficiency, Experience and Exposure

What has yet to be explained by previous literature is what influences the extent to which L2 learners’ engage in RLS, particularly with respect to several native speaker varieties. The second research question of this study therefore aimed to explore what variables were associated with participant’s ratings of the QF guise, which represents a novel contribution to existing literature (see Kang & Rubin, 2009, for a similar argument for RLS effects targeting nonnative speech). Results showed that comprehensibility of the QF guise was related to SM participants’ amount of QF exposure and use, their frequency of positive experiences in Quebec, their length of residency in Quebec, their amount of interaction with QF speakers in their social network, and their oral proficiency level. Therefore, participants’ perception of the QF guise being difficult to understand could be explained through these variables, where having less positive experiences in Quebec and less exposure to the variety caused their perception of (who they believed to be) a QF speaker to be negatively affected.

Considering that “attitudes specifically associated with the group or the language are quite probably dormant until the student is confronted with learning the language” (Gardner, 1985, p. 8), it was expected that the lower proficiency learners would display more balanced attitudes overall for the ratings of both guises compared to the higher proficiency counterparts. However, there were no visible differences between the attitudes of the high and low proficiency learners in this study, and proficiency measures (listening comprehension, oral proficiency

scores) only accounted for the comprehensibility of the two guises for the participants (with small-to-medium associations). As this does not align with previous results indicating more pronounced attitudes for learners who gain greater amounts of experience and linguistic knowledge of the target language (Giles et al., 1974, 1979), perhaps the development of attitudes is instead related more to the type and quality of their experience, as suggested by Kang and Rubin (2009).

The current results reflected this idea, as participants who had experienced more positive interactions with QF speakers and felt more welcome in Quebec were more likely to want to speak like the QF speaker, perceive her as a good teacher, and want her as their French teacher. In fact, the measure of having had positive experiences in Quebec emerged as the *sole* factor predicting positive responses to the speaker in the QF guise, regardless of whether participants identified that speaker as a user of QF or EF. More frequent exchanges with QF speakers in their social network also positively influenced how they responded to her teaching abilities. These findings begin to support the idea from Cortes-Colomé et al. (2016) that developing quality contacts within a language community can foster positive feelings, which can determine how attitudes are adopted. These findings also crucially support the idea that it is often the quality, not the quantity, of linguistic experiences that matters for L2 development (e.g., Moyer, 2011).

To summarize, participants that went along with the experimental manipulation were more likely to assign lower ratings to the perceived QF speaker, and it was among the SM participants that the most relationships were observed between their background variables and ratings. Within the framework of RLS, the overall findings therefore suggest that while completing a realistic listening comprehension activity within a classroom context, L2 learners of French draw on their preconceived ideas of EF and QF, which can affect how they experience the input they receive. In other words, imagined social information can trigger learners' language attitudes, which in some cases can impact how difficult they find the speech to understand, how well-suited they believe it is for the activity, or how they view the speaker as a teacher. The most important finding, however, was that regardless of their sensitivity to the manipulation, feeling welcome in Quebec (i.e., the society where a stigmatized and dispreferred variety is spoken by the majority of speakers) and having positive interactions with QF speakers was the strongest predictor of positive attitudes towards QF speech overall.

However, it is possible that our findings of RLS are less pronounced than those of previous studies (Hu & Su, 2015, Rubin, 1992) due to the nature of our participants and the context of Montreal. In other words, perhaps Montreal's culturally diverse environment lends itself to a more linguistically aware population of learners who may not hold as strong of language biases as those in a more monolingual setting. In addition, as many of the participants were immigrants or international students who chose to come to Montreal with intentions of settling in the target language community, it could be that their integrative motivation towards learning French played a role in how they viewed QF speakers. Similar research conducted in a less linguistically diverse city, or with foreign language learners who have no intention of immigrating to Quebec, may find results more consistent with the effect of RLS. Future studies could therefore examine this by comparing RLS effects among immigrants and non-immigrants in Montreal, or among L2 learners and foreign language learners. Despite the nature of our participant population, our results remain a unique contribution to RLS research, displaying some evidence that L2 learners engage in RLS when evaluating speakers of two native speaker language varieties, especially when expressing their desire to speak like them.

Conclusion

In summary, our findings shed light on the attitudes that L2 French learners in Montreal hold towards the QF and EF varieties, highlighting that they find QF to be difficult and prefer to speak like EF speakers. These language attitudes were measured by examining RLS in an instructional context during listening comprehension tasks that participants would likely encounter in their French classes. Therefore, these results contribute to RLS research by supporting the unique findings from Hu and Su (2015) that L2 learners are also affected by social attributions and engage in RLS. Our study has now extended these findings to a new population of learners, and has demonstrated that the same effect occurs when listeners' attitudes are measured towards speakers of two native speaker varieties, not necessarily nonnative speakers (e.g., Kang & Rubin, 2009; Rubin, 1992). In addition, the current study responded to Kircher's (2012) call for future work to examine more closely the influence that social background variables have on individuals' speech evaluations in order to provide a better understanding of language attitudes, especially in multilingual, multicultural contexts like Montreal. Overall, our results suggest that the variable that has the greatest impact on L2 learners' attitudes towards the

QF variety is the extent of their positive interactions with QF speakers and how welcome they feel in Quebec.

Future research could examine in more detail the root causes of any negative feelings learners adopt towards the QF variety during their language instruction in Quebec and even prior to their arrival there, to see if French language instructors could address these issues in class. Perhaps learners encounter difficulties and frustrations when communicating with QF speakers, marking a negative experience, and such occurrences of communication breakdowns could be lessened through more practice and interaction with the local variety in a safe classroom environment. Or perhaps learners are sensitive to QF speakers' own negative attitudes towards their home variety (e.g., Genesee & Holobow, 1989; Kircher, 2012; Lambert et al., 1960; Preston, 1963), which would call for a change in attitudes in QF speakers themselves, before they can project positive feelings about their language to others. The current study has begun to identify the existing attitudes that L2 learners hold towards French varieties and to uncover their possible origins. However, what remains to be investigated is how these preconceived ideas towards QF can affect learners' L2 motivation and their learning outcomes. This work would be important to establishing the role, if any, that attitudes towards language varieties play in the process of L2 development.

Chapter 3

The current study builds on the foundation of the social psychological approach to second language (L2) research while integrating an applied linguistic perspective to provide an essential first step for studying the role that social factors, such as language attitudes, play in the L2 acquisition process. Regarding L2 learning, it is important to consider that the target language variety can inform social judgements (e.g., Hume et al., 1993), making the study of language attitudes particularly significant in this context. This is especially relevant to language educators because if L2 learners hold language-centered biases, it could affect their perception of the target language speech. As L2 learners' motivation and attitudes towards the target language can determine L2 achievement (e.g., Clément, Gardner, & Smythe, 1977; Gardner & Lambert, 1959; Smythe, Stennett, & Feenstra, 1972), it is likely that their attitudes towards target language *varieties* could also affect their long-term learning outcomes, but this has yet to be investigated. However, it is essential to first establish any biases towards language varieties that learners may hold and understand their origins as well as any influencing factors.

Therefore, the first goal of the current study was to identify the attitudes towards French varieties that currently exist among L2 French learners in Montreal. Our results were congruent with past research that suggest that L2 French learners hold biases towards the Quebec French (QF) variety compared to the European French (EF) variety (e.g., Kircher, 2012), as participants described QF as being difficult and preferred to speak like the EF speaker due to her speech being more standard, international, pure, and sophisticated. These attitudes that surfaced in this research provide a necessary base for future work to establish any educational consequences that may arise from L2 French learners having these attitudes.

As these biases emerged from participants engaging in reverse linguistic stereotyping (RLS) within an academic context, the current findings begin to offer possible implications for L2 educators, since perception and learning performance outcomes have been shown to be negatively affected by L2 learners' engagement in RLS (e.g., Hu & Su, 2015). It can be hypothesized that biases against a speaker's speech variety restrict a listener's effort and motivation to listen to the speaker (Lindemann, 2002), in turn leading them to remembering less content (Rubin, 1992). Additionally, it is possible that having preconceived expectations that the speaker's speech variety is hard to understand could influence a learner's actual comprehension of the spoken information. Even though the ratings of participants in this study did not

statistically convey a difference in comprehensibility between the two guises, qualitative findings suggested that participants believed QF to be difficult, and this appeared to be a reason for participants preferring one speaker as their teacher or as part of their learning materials. As such, future research could investigate if learners' L2 motivation would be impacted if the input they receive in the classroom does not match their preference.

However, little is known about when and how learners develop such preconceived expectations and what variables impact their beliefs and attitudes towards speech varieties. Therefore, the second goal of this research was directed at identifying these influential factors that could provide possible directions for future research to investigate their subsequent effect on learners' motivation and success when learning from different varieties. In addition to participants judging a variety as being difficult, participants' responses in this study also suggest that individuals' affect within the target language community could influence their language attitudes and teacher preferences. This aligns with Lambert's (1967) notion that learners' attitudinal characteristics can be shaped by their language learning experiences as they begin to identify with the speech community.

To address these preconceived ideas and to minimize the impact of having negative experiences within the host culture, one possible implication for L2 French teachers could be to bring multiple French varieties into the classroom through comprehension practice activities, which could potentially benefit students as they would struggle less to understand francophone speakers from around the world. This may help prevent communication breakdowns due to comprehension difficulties, which could promote more positive interactions with native speakers—a strong predictor of positive language attitudes, as conveyed by the present results. Canagarajah (2006) has already expressed the importance of learning multiple English varieties, but the same mentality could be applied to French: “A proficient speaker of English today needs to shuttle between different communities, recognizing the systematic and legitimate status of different varieties of English [...] to be really proficient in English in the postmodern world, one has to be multidialectal” (p. 26).

In addition, L2 French teachers could consider providing language instruction that utilizes and values different varieties in order to familiarize students with the linguistic reality of the Francophonie. As McKenzie (2008) points out from an ESL context, “it seems unreasonable to impose a single or, indeed, a restricted range of pedagogical models for English language

classrooms. This seems as unrealistic as exposing learners only to male speakers, or speakers over a certain age” (p. 79). To apply this view to L2 French classrooms, exposing French learners to diverse pedagogical models could potentially contribute to them having more balanced attitudes towards different French varieties, speakers, and cultures. Some of the comments from the current participants supported this idea, admitting that learning French would be more valuable and effective if students are familiar with multiple accents, while the majority also responded that they would like to be exposed to both QF and EF in their French classes. However, more research on this topic would be valuable to better understanding learners’ motivation to learn from different French varieties.

Future studies could employ additional qualitative analyses to elicit more elaborate responses from learners regarding their past experiences and reasons for their learning preferences, as attitudes seem to be derived from experiences and subsequently influence how much learners want to learn from speakers of certain varieties. These findings would allow L2 instructors to better understand the root of language attitudes (i.e., during what experiences learners are susceptible to acquiring stereotypes), and what stereotypes are perpetrated, so they could address them and disprove learners’ unfounded beliefs. Subsequent research could then investigate whether or not these acquired stereotypes and preconceived expectations of language varieties have any impact on long-term L2 learning outcomes. Building off the current study, these future research directions would be relevant to language acquisition theory as they would explore the relationships between attitudes, motivation, and L2 learning, as posited in the socioeducational model (Gardner, 1985), by investigating if attitudes towards language varieties are also an antecedent to L2 motivation and learning.

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Appendix A – Maps for Native French Speakers

Map A



Map B



Appendix B – Transcripts of Audio Recordings

Map A

Alors tu vas passer euh devant la fontaine... puis tu vas tourner à gauche jusqu'à l'église...Retourner de nouveau à gauche jusqu'aux sapins... Tu vas passer ensuite par les sapins jusqu'au pont... Tu vas traverser le pont... passer devant les maisons, le café... puis descendre par les montagnes... Passer devant le château... faire le tour du lac, et enfin tu vas arriver à l'école.

Map B

Tu vas passer devant le café... Puis ensuite tu vas tourner à droite et passer entre les sapins... Tu vas par la suite passer sous le pont.... Continuer jusqu'à d'être devant l'église. Puis tu vas tourner à gauche, aller au nord, et contourner euh les montagnes. Une fois que tu vas arriver près du lac, tu vas de nouveau contourner le lac... Puis tu vas passer à gauche par la petite maison... Tu vas contourner l'école... passer entre la fontaine et le château.. et enfin arriver au château.

Appendix C – Rating Scales for Pilot Testing Audios

Age: _____

Gender: _____

Place of birth: _____

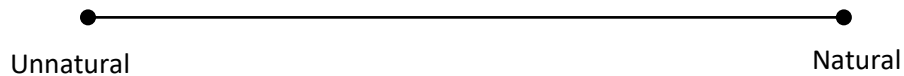
French variety you speak: _____

How long have you lived in Quebec? (in years and months) _____

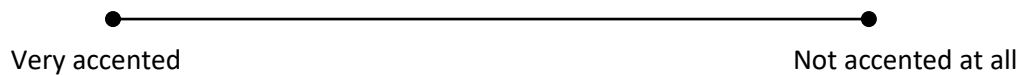
Mark an X anywhere on the scales below:

SPEAKER 1

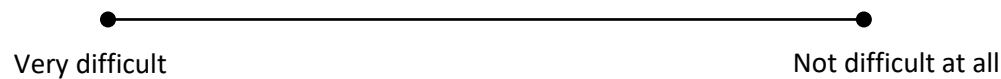
1. How natural was her speech?



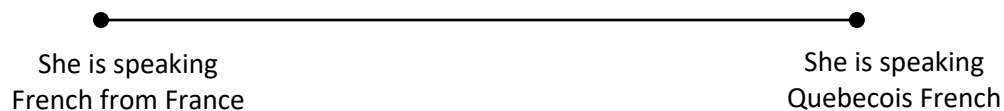
2. How accented do you find her speech?



3. How difficult was it to understand her speech?



4. How much does she sound like she is from France (as opposed to from Quebec)?



Additional Comments:

Appendix D – Listener Maps (for participants)

Map A



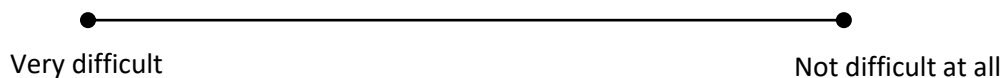
Map B



Appendix E – Rating Scales for Participants

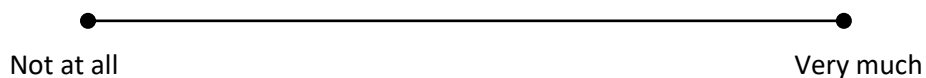
MAP 1:

1. How difficult was this task for you to complete?



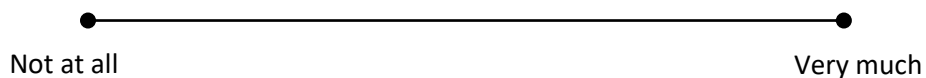
Why?

2. How much did you like the images and route used for this map?



Why?

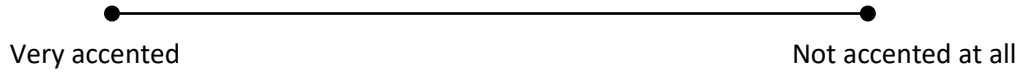
3. How much would you recommend this task for French teachers to use in class?



Why?

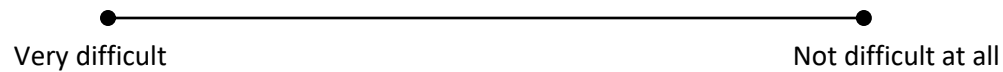
SPEAKER 1:

1. How accented do you find her speech?



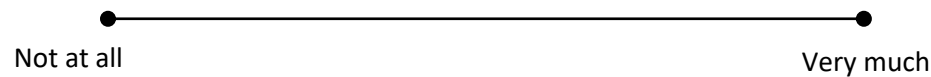
Comments:

2. How difficult was it to understand her speech?



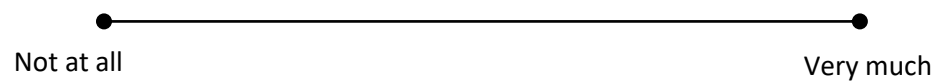
Why?

3. How much would you want to speak French like her?



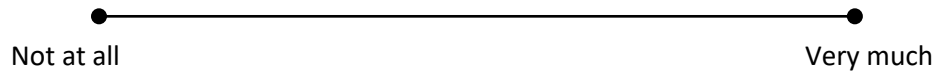
Why?

4. How much do you believe she would be a good French teacher?



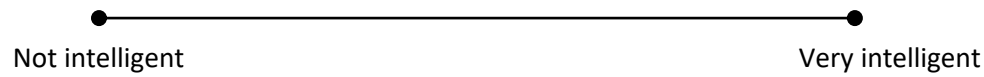
Why?

5. How much would you personally want her as your French teacher?



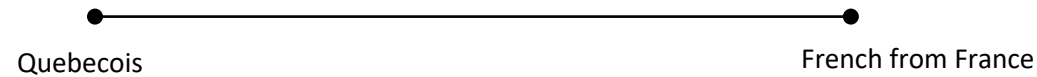
Why?

6. How intelligent do you think she is?



Why?

7. Place her variety of French anywhere on the scale:



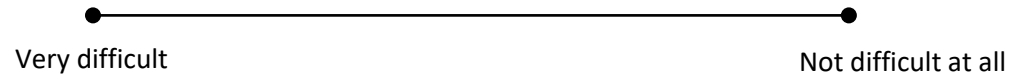
Comments:

8. Circle as many of the words from the box below that you believe describe her speech:

| | | | | |
|---------------|--------------|-----------------|---------------|------------|
| pure | smooth | unsophisticated | musical | easy |
| bizarre | proper | difficult | annoying | unclear |
| international | accented | standard | unpleasant | elegant |
| clear | the original | incorrect | sophisticated | normal |
| nonstandard | unattractive | educated | not classy | uneducated |

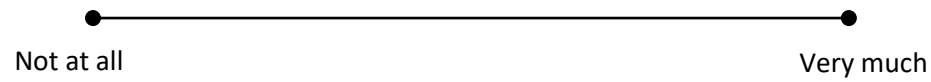
MAP 2:

1. How difficult was this task for you to complete?



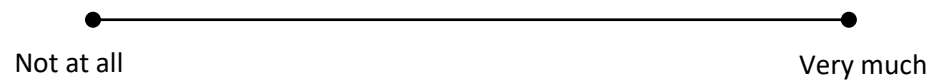
Why?

2. How much did you like the images and route used for this map?



Why?

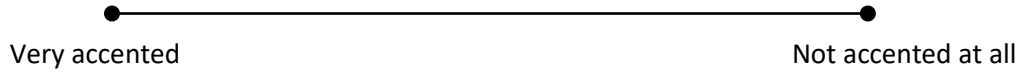
3. How much would you recommend this task for French teachers to use in class?



Why?

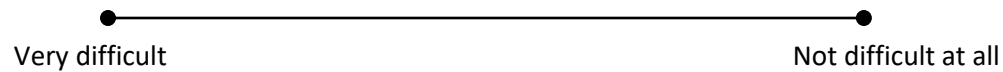
SPEAKER 2:

1. How accented do you find her speech?



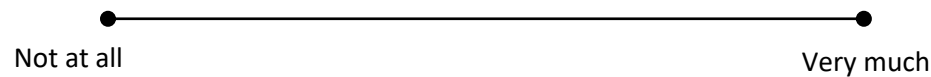
Comments:

2. How difficult was it to understand her speech?



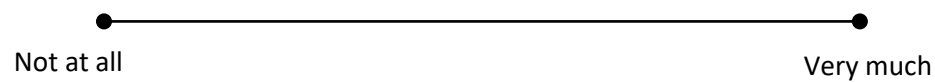
Why?

3. How much would you want to speak French like her?



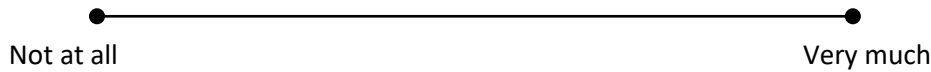
Why?

4. How much do you believe she would be a good French teacher?



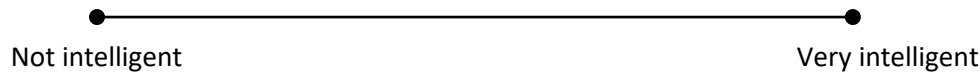
Why?

5. How much would you personally want her as your French teacher?



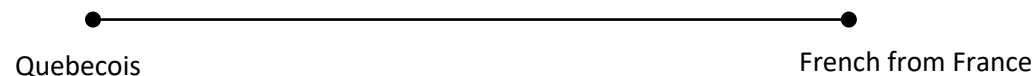
Why?

6. How intelligent do you think she is?



Why?

7. Place her variety of French anywhere on the scale:



Comments:

8. Circle as many of the words from the box below that you believe describe her speech:

| | | | | |
|---------------|--------------|-----------------|---------------|------------|
| pure | smooth | unsophisticated | musical | easy |
| bizarre | proper | difficult | annoying | unclear |
| international | accented | standard | unpleasant | elegant |
| clear | the original | incorrect | sophisticated | normal |
| nonstandard | unattractive | educated | not classy | uneducated |

Which speaker would you have preferred your French teacher to use for this map activity? (circle one)
Speaker 1 Speaker 2

Why?

Appendix F – Background Questionnaire

1. Age: _____ Gender: _____ Ethnicity: _____
2. Birthplace (City, Province/State/Country): _____
3. Your native language (from birth): _____
4. Other languages you know (any proficiency level):

5. How long have you lived in Quebec? (*in years or months*) _____
6. Have you ever travelled to or lived in another French-speaking location? If so, where and for how long? _____
7. For how long have you been studying French? _____
8. Current degree OR last degree you earned/ Major/ Year of study:
_____ (e.g. MA/ Applied linguistics/ 2nd year)

Ratings: Mark an X anywhere on the scales below

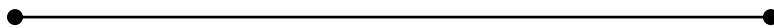
9. How welcome do you feel in Quebec as a visitor, immigrant, or international student?



Not welcome at all

Very welcome

10. How important is it for you to speak French in Quebec?



Not important at all

Very important

11. Out of all the contact you have had with Quebecois French speakers, what percent of the time have they been positive experiences?



0 % of the time

100 % of the time

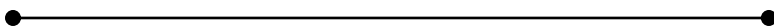
12. Approximately what percent of the time have you been exposed to French from France in your previous French classes?



0 % of the time

100 % of the time

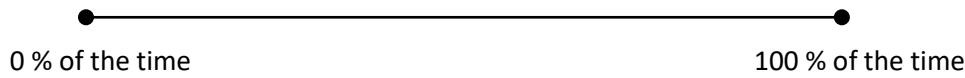
13. Approximately what percent of the time have you been exposed to Quebecois French in your previous French classes?



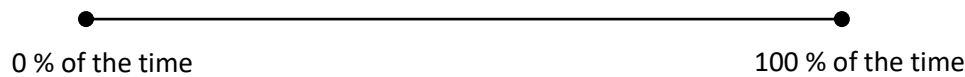
0 % of the time

100 % of the time

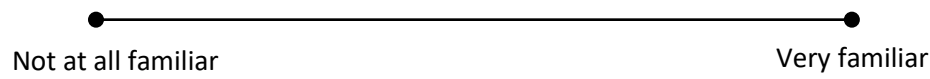
14. Approximately what percent of the time do you speak French outside of class with native Quebecois French speakers?



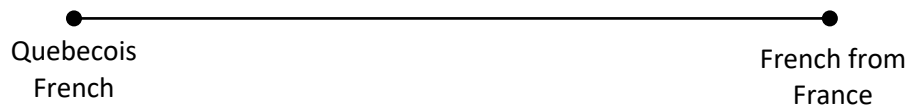
15. Approximately what percent of the time do you listen to Quebecois French media (as opposed to media in other languages)?



16. How familiar are you with Quebecois French (as opposed to other French varieties)?

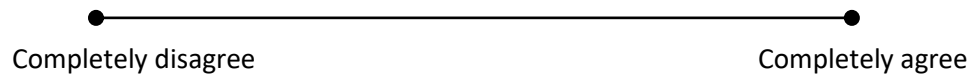


18. Place the variety of French you speak anywhere on the scale:

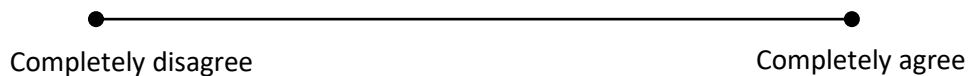


Other:

19. How much do you agree with this statement?: “Quebecois French is more useful than French from France.”



20. How much do you agree with this statement?: “Speaking Quebecois French (rather than French from France) is an important aspect of my personal identity.”



21. During French class, I would like: (*circle one*)

- a. To have a combination of Quebecois French and French from France spoken
- b. To have only Quebecois French spoken
- c. To have only French from France spoken

22. Circle as many of the words below that you believe describe Quebecois French:

| | | | | |
|---------------|--------------|-----------------|---------------|------------|
| pure | smooth | unsophisticated | musical | easy |
| bizarre | proper | difficult | annoying | unclear |
| international | accented | standard | unpleasant | elegant |
| clear | the original | incorrect | sophisticated | normal |
| nonstandard | unattractive | educated | not classy | uneducated |

Appendix G – Social Network Survey

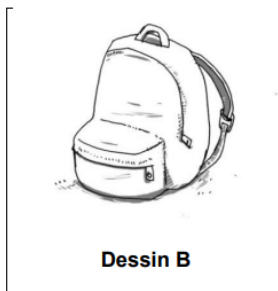
Instructions: Enter the names of French speakers that you most often interact with in the table below. To the left of their name, draw lines to connect the people that know each other. Circle whether they are a native or nonnative French speaker and the French variety they speak, write their relationship to you and the estimated amount of time you speak French with them per week, and rate your level of closeness with them (i.e. rate your friendship/familiarity with this person).

| Know one another | Name | Native French Speaker vs. Nonnative French Speaker | French variety spoken (Fr = French from France Qc = Quebecois) | Relation to you (e.g., friend, family, co-worker) | Average hours of interaction <i>per week in</i> French | Closeness (1 = not at all close 5 = very close) |
|---------------------|------|--|--|---|--|---|
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |

Appendix H – Oral Comprehension Test

SECTION A

Vous allez entendre une personne décrire des sacs. Écoutez l'enregistrement et indiquez à quel dessin correspond chaque sac décrit. Attention! Il y a cinq dessins pour seulement quatre sacs mentionnés.



Question 1

1^{er} sac

- a) Dessin A
- b) Dessin B
- c) Dessin C
- d) Dessin D
- e) Dessin E

Question 2

2^e sac

- a) Dessin A
- b) Dessin B
- c) Dessin C
- d) Dessin D
- e) Dessin E

Question 3

3^e sac

- a) Dessin A
- b) Dessin B
- c) Dessin C
- d) Dessin D
- e) Dessin E

Question 4

4^e sac

- a) Dessin A
- b) Dessin B
- c) Dessin C
- d) Dessin D
- e) Dessin E

SECTION B

Écoutez les messages et répondez aux deux questions pour chaque message.

Message 1

Question 5

Ce message a un caractère...

- a) amical
- b) familial
- c) professionnel
- d) publicitaire

Question 6

La personne appelle pour...

- a) avertir d'un retard
- b) proposer un service
- c) prendre des nouvelles
- d) annoncer un changement

Message 2

Question 7

Ce message a un caractère...

- a) amical
- b) familial
- c) professionnel
- d) publicitaire

Question 8

La personne appelle pour...

- a) informer un client
- b) demander les horaires
- c) proposer une réduction
- d) prendre un rendez-vous

Message 3

Question 9

Ce message est diffusé dans...

- a) la rue
- b) une école
- c) un cinéma
- d) un théâtre

Question 10

Ce message annonce...

- a) une exposition
- b) une visite guidée
- c) un divertissement
- d) une manifestation

Vous allez entendre des informations courtes extraites d'un journal radiophonique. Indiquez la rubrique correspondant à chacune de ces informations.

Question 11

- a) Sports
- b) Société
- c) Tourisme
- d) Spectacles

Question 12

- a) Médias
- b) Économie
- c) Gastronomie
- d) Consommation

| |
|-----------|
| SECTION C |
|-----------|

Vous allez entendre trois personnes répondre à la question suivante :

« Vous sentez-vous impliqué par les problèmes de l'environnement ? »

Indiquez si la personne interrogée...

- a) se sent **complètement** impliquée.
- b) se sent **plutôt** impliquée.
- c) ne se sent **pas** impliquée.
- d) ne se prononce pas.

Question 13

1^{ère} PERSONNE

- a) se sent complètement impliquée.
- b) se sent plutôt impliquée.
- c) ne se sent pas impliquée.
- d) ne se prononce pas.

Question 14

2^e PERSONNE

- a) se sent complètement impliquée.
- b) se sent plutôt impliquée.
- c) ne se sent pas impliquée.
- d) ne se prononce pas.

Question 15

3^e PERSONNE

- a) se sent complètement impliquée.
- b) se sent plutôt impliquée.
- c) ne se sent pas impliquée.
- d) ne se prononce pas.

Vous allez entendre deux longs messages. Pour chaque message, lisez d'abord la question.

Message 1

Question 16

Le festival présenté a pour ambition de...

- a) promouvoir les artistes de la scène locale.
- b) proposer une affiche de qualité à bon prix.
- c) délivrer un maximum de spectacles gratuits.
- d) s'associer à des festivals internationaux réputés.

Message 2

Question 17

Les patients traités par l'invité

- a) se plaignent de la dégradation des rapports familiaux
- b) déclarent avoir l'impression de ne pas maîtriser leur vie
- c) souffrent d'un manque de reconnaissance par leurs pairs
- d) peinent à s'épanouir face à toutes leurs contraintes sociales.

SECTION D

Vous allez entendre trois phrases très courtes.

Indiquez si la phrase que vous lisez correspond à la phrase que vous entendez.

Question 18

Ils arrivent tous trois d'Italie.

- a) Oui
- b) Non

Question 19

J'en ai assez d'égoutter ces salades!

- a) Oui
- b) Non

Question 20

Ces fils sont difficilement accessibles.

- a) Oui
- b) Non

Appendix I – Speaking Exercise

To the best of your ability, explain to your partner your answers to the following two questions in as much detail as you can.

1. Quels sont vos objectifs lors de ces dix prochaines années ?
What do you wish to accomplish in the next ten years?
2. Quel rôle le français jouera-t-il dans vos projets à venir ?
What role, if any, does French play in your ideal future plans?

Appendix J – Participant Information and Consent Form



INFORMATION AND CONSENT FORM

Study Title: L2 Learners' and Their Reactions to a Listening Comprehension Task

Researcher: Rachael Lindberg, Masters student in Applied Linguistics

Researcher's Contact Information: Email: rachael.lindberg01@gmail.com; Telephone: 438-979-8171

Faculty Supervisor: Professor Pavel Trofimovich

Faculty Supervisor's Contact Information: Concordia University, Department of Education, Applied Linguistics, FG 6.145. Telephone: 514-848-2424, Ext. 2448. Email: pavel.trofimovich@concordia.ca

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

The purpose of the research is to study the effectiveness of French learning materials and to understand how bilingual and multilingual speakers perform listening comprehension tasks in French.

B. PROCEDURES

If you participate, you will be asked to answer several questions about your experiences learning and using French, and you will be asked to rate examples of audios for classroom activities. You will also complete a short speaking activity in French. Your responses will be audio-recorded. The researcher will analyze your responses to questions and your use of French in the recordings. You will also be asked to complete an oral comprehension test of which your scores will be used in the study's analysis, but will not be counted towards your class grade.

In total, participating in this study will take 45 minutes.

C. RISKS AND BENEFITS

There are no known risks involved in participating in this project. The researchers will not discuss the content of the comprehension test, questionnaires, or recording with your teacher. They will not tell your teacher whether you decide to participate, decline to participate, or withdraw at a later date. Your decision to participate will have no impact on your course grades. A benefit of participating in this study is that you will gain additional French comprehension and speaking practice, while also helping the researchers understand the patterns of language learning and use. The findings will also inform decisions made about second language teaching materials.

D. CONFIDENTIALITY

We will gather the following information as part of this research: Ratings of two audios used for a listening comprehension task, answers to a questionnaire about your language background and French

language experiences, answers on an oral comprehension test, and audio-recorded responses to a question about your future plans.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be coded. That means that the information will be identified by a code. The researcher will have a list that links the code to your name.

We will protect the information by storing it electronically on the researcher's personal (password-encrypted) computer, as well as in the faculty supervisor's office at Concordia University.

We intend to publish the results of the research. However, it will not be possible to identify you in the published results.

Your responses analyzed as part of this study may be archived for possible secondary analysis in the future. We will destroy the information five years after the end of the study.

E. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher before March 1st, 2019.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

F. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print) _____

SIGNATURE _____

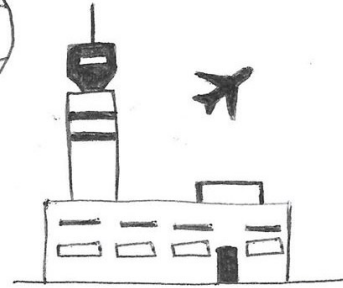
DATE _____

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

Appendix K – Practice Materials

Practice Map

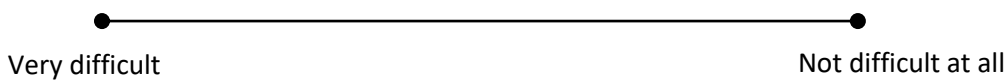


Départ ★

Practice Scale

Mark an X anywhere on the scale.

1. How difficult was this activity?



Why?

Appendix L – Social Network Survey Example

Social Network Survey

Instructions: Enter the names of French speakers that you most often interact with in the table below. To the left of their name, draw lines to connect the people that know each other. Circle whether they are a native or nonnative French speaker and the French variety they speak, write their relationship to you and the estimated amount of time you speak French with them per week, and rate your level of closeness with them (i.e. rate your friendship/familiarity with this person).

| Know one another | Name | Native French Speaker vs. Nonnative French Speaker | French variety spoken (Fr = French from France Qc = Quebecois) | Relation to you (e.g., friend, family, co-worker) | Average hours of interaction per week in French | Closeness (1 = not at all close 5 = very close) |
|------------------|---------|--|--|--|---|---|
| | Manon | Native French Nonnative | Fr Qc Other | Friend | 2 | 1 2 3 4 5 |
| | Pauline | Native French Nonnative | Fr Qc Other | Friend | 2 | 1 2 3 4 5 |
| | Aude | Native French Nonnative | Fr Qc Other | Friend | 1 | 1 2 3 4 5 |
| | Mélanie | Native French Nonnative | Fr Qc Other | Friend | 1 | 1 2 3 4 5 |
| | Roza | Native French Nonnative | Fr Qc Other | Friend | .5 | 1 2 3 4 5 |
| | Annie | Native French Nonnative | Fr Qc Other | Friend | 3 | 1 2 3 4 5 |
| | Romain | Native French Nonnative | Fr Qc Other | Friend | 3 | 1 2 3 4 5 |
| | Carole | Native French Nonnative | Fr Qc Other | Co-worker | 4 | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |
| | | Native French Nonnative | Fr Qc Other | | | 1 2 3 4 5 |

Appendix M – Oral Proficiency Rubric

| | RANGE | ACCURACY | FLUENCY | COHERENCE |
|---------------------|---|--|---|---|
| C2 10 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices. |
| C1 9 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. |
| B2 8 | Has a sufficient range of language to be able to give clear descriptors, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. | Can use a limited number or cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. |
| B1 7 | Has enough language to get by, with sufficient vocabulary to express | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns | Can keep going comprehensibly, even though pausing for grammatical and | Can link a series of shorter, discrete simple elements into a connected, |

| | | | | |
|----------------|--|--|---|---|
| | him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. | associated with more predictable situations. | lexical planning and repair is very evident, especially in longer stretches of free production. | linear sequence of points. |
| A2 6 | Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. | Uses some simple structures correctly, but still systematically makes basic mistakes. | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. | Can link groups of words with simple connectors like 'and,' 'but' and 'because.' |
| A1 5 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | Can link words or groups of words with very basic linear connectors like 'and' or 'then.' |
| A0 4 | | | | |

Appendix N - NSM Group's Reasons for Their Preferred Speaker

Table 8. *NSM Group's Reasons for their Preferred Speaker*

| Preference for EF guise | Preference for QF guise |
|---|---|
| “French from France sounds more pure.” | “Since I personally need to get more used to a Quebecois accent.” |
| “I felt that it's more useful to learn standard French as it is better understood worldwide.” | “I could follow her a little better the latter and felt a little similarity to the type of French I listen to.” |
| “Easier to understand and sounds better.” | “I liked the more accented voice.” |
| “The speaker 1 speak as native France French. She didn't use the accent, her voice was pure and international.” | “Since I live in Quebec, I would choose this teacher at the moment.” |
| “Was easier to understand.” | “Easier to understand, more accented speaking.” |
| “More used to France French accent so find it easier to follow.” | |
| “More elegant and was easy to understand and clear, which is required.” | |
| “I learned French from France which is why I think I prefer to hear speaker 2.” | |