

What is “good” quality oral French?
Language attitudes towards “differently” accented French in
Quebec

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Abstract

The following thesis used a modified version of the matched guise technique to investigate French second language and French Immersion teachers' attitudes towards different French accented speakers. A total of thirty-four raters were asked to judge equally competent speech samples derived from five accented speakers: European, Québécois, Lebanese, Haitian and Anglophone. Raters judged the speakers using a four point Likert scale and providing qualitative data in the form of comments on 6 oral quality criterion derived from the Conseil Supérieur de la Langue Française and 3 prestige criterion derived from previous research (Giles, 1974; Labov, 1966; Lambert et al., 1960). The mixed method evaluations indicate that accent and the affiliated socially constructed stereotypes play a strong role in how different accented speakers are perceived in terms of oral capacities and prestige despite their equally competent performances. Likewise the data shows evidence that the formerly stigmatized reputation of the Québécois accented speaker has shifted towards a population that may be described as immigrants from some of the former French colonies or non-native speakers.

Key words: Language attitudes, Quality language, Matched guise technique, French Language.

Résumé

Le présent mémoire se propose d'analyser les différentes attitudes linguistiques que peuvent avoir des professeurs de français de langue seconde et de français en immersion à l'égard d'orateurs dotés d'un accent différencié en français. Pour ce faire, et conformément à la « matched guise technique » mise initialement au point par Lambert (1960), un échantillon composé de 34 évaluateurs s'est vu demandé d'évaluer –à partir d'enregistrements radiophoniques- la prestation orale de cinq orateurs de compétences linguistiques en tous points égales si ce n'est la présence d'accents représentatifs de leurs origines respectives à savoir: L'Europe, le Québec, le Liban, Haïti et le Canada anglophone. L'évaluation de la performance des orateurs s'est effectuée au moyen d'une grille de Likert en quatre points tandis que des données qualitatives complémentaires ont pu être recueillies sous la forme de commentaires de six critères de qualité orale définis par le Conseil Supérieur de la Langue Française et trois critères tirés de recherches précédentes (Labov, 1966 ; Lambert et al., 1960). Cette méthode mixte d'évaluation suggère que l'accent et plus particulièrement les stéréotypes qui lui sont associés, a une très forte influence sur les façons dont sont perçus des orateurs dotés d'un accent différencié tant sur le plan de la qualité orale qu'au niveau du prestige alors que leur compétence linguistique est pourtant équivalente. Si les résultats obtenus dans le cadre de cette étude semblent suggérer une revalorisation de l'accent « Québécois », ceux-ci nous indiquent en revanche une détérioration de la perception de la compétence linguistique à l'égard d'une population que l'on pourrait qualifier « d'immigrants ».

Mots clés: Attitudes linguistiques, Qualité de la langue, “Matched guise technique”, Langue Française.

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Chapter 1: Introduction

The province of Quebec is composed of a linguistically and culturally diverse population that is supposed to be united by a common language: French (Bouchard & Taylor, 2008). In government rhetoric, “interculturalism” encourages a discussion of accommodation for different groups by means of a common language. This in turn is considered an essential element for social cohesion (Oakes & Warren, 2007; Remysen, 2004, p. 97). Therefore, the interculturalism model promotes unity, diversity and the status of the French language, thus encouraging, according to some popular discourses, a “cultural mixité” (Aubin, 2007, p. 31).

However, the oral language functions as far more than a mode of communication. Studies have shown that speech patterns and pronunciation may influence how a speaker’s personality and professional competence are perceived. These judgments are known as language attitudes (Beaudoin, 2004; Boyd, 2003; Eisenhower, 2002; Milroy & Milroy, 1999; Lambert, 1979; d’Anglejan & Tucker, 1973; Edwards, 1979; Giles 1970, 1971; Seligman et al., 1972; Lambert 1967; Lambert et al. 1960). Quebecers’ ability to succeed socially and economically hinges partially on their French oral language skills. These skills are evaluated by comparing performances to a standard that is ill defined, due to a lack of consideration for regional and pronunciation variations (Martel, 2000; Gagné et al., 2000; Lippi-Green, 1997).

The purpose of the current study is to investigate what French language teachers in Quebec consider to be standard French and standard pronunciation. Teachers’ perceptions of what constitutes standard French and standard pronunciation is vital, due to their role as educators and evaluators of student performance vis-à-vis their understanding of standard French. It is therefore important to discuss the development and standardization of the French language, first in France, and then, in the context of the present study, Quebec. Chapter 2 will explore the intricate relationship between French in France and French in Quebec as well as the influence of English on the French language in Quebec. Chapter 3 will examine the research that has been conducted in the area of standard language and language attitudes, reviewing key theories, research, methodologies, and terms, and will explain how they were transformed into observable research elements. The chapter concludes with the five research questions that inform the

present study. The literature review will serve as a platform for Chapter 4, which explains how the present study was conducted. The chapter reviews and examines the methodology chosen for the present study, the participants, instruments, procedure for data collection and methods for data analysis. Chapter 5 will present the analysis of the data as well as provide an interpretation of the data in light of each of the five research questions. Chapter 6 will provide an overview of the limitations of the present study as well as additional questions and directions for future research.

Chapter 2: Context

2.1 French in France

The linguistic landscape of France prior to the 17th century was characterized by numerous regional dialects, referred to as “patois” languages (Bouchard, 2002), with Latin serving as the prestigious intermediary. In 1528 King François I replaced Latin and the function it served with the patois of the country’s new administrative center, Paris and the surrounding Île-de-France region. As a result of its new status, there was a new demand on the language in terms of usage, vocabulary and grammatical structures.

The need to standardize the new intermediary language was answered by the establishment of the *Académie française* in 1635 by Cardinal Richelieu (Cooper, 1989, p. 8). Members of the language planning institution belonged to the educated upper, ruling, social classes. Therefore the aristocratic Parisian speech patterns became the definition of *standard French* (Bouchard, 2002, p. 47), the standard that all other French speakers should aspire to because it came to represent good quality language.

2.2 French In Quebec

2.2.1 Prior to the Académie Française

The language skills of New France’s population were, for a brief period of time, considered as standard and good quality, despite not representing the speech patterns of the Île-de-France aristocracy. The speech patterns of the French speaking aristocracy in France would eventually become a template for good quality speech as Cardinal Richelieu recruited aristocrats to write dictionaries and grammar books. However, during the 17th century prior to and during the founding of the *Académie française* it has been estimated that only approximately 20% of the French population spoke French (Dumont, 2000, p. 31). New World settlers, on the other hand, were for the most part from the lower social echelons of the French-speaking Île-de-France region (Oakes & Warren, 2007, p. 108; Wolf, 2000, p. 27). Only a small minority was from other linguistic regions of France and due to the other patois speakers’ minority status their language was eventually fragmented, disappeared (Mougeon, 2000, p. 34), and replaced with French.

Thus as early as the 17th century France's New World colonies were united by a single language, French, unlike the population of France.

2.2.2 The Struggle of French in New France

The New World colonies' high linguistic status did not last and soon the language variety became a source of self-consciousness and marginalization. After the *Académie française* benchmark for good quality was established and France became increasingly linguistically unified, the variety of French used in the colonies began to be described by France's dictionaries as "bad usage" (Cooper, 1989, p. 8). This was because the people in the colonies were fundamentally from the lower social classes (Bouchard, 2002, p. 46) and therefore their language practices did not match the newly standardized language set by the nobles back in France.

The British conquest of New France in 1759 led to two centuries of English political and economic domination (May, 2001, p. 225) with varying degrees of limited accommodation for French Canadians, as they were called, and their language. The Proclamation Act (1763) barred French Canadians from office unless they agreed to renounce their religion, Catholicism (May, 2001, p. 225; Oakes, in press). They were further disenfranchised by virtue of language because English, although not legally the exclusive language of the colony, was the mainstream language of politics and business. In essence the Proclamation Act was an attempt to exclude, by virtue of religion and language, French Canadians from the upper echelons of power (Noël, 2000). As such the Catholic religion and the French language became the cornerstones of the French Canadian identity.

Although the Quebec Act of 1774 and the Constitution Act of 1791 may be described as demonstrations of leniency and accommodation to French Canadians (May, 2001, p. 225) they did very little to promote French speakers' social status. The Quebec Act reinstated French civil law, the right to freedom of religion and the Ohio Valley territory in exchange for French Canadian loyalty to the British crown during the American Revolution. The 1791 Constitution Act outlined two territories: Upper and Lower Canada. Upper Canada, present day Ontario, consisted of an English majority and French minority, and Lower Canada, present day Quebec, had a French majority. The Act

appeared to recognize French Canadian majority rights in Lower Canada. However, the English minority continued to hold positions of prestige and power, which led to the Patriot Revolt of the 1830s (Bouchard, 2002). The British, in order to resolve the situation, resorted to stringent language assimilation tactics (Oakes & Warren, 2007; Grenier, 2000). The Act of Union in 1840 originally stipulated that English was to be the sole language of legislation and documents of the public legislature. Vehement French protest led to nullification of the section in 1848 (Oakes, in press) and the country returned to official bilingualism. The British North America Act of 1867 and the federal Official Languages Act of 1969 legally reinforced the policy of bilingualism but French Canadians remained marginalized by the English minority in power (Bouchard, 2002; d'Anglejan, 1984).

2.2.3 The Culmination of French Canadian Frustrations

In addition to social class cleavages the English Canadians began to question the legitimacy of French Canadian rights to language, due to pronunciation and lexical differences in comparison to the standard set by the *Académie française*. By the time of the Industrial Revolution in the 1900s, the French Canadian language was characterized as a deviant variety that consisted of “[t]he 17th century French norm” (Bouchard, 2002, p. 46) with Anglicisms, due to the increased English-French interaction in urban centres, and some limited borrowing from the Native Indian languages (Oakes & Warren, 2007; Bouchard 2002; Cajolet-Laganière & Martel, 1995). Thus European French, English Canadian, and other visitors to Quebec accused the French Canadians of speaking a mere patois and not French (Oakes & Warren, 2007; Durocher, 2000; Bourhis, 1984; d'Anglejan & Tucker, 1973).

To redress the problem, organizations were founded to reform the language and promote the speakers' status within an English-speaking continent. Some organizations discussed the idea of re-aligning the French of Quebec with that of France (Oakes and Warren, 2007; Bouchard, 2002). Members of the French elite in the 1880s denounced the use of Anglicisms in pamphlets and newspaper articles (Oakes, in press). In 1902, the *Société de parler français au Canada* organized conferences and wrote glossaries and

bulletins to legitimize certain vocabulary and expressions as valid Canadian expressions and not Anglicisms (Oakes, in press; Oakes & Warren, 2007; Bouchard, 2002).

Despite their best efforts, French Canadians and their language continued to be treated as sub-par, and English socio-economic, political and linguistic dominance persisted. Linguistically the French language continued to be denigrated by socio-political figures. In the early 1960s, the newspaper *Le Devoir* published the anonymous letters of a clergyman, Jean-Paul Desbiens, who described the French spoken in Quebec not as a *patois* but rather as *joual* (Brochu, 2000). The term is a distortion of the word *cheval*, which in the expression “parler cheval” means to speak poorly (Oakes & Warren, 2007; Oakes, in press). Furthermore in 1961 the Royal Commission of Inquiry on Education in the province of Quebec, also known as the Parent Report, reported on a myriad of issues concerning education, including the quality of the French language. It noted that the oral and written French of school children, in Quebec, was of poor quality (Oakes & Warren, 2007). Pierre Elliott Trudeau, later Liberal Prime Minister from 1968 to 1979, then an associate law professor at the University of Montreal, publicly declared that French Quebecers spoke “lousy French” (Oakes & Warren, 2007, p. 112). He insisted that French speakers in Quebec should not be granted any further collective rights until the quality of their language improved (Oakes & Warren, 2007, p. 112). The harsh criticisms led French Quebecers “to feel a deep-rooted insecurity about the way they spoke” (Oakes & Warren, 2007, p.5).

French Canadians’ majority status in Quebec was used to help preserve their culture and language rights. However, shifting linguistic demographics threatened the security they found in numbers. The French Canadians maintained a majority status of over 60%, whilst the remainder consisted of English elites and immigrants (Durocher, 2000). However, because English was the language required to access the higher social, and, more importantly, economic, echelons (Robert, 2000; Rocher, 2000), immigrants opted primarily to send their children to English schools. Furthermore, following World War II the birth rate of Quebec French Canadians drastically declined (Bourhis, 1984, p. 55). This change in birth rate had important implications for linguistic demographics because not only was the majority disadvantaged economically, soon they would become a minority in their own territory.

The product of the social, economic and political unrest as outlined above was a bloodless political revolution, hence named the Quiet Revolution, which brought about a series of significant changes in Quebec. In reaction to the 1961 Parent Commission report, the “*Office de la langue française*” (OLF) was established to revive, purify, standardize and modernize a Quebec French standard language (Oakes, in press, p. 20). The OLF would report to the *Conseil supérieur de la langue française* (CSLF), a body that would then advise the government on issues regarding language legislation and application (Bouchard, 2002; Rocher, 2000). Eventually the two bodies and responsibilities were merged and re-named the *Office Québécoise de la langue française* (OQLF). In 1964 education and healthcare responsibilities were secularized and transferred from the purview of the church to the Quebec government. In 1967 identity transformations occurred with the development and adoption by the government and Quebec population of new terms to describe the multilingual context of Montreal. The majority, 60%, of Montrealers were French Canadians, who with the increased sense of national identity began calling themselves “Québécois”, a term previously used to refer to the inhabitants of Quebec City (Bouchard, 2002), and because their home language was French, they were referred to as Francophones. Montreal was also home to the majority of English speakers in the province of Quebec, Anglophones, as well as the majority of immigrants who moved to the province and whose home language was neither French or English, now dubbed Allophones (Durocher, 2000; Thériault, 2000). In 1968 the Quebec Ministry of Immigration was created in order to allow the province of Quebec government to be an active player in immigration policy for Quebec. Finally in 1977 the French Language Charter, also known as Bill 101, was ratified. These events and the post WWII economic boom transformed the French Canadians from a traditional, religious, rural people (Voisine, 2000) to a liberal, urban group (Oakes & Warren, 2007; Bouchard, 2002) whose new priority was self-preservation and whose central focus became language rights and language preservation.

2.2.4 The French Language Charter, Bill 101

Current language legislation is the result of Québécois hope that their status and linguistic rights would be redefined. The sovereigntist *Parti Québécois* lead by René Lévesque, elected in 1976 (Oakes and Warren, 2007), had by March of 1977 introduced the *White Book: Quebec's policies regarding the French language* (Rocher, 2000). The French language charter describes four principles that explain and justify the purpose and need for the French Language Charter. The first principle states that language is not simply a mode of communication and expression; it is a way of life. As a result protecting a language is not only assuring the conditions for the proliferation of the language, it is also a way to safeguard a culture. The second principle states that as a result of the first principle the French language must be the official language of Quebec, however, it must be done in a manner that respects minorities' languages and cultures. The third principle indicates that to avoid the unilingualism of any group (Anglophone, Francophone and Allophone), Quebec schools are required to provide instruction in a minimum of one second language. The final principle asserts that the dominant status of the French language is necessary to assure social justice (Rocher, 2000, p. 275-6). The four principles were accompanied by five objectives: to define the linguistic nature of Quebec society, to ensure the integration of immigrant children into French-language schools, to make the workplace environment French, to create conditions that would respect the Francophone majority and to create government bodies responsible for overlooking the enforcement of the French Language charter¹ (Rocher, 2000, p. 277).

Despite a great deal of tension towards and criticism of the proposal, the Quebec government ratified Bill 101 on August 26th, 1977, rendering it a quasi-territorial principle of language policy. The territorial principle allows residents of a specific territory to access government services only in the language(s) specified in the policy (Cooper, 1989). In the case of Quebec, the only official language of the province, according to Bill 101, is French. However, the province of Quebec remains part of the Canadian federal jurisdiction and therefore the 1969 Official Languages Act takes precedence over Bill 101, thus obliging the Quebec government to make

¹ It should be noted that Bill 101 never applied to the First Nations and Inuit people of Quebec.

accommodations for Anglophones within the province. English speakers are entitled to federal services in English when requested and education if they are eligible. (For further details of the legislation refer to the official website: <http://www.olf.gouv.qc.ca/english/charter/index.html>).

Generally speaking the Charter of the French language was designed to promote the French language and to “work for change...in an effort to regulate the demand for given verbal resources” (Cooper, 1989, p. 120). It was an effort to give Francophones equal opportunity, as they did “not have the same ability to live and work in their own language and culture that the members of majority cultures take for granted” (Kymlicka, 1995, p. 170). Further arguments for the Charter can be drawn from liberal political theory promoting diversity and encouraging social justice by means of legislation. Legislation such as the French Language Charter may oblige majorities to make sacrifices in order to protect minorities from making even greater sacrifices (Kymlicka, 1995). In other words Bill 101 was from one perspective a solution to encourage Francophone “economic *adjustment*” (Coleman in Bourhis, 1984, p. 133).

Chapter 3: Literature Review

3.1 The Concept of International French

In addition to promoting the status of French and its speakers, Bill 101 has set out to promote a standard that reflects the local context rather than imported Parisian French (Rocher, 2000). The current trend has been to replace Parisian French with International French as an ideal standard. The term was coined during the 1960s. According to Bouchard (2002, p. 245-248) the concept of “international French” and the tension between French Quebecers’ linguistic self-consciousness is the sum of three factors. First, following World War II French Quebecers grew increasingly aware of other French-speaking countries. Expo’ 67 increased international exposure as it attracted many international visitors. It was also the year in which Quebec became active in the International French Movement. Second, writers and intellectuals began to reject Parisian French as a standard, as it was deemed insufficient to actively and accurately describe the Québécois culture (Oakes & Warren, 2007). Third, France was accused of having fallen victim to “Anglomania”, pushing Quebec Francophones to search for a standard that was truly French.

Despite the distancing from Parisian French, the term International French begs the question “who could therefore claim to speak international French? On the one hand, “as soon as they open their mouths, all Francophones are identified” (Oakes & Warren, 2007, p. 113). This concept applies to speakers of all languages, because every speaker may be identified as a member of a particular linguistic community due to accent, vocabulary and discourse patterns (Kramsch, 1998). The previous question permits one to conclude that “International French” is a substitute term for European French, French from France or Parisian (Oakes & Warren, 2007; Bibeau, 1990). Therefore, in essence, the international French variety is a mythical concept that is a highly abstract term and does not describe any particular speaker (Oakes & Warren, 2007). As such, international French remains a euphemism for Parisian French.

3.2 What is Quality Oral Language?

3.2.1 The Inherent Value Hypothesis and the Matched Guise Technique (MGT)

According to the inherent value hypothesis, certain language varieties or accents are chosen as the standard due to their being considered “inherently the most pleasing form of that language” (Giles & Powesland, 1975, p. 10). In the case of the French language, Parisian French, or International French, occupies that “inherent status” and therefore all other varieties or accents, including Quebec accented speech, are considered less pleasant and inferior in quality. However, as seen above, New France’s speech patterns have not always been considered as inherently inferior. Prior to the 1635 establishment of the *Académie française* and the standardization of the French language, the French spoken in New France was described as good quality.

A tool often used to investigate people’s value judgments toward different languages, varieties and/or accents (LVAs) is the matched guise technique (MGT) developed by Lambert, Hodgson, Gardner and Fillenbaum (1960). The technique requires the audio recording of speakers, who have equal capacities in two or more LVAs, reading a controlled passage in the target guises. The researchers used the same speaker in order to control for possible confounding factors due to individual speech patterns such as pitch and rate. The audio recording is then played for a group of participants who are unaware of the dual or multiple linguistic abilities of the speakers. The participants are required to rate each speech sample using a semantic differential type instrument, on a range of items including, but not limited to, personality, social status and physical appearance. Essentially, the tool enables research to be done that may confirm that an individual’s LVA influences listeners’ judgments of the speaker (Tajfel & Turner, 1979; d’Anglejan & Tucker, 1973; Lambert, 1967; Markel et al., 1967; Lambert, 1960).

Using the MGT, 177 female and male student raters aged either 12 or 17 years of age coming from either South West England or Southern Wales were asked to evaluate thirteen English accents. Giles (1970, 1971) determined that although a hierarchy of British accents appeared to exist in English, the hierarchy was not perfectly uniform across the raters. The rater participants judged the 13 accents differently in terms of aesthetic, social and communicative traits, despite the accents belonging to the same

person and therefore each sample consisted of homogenous linguistic abilities. Similarly to the findings in Lambert and Ainsfeld (1964) who investigated attitudes towards French in Quebec, Giles (1970, 1971) concluded that the differences in evaluations were attributable to rater variables: sex, age, social class and regional membership. The findings indicate that in addition to LVAs influencing how speakers are perceived, the raters' personal characteristics and experiences influence the process as well. In short the evaluations are not inherent, but, rather, subjective (Lippi-Green, 1997).

3.2.2 The Norm Imposed Hypothesis

Studies by Giles, Trudgill and Lewis (1974) and Giles, Bourhis and Davies (1979) further demonstrate the subjective nature of labeling varieties as prestigious and standard. The studies investigated how people familiar and not familiar with a particular language and linguistic situation evaluated differently accented speakers. The former study looked at Athenian and Cretan Greek accents while the latter investigated attitudes towards standard Parisian and Québécois accented speech. In both instances, rater participants familiar with the languages and local linguistic situations identified one accent, the Athenian in the former and Parisian in the latter, as the more prestigious form. However, individuals with no knowledge of the languages or context were unable to characterize one form as inherently superior. The findings indicate that no one LVA is inherently better than another and emphasizes the importance of social circumstances in the selection of a prestige standard variety. The norm-imposed hypothesis takes into consideration the social situation and explains that one LVA is chosen as the standard because it is “associated with the cultural and political centres” (Giles & Powesland, 1975, p. 11). In other words, individuals who are considered highly educated are thought to master the written and oral language better, and therefore their LVA becomes the preferred choice for standardization. Thus the LVA, as Bourdieu (2001) explains using the equivalent term “legitimate language”, “imposes itself on the whole population as the only legitimate language” (p. 45), leading people to infer that it is superior to other LVAs and the reference for good quality.

3.3 Standard Language and Social Status

Due to the imposition of a norm that becomes emblematic of preference and correctness, people's speech patterns become a tool for social classification. Labov (1966) investigated the relationship between social class and how New Yorkers pronounce the letter "r" in words such as "mother", "bird" and "sugar". Social status was determined by a person's level of education, income and type of employment. Based on his observation of employees from three department stores, each catering to a different income bracket, he concluded that certain pronunciation patterns were indeed associated with a specific social class. More specifically, the stigmatized dropping of the "r" was affiliated with lower social status. This and other studies indicate that the more an individual's speech pattern deviates from the prestige or standard LVA, the lower the social status they are ascribed by listeners (Oakes, 2007; Trudgill, 1974; d'Anglejan & Tucker, 1973; Lambert & Tucker, 1968). Affiliating certain speech styles with negative stereotypical attributes is problematic, as it may lead to discrimination against those speakers (c.f. Lippi-Green, 1997).

In the case of Quebec the linguistic social stratification phenomenon was not strictly related to accent. In this context, two entirely different languages served as a form of classification. Recall that negative English attitudes towards the Catholic religion and the Quebec variety of the French language, later stigmatized as a *patois* or *joual*, historically were used to disenfranchise French Canadians. Language attitude studies provide evidence of the social superiority attributed to English speakers (Lambert, 1967; Lambert et. al., 1960). They found that both English and French speaking participants evaluated French Canadian speakers negatively on traits related to social status. In this case Labov's (1966) social status was represented by traits considered as essential for social and economic success: looks, leadership, confidence, ambition, intelligence, and so on (Lambert et al., 1960, p. 48). Moreover, the French Canadian participants held a stronger negative attitude towards French speakers than the English participants. This finding points to French Canadians' consciousness of the importance and domination of English, socially, economically, politically and culturally, in Quebec during that time period. Genesse & Holobow (1989) replicated the above studies and their results indicate that the negative evaluations of French Canadians have decreased

somewhat, perhaps a result of language legislation promoting the status of the French language and its speakers.

The increased status of French in Quebec has shifted investigations from English/French language attitudes toward French varieties and accents, specifically Québécois. Research findings to date indicate that International French, whether as a variety or simply by virtue of accent, remains the status of prestige and preferred standard, therefore the model of correctness (Beaudoin, 2004; Bourhis & Lépique, 1993; Hume et al., 1993; Remillard et al., 1973; d'Anglejan & Tucker, 1973).

3.4 The Institution of Education and Instances of Discrimination

3.4.1 Education and the Standard Language

The majority of studies examining attitudes towards French varieties and accents in Quebec have been conducted in school settings due to the important role that the educational system plays in the reproduction of social and linguistic norms (Boyd, 2003; Bourdieu, 1997; Lippi-Green, 1997). Schools and teachers are in essence a “reflection of structure and standards and therefore serve as a point of reference” (Lippi-Green, 1997, p. 77). Teachers are instructors and role models to students. Their language attitudes towards different accented speech may be transmitted and adopted by their students (Hume et al., 1993). Furthermore, they are responsible for the evaluation of student oral and written capacities.

Teachers use the standard language as a reference point to evaluate the linguistic capacities of their students. The written code for the standard language is predominantly determined by grammatical and orthographic rules. This has contributed to creating in standard French, much as in other standard languages, a relatively uniform French written code (Grevisse, *Bon Usage*, 1993, p. 3). Anyone writing in French and who adheres to this standard is therefore considered as having good quality writing.

The standard for oral language, on the other hand, is far more complex to determine, due to regional variations and accents, noticeable within both the Francophonie and the increasingly diverse province of Quebec. A host of linguistic experts, government and education officials have attempted to describe a standard oral language. According to the Conseil Supérieur de la Langue Française (CSLF), a speaker

of standard oral language must possess the following attributes: strong communicative abilities, standard pronunciation, irreproachable morphosyntax, and a wide vocabulary (Lebrun, 2005). An individual who speaks while respecting these rules is considered as having good quality speech. However, there remain issues and questions concerning the definition, due to the lack of explanation as to what is irreproachable morphosyntax, and how one is supposed to discern whether a speaker has a wide vocabulary or not. Central to the current study is the question of what constitutes standard pronunciation.

It is important to note that “good” accent merely implies “a manner of pronunciation with grammatical, syntactical, morphological and lexical levels being regarded as more or less commensurate with the standard” (Giles & Powesland, 1970). Therefore two equally linguistically qualified speakers, speaking in the same register and using different accents essentially *should* be considered as equally linguistically competent. However, Parisian accented speakers have historically maintained a prestigious and superior reputation in comparison to other accented speakers (Oakes and Warren, 2007; Beaudoin, 2004; Hume et al., 1993). This phenomenon is evident as teachers “continue to differentially encourage students to accommodate their speech styles to ‘proper’ standards or to essentially foreign standards” (Freder et al., 1970, p. 189).

3.4.2 Accent, Discrimination and Motivation

Although there is a clear definition of standard written French, teachers’ negative language attitudes toward *oral* language may have serious repercussions for students’ scholastic achievement. Earlier it was mentioned that if a language learner follows the rules set by dictionaries and grammars their writing is considered as good quality. However, Ford (1984) found that teachers’ language attitudes could influence how they evaluate students’ written work. More precisely, teachers in the United States were asked to evaluate written work that was considered of equal quality. Each piece of written work was accompanied by a speech sample of the student who supposedly produced the written text. Teachers routinely assigned Hispanic accented speakers lower grades on their written work and Standard English accented speakers higher grades on their written work.

Similarly, teacher's linguistic and professional competence may be questioned simply due to their accents (Boyd, 2003; Dalton-Puffer et al., 1997; Nesdale & Rooney, 1996; Smyrniou, 1995; Gill, 1994; Matsuura et al., 1994; Hume et al., 1993). Hume et al. (1993) surveyed French second language (FSL) students' attitudes towards four French accented speakers: standard (international/European) French, English-accented French, Ontario-accented French and Québécois-accented French. In this instance, despite the fact that the speakers read the same passage, the international French speaker received the highest rating for all evaluation criteria presented. The linguistic and professional competence of the Québécois accented speaker as a French Second Language (FSL) instructor was rated as being somewhere in between that of the international French speaker and the English accented French speaker. In another study, Allophone elementary students in Quebec rated French female international speakers as superior to all other female accented speakers in terms of linguistic and professional competence (Beaudoin, 2004). Therefore, accent may promote discrimination in the employment sector (c.f. Lippi-Green, 1997).

Furthermore, negative language attitudes of students toward their teachers' accented speech may influence second language acquisition (SLA). Gardner and Lambert (1972) investigated student SLA motivation. Motivation is influenced by a multitude of factors, including the student's feelings of solidarity towards the instructor. More specifically, if the student perceives the teacher's accent negatively or sees it as a stigmatized form of speech, the student's regard for the instructor's competence and feelings of solidarity will decrease. As a result the student may become less motivated to learn the language or to accept instruction from the instructor who is perceived negatively. Solidarity issues with Québécois accented speakers have been documented (Hume et al., 1993), and, in essence, stereotypical language attitudes and the belief in one LVA's superiority over another may influence student motivation to learn a second language.

3.4.3 Français Standard d'Ici

In order to rectify the stigmatized reputation of the Québécois accented variety of French, the government has attempted to impose, through French language legislation, a standard that is thought to reflect a local norm. According to Bourhis and Lepicq (1993), teachers claimed to fully accept the standardization of a local norm as the ideal to be used in schools. However, Mignault's (1992) work found that teachers remained hesitant and unsure as to which standard to adopt, due to a continued belief in the existence of a superior non-local variety of French.

3.5 The Present Study

The literature indicates that there is a need for further research into whether teachers in Quebec value the adopted institutional norm and, as Beaudoin (2004) points out, what they consider standard pronunciation. Teachers were chosen as the raters for the current study, due to the role they play as reproducers of standard language and as evaluators. Furthermore, the province of Quebec, particularly the region of Montreal, as seen earlier, may no longer be characterized solely by an English-French dichotomy (Maclure, 2003) and therefore it is necessary to take into consideration, in addition to the International and Québécois accents, other accented speakers that are present in the province.

Therefore this study will investigate how French Immersion (FI) and French Second Language (FSL) teachers in Quebec evaluate the oral performance of five French accented speakers. The research questions are:

- (1) Which French accented speakers are judged as having the best/worst quality speech?
- (2) Which accent is considered most/least prestigious?
- (3) Does a relationship exist between a rater's prestige judgments and quality judgments?
- (4) Is there a relationship between a rater's linguistic background and accent judgments?
- (5) Is there a relationship between a rater's educational background and accent judgments?

Chapter 4: Methodology

4.1 Overview: Paradigm and Purpose

Teachers' quality judgments of different accented French were collected using qualitative and quantitative methods (a mixed-methods design) concurrently. This approach was selected because the use of both methods makes it possible to validate the findings within the study (Greene & Caracelli, 2003; Brown & Rodgers, 2002; Morgan, 1998; Steckler et al., 1992; Greene et al., 1989) permitting for a pragmatic interpretation of the overall results due to the combination of data forms collected. Likewise, the shortcomings of one method can be compensated for by the advantages of the other (Greene & Caracelli, 2003).

In order to tap into these language attitudes, a modified version of the matched guise technique (MGT) was used. The MGT asks listeners to judge the personality and intelligence of speakers, permitting the researcher to access information that may not be otherwise revealed if participants were asked directly about their attitudes towards specific groups (Lambert et al., 1967). The purpose of this study was to investigate what French Immersion (FI) and French Second Language (FSL) teachers perceived to be standard French and more specifically standard pronunciation. In addition the study probed the nature of the prestige that is affiliated with specific French accents.

4.2 Participants and Context

The study consisted of two phases: speaker data collection and rater data collection.

4.2.1 Speakers

The speakers chosen for this study represent five cultural groups that are present in the province of Quebec as a result of historical dualism and immigration demographics (Appendix A). The five different French accented speakers were, 1) Québécois (Qc); 2) English (Ang); 3) International (also known as Parisian, Standard or European French) (IF); 3) Lebanese accented French (Lb); and 5) Haitian (Ht). In addition, the Lebanese and Haitian communities belong to countries that formerly either had close ties with France or were French colonies. Therefore the French language is either the language of instruction in their home countries or one of the languages that they must learn in school.

Furthermore, these cultures belong to the Francophonie (<http://www.francophonie.org/oif/membres.cfm>) and reflect a variation of the standard norm.

Three criteria were used to select the accented speakers: sex, age and level of education. All speakers were females in order to reflect the majority population of FI/FSL teachers in the field of elementary education in the greater Montreal area. Participants had a minimum CEGEP education in order to ensure that they had all had some form of exposure to higher education in standard French, with exception (c.f. note Table 1). They all work within the field of education or child-care. The speakers' age range represented the various ages found within the teaching profession (20-50 years of age). Table 1 provides further detailed biographical data for each speaker participant.

Table 1

Speaker Biographical Information

	International	Québécois	Lebanese	Haitian	Anglophone
Age Range	20-29	20-29	40-49	40-49	50+
Birthplace	Bucharest Romania	St-Jérôme Quebec	Beirut Lebanon	Port-au-Prince Haiti	Bridgewater Nova Scotia
Language Background	Allophone: Romanian and Francophone	Francophone	Allophone: Arabic	*Francophone	Anglophone
Language of Education: Elementary School	French	French	French/English/ Arabic	French	English
Language of Education: Secondary School	French	French	French/English/ Arabic	French	English
CEGEP	English	French	N/A	French	N/A
University	English/ French	English	French/English/ Arabic	N/A	English
Level of Education	Masters	Bachelor	Masters	DEC	Bachelor
Programs of Study	BEd Secondary	BEd TESL	B.A. Translation	Early Childhood Education	BSc Math
	Masters in French Literature		M.A. Linguistics		BEd Secondary
Employment	French CEGEP Instructor	ESL Teacher	Elementary French Teacher	Daycare Instructor	Secondary Math Teacher

* The Haitian accented speaker, although her first language was Creole and she has a marked Haitian Creole accent, considers herself Francophone because French is the language that she uses most often in both public and private spheres of her life.

N.B. Although the English accented speaker's education was in English institutions she was required to learn French and interacted with Francophones on a regular basis.

In the original MGT, Lambert et al. (1960) used speakers considered as perfectly bilingual because they spoke both languages with the target accents: Quebecois French and English Canadian. However, in this study a modified version of the MGT was used where five individuals were asked to provide a speech sample in their regular accent rather than having one individual disguise their voice in all 5 accents. Similar modifications to the MGT have been made in a number of studies (Ryan & Carranza 1975; Brennan and Brennan, 1981; Alford and Strother, 1990, Eisenhower, 2003) in order to assure a more natural accented speech sample that would elicit stereotypical attitudes towards that specific group.

4.2.2 Raters

For the second phase of the study FI and FSL teachers were targeted, due to the primary importance that the Quebec Education Program (QEP) places on oral production. To be precise, the QEP states that “La production orale a préséance sur la production écrite”² (QEP, 2003, p. 130). The raters for this study consisted of three distinct groups: new teachers, student teachers in their 4th and last year of their undergraduate degree, and 3rd year undergraduate student teachers. The eight new teachers were instructors that had been actively teaching for 6-24 months. These teachers were either currently teaching FI/FSL or had experience in those domains (substitution or short contractual work in the past). The second sub-group of 15 consisted of teachers in their 4th year Bachelor of Education in either FSL/FI or elementary education programs. The third, and final, category consisted of 11 3rd year undergraduate FI/FSL teachers. The majority of teachers were females in the 20-29 years old age range, from a Francophone background and born in the province of Quebec. Additional biographical data may be found in the Rater Bio-Data Table (Appendix B).

² [‘Oral production takes precedence over written production’]

Both cases (phase 1 and 2 participants) reflected a sample of convenience rather than a simple random sampling with replacement.

4.3 Instruments and Materials

4.3.1 Speaker Questionnaire and Speech Prompt

Speakers were asked to fill out a questionnaire (Appendix C) comprising eight biographical questions and two feedback questions. The biographical questions were developed to verify that the participants corresponded to the desired target age, sex and level of education. In addition some descriptive information was elicited regarding their linguistic background and environment. The feedback questions provided opportunities for participants to voice any opinions or feelings they may have had about their task.

A prompt, developed by the researcher, was used to elicit a speech sample of approximately 60 seconds from each accented speaker. The prompt, developed by the researcher, consisted of six images representing the life cycle of a frog (Appendix D). Each frame had vocabulary words appropriate to the stage embedded amongst the images. The vocabulary words were included to help speakers describe the frame and to create consistency across the different speech samples. The reproductive cycle of the frog was chosen because it reflects the type of lessons teachers and students in an elementary classroom would encounter.

The final step was to collect a speech sample that would introduce the speakers and label them numerically. The numerical label would serve to identify the speakers without reference to their accent or cultural community. Therefore the researcher audio recorded herself saying “speaker one, orateur un”; “speaker two, orateur deux”; “speaker three, orateur trois”; “speaker four, orateur quatre” and “speaker five, orateur cinq”.

4.3.2 Collecting and Normalizing Speech Samples

In order to collect the speech samples, a hand-held digital audio recorder and microphone were used. The speech samples were then transferred to a computer and the software “Sound Studio version 3.0.4” was used to normalize the samples in terms of volume, removing any clipping sounds or background noise. The samples were organized in three different orders, downloaded onto three separate compact discs and labeled as CD1, CD2 and CD3. The speakers were presented on each disc in the

following orders CD1: English, Haitian, Lebanese, Quebecois, International French; CD 2: International French, Quebecois, Lebanese, Haitian and English and CD 3: Haitian, Quebecois, English, International and Lebanese. Raters were divided into three groups. Each group listened to a different CD version. The differently ordered CDs were developed to maximize chances that the evaluations reflected rater's interpretations of the speakers' performance rather than any potential order effect.

4.3.3 Rater Questionnaire

Raters were required to answer a questionnaire consisting of three sections (Appendix E). The first section asked biographical questions, yielding some general background information regarding sex, linguistic background, linguistic environment and language use at home. One of the early studies conducted by Lambert et al. (1960) found a relationship between an individual's linguistic background and their character judgments of different accented speakers. Research question #4 of this study, "Is there a relationship between a rater's linguistic background and accent judgments?", was chosen in order to verify whether the trend of the 1960s is still a reality. The previously mentioned study also determined that the language of education and type of institution (public or private) influenced raters' perception of different accented speakers. Therefore, research question #5 sought to assess whether the type of education remained a factor that influences rater judgments, and questions #9-14 of the questionnaire collected information about the raters' educational background.

The second section of the rater questionnaire was designed to yield information addressing the first three research questions: which French accented speakers are judged as having the best/worst quality speech; which accent is considered most/least prestigious; and whether there a relationship exists between a rater's prestige judgments and quality judgments. Teachers were asked to evaluate each speaker by responding to nine positive statements using a four-point Likert scale. The statements were developed using criteria that have been used to define quality oral language and prestige. Lebrun's (2005) definition of quality oral language skills, "bonnes habilités communicatives, une prononciation normée, une morphosyntaxe irréprochable et un vocabulaire précis et

étendue”³ (p.499), was used to develop the first six positive statements. The definition of prestige was the result of a combination of definitions as provided by a number of studies. A general definition of prestige is “...a variety which society associates with education and high social status” (Thomas & Wareing, 1999, p. 195).

Therefore the statements developed to define prestige were, *advantageous for economic advancement*, using the descriptors “intelligent”, “ambitious” and “cooperative”, and *advantageous for social advancement*, using the descriptors “friendly”, “honest” and “dependable”. The traits were derived from Lambert et al.’s (1960) operationalization of social status (p. 48). Furthermore, Giles’ (1974) discussion of the socially constructed perception of *pleasantness* of an LVA served as the third and final defining criterion for prestige.

In the third section, raters were asked to rank speakers in order from best to worst oral quality performance and then from most to least prestigious speaker. Lastly, raters were given an opportunity to express any difficulties, thoughts and/or feelings they may have had about the experience.

4.4. Procedures

All speakers and raters who participated in the pilot project and the study did so voluntarily and were remunerated for their time (\$10.00). As per McGill ethical committee standards and requirements, all prospective participants were given an Informed Consent Form (Appendices F and G) to read and sign prior to beginning the process. The form specified that confidentiality would be ensured, and that participants had the right to refuse to participate, to answer any specific questions, and to withdraw from the study at any time without penalty or repercussion. The speaker and rater consent forms differed insofar as the speakers were informed of the covert goals of the study and raters were not. However, once the questionnaire was completed, the covert goals were provided and any additional questions that they may have had were answered.

³ [‘strong communicative abilities, standard pronunciation, irreproachable morphosyntax, precise and wide vocabulary’]

In order to re-create similar conditions for all participants, all questionnaires and instructions were delivered in both English and French. English items appeared in regular font and below each item the French translation was presented in italics.

4.4.1 Pilot Study

The first phase of the study was piloted between November 10th and 26th 2008. The first pilot speaker participant did not belong to the target speaker group but rather was recruited by convenience. She was asked to perform and evaluate the speech prompt (i.e., to describe her impressions of the prompt and the questionnaire and to voice any difficulties she may have encountered). Three other pilot participants who did match the target speaker profiles (International, Quebecois and Anglophone accented French) were later recruited to perform the task and provide further feedback. The prompt, the speaker questionnaire and the instruction sheet did not (Appendices D, C and H) require modifications.

The second phase of the study was piloted between December 1st and 2nd 2008. The pilot project participants were teachers who had experience teaching FI in Western Canada and FSL in the U.S., but due to their out of province teaching experience they did not match the rater profile. The participants listened to and evaluated two accented speech samples (international and Quebecois accented French). The participants considered the instruments to be user friendly, clear and straightforward with the exception of two prestige items. They had difficulty understanding what was meant by “advantageous for social/economic advancement” (Lambert et al., 1960). In order to rectify the confusion three descriptive terms were added to each of the statements. Pilot raters approved the modifications.

4.4.2 Phase I Data Collection: Speech Samples

The International and Quebecois accented speech samples collected during the pilot study were retained because of the performance and because speakers met the sex, age and education criteria. The third pilot speaker, English accented, was not retained because she had insufficient vocabulary in her own knowledge base to supplement what

was provided in the prompt. This caused her difficulty describing the images and she made numerous grammatical errors. As a result her speech sample was not retained and another Ang accented speaker replaced her. The remainder of the speech samples (Lebanese, Haitian and English accented French) were collected throughout the month of December 2008.

As in the pilot project, all speakers were asked to read and sign the consent form prior to beginning. The speakers were handed an instruction sheet (Appendix H) and were given time to review the prompt. When the participants signaled that they were ready the audio recording began. Speakers were permitted to stop the recording and recommence if they felt flustered. In all instances the sample that was retained was produced on the second attempt.

4.4.3 Phase II Data Collection: Teacher Judgments

Teacher judgments of the speech samples occurred over a one-month period. The data collection occurred in either a quiet office at McGill or a quiet place in raters' homes where no telephones, televisions, family members or pets were present in order to avoid distraction. As with speaker participants, the raters were asked to read and sign the consent form before beginning.

The 3rd and 4th year undergraduate participants were recruited with the assistance of a McGill University professor who gave access to her group of fifteen 4th year undergraduate FSL/FI teachers. The professor pre-arranged a date, time and classroom for the data collection to occur. In the case of the 3rd year undergraduate students a class representative coordinated a date and time for the session to occur.

All student teachers were reminded that their participation would have no bearing on their academic evaluation in that class. In order to proceed with the data collection in one sitting, research assistants were recruited. Their responsibilities included verifying that all instruments were functioning (radio, CD and headphones), that all the informed consent documents were properly filled and signed, and administering the procedures.

4.5 Data Analysis

The data collected were analyzed using SPSS (version 17.0). Descriptive statistics were calculated for rater bio-data and their speaker judgments concerning accent. The mean scores were then utilized to conduct further statistical analyses such as correlations, ANOVAs and post-hoc Tukey tests. The statistical analyses were conducted in order to explore the following: whether there was a significant difference between overall speaker mean scores; whether a relationship existed between prestige and quality judgments; and whether a relationship existed between raters' language/education background and their accent judgments. Frequency counts were used to verify whether the order in which speakers were classed coincided with how they were judged by raters.

Chapter 5: Results

5.1 Research Question #1: Which French accented speakers are judged as having the best/worst quality speech?

5.1.1 Overall and Individual Item Quality Mean Scores

The study asked 34 student teachers and active teachers to judge the oral quality language skills and prestige of 5 speakers using a 4-point Likert scale. Table 2 provides a general overview of how each speaker was judged by the raters in terms of quality language items. The data consists of the mean score and standard deviation for each speaker on each item. The speaker who received the most favorable quality judgments per item and overall quality (i.e., the speaker with the highest mean scores) is in bold.

5.1.2 International and Québécois Quality Scores

The overall quality mean score indicates that the IF speaker was considered as having the best quality speech. On an individual item basis, the IF speaker received the highest mean score on all quality items with the exception of “communicative skills”. On this item the Qc speaker was favored by a small margin (communicative Qc: 3.62; IF: 3.53). This variation may be because a number of raters indicated that they were under the impression that the IF speaker was reading rather than describing the images in her own words. Some raters considered the IF sample as not a true representation of communicative skills, and therefore raters were more critical of the IF speaker on the communicative item. In addition to holding the title for best quality speech, the IF speaker had the lowest standard deviation compared to all other speakers, indicating that rater judgments were consistently more similar for the IF speaker than for the other speakers.

5.1.3 Lebanese and Haitian Quality Scores

Similarly to the IF speaker, the Lb speaker was consistently judged as having the third overall highest mean score (3.07) and consistently third on most all of the individual items with the exception of one: syntax. On the syntax item the Ht speaker received a higher score than the Lb speaker (Lb: 3.03; Ht: 3.18). Due to the lack of qualitative data on this item it is difficult to determine why this was the case. One rater did justify the lower syntax score in terms of language expectations. The rater recognized the Lb

speaker as being of Middle-Eastern background and expected the speaker's L1 to be Arabic. She noted that Arabic and French languages are significantly different in terms of structure (the positioning of the subject, verb and object in the sentence) whereas she considered that the Haitian Creole structure was much closer to the French. Therefore she concluded that she expects the Lb speaker to make more syntactic errors compared to the Ht speaker. Although this is a plausible explanation for the lower mean syntax score we cannot conclude with certainty that it is the reason for the lower score. On the remainder of the items and overall mean score the Ht speaker was in fourth place.

5.1.4 Anglophone Quality Scores

The Ang speaker was classified as having the poorest quality language on all items and received the lowest overall mean score. The majority of rater comments focused on the speakers' pronunciation as a significant error. The raters felt that many words spoken by the Anglophone were English words, Anglicisms or mis-pronounced. The words most often criticized as having been English were words that are common to both the French and English language, such as "continue"; the issue would therefore seem to be one of English-accented pronunciation rather than "Anglicisms". Furthermore, fewer than half the raters (14/34) recognized and indicated that the Ang speaker used appropriate vocabulary for the task.

Table 2.

Mean Quality Scores

	Statistics	Anglophone (Ang)	Haitian (Ht)	Lebanese (Lb)	Québécois (Qc)	International (IF)
Pronunciation	M	1.5	2.56	3.21	3.62	3.68
	sd	0.564	0.561	0.729	0.493	0.475
	n	34	34	34	34	34
Appropriate Vocabulary	M	2.29	3.09	3.18	3.53	3.74
	sd	1.088	0.668	0.626	0.563	0.448
	n	34	34	34	34	34
Wide Vocabulary	M	2.12	2.85	3.06	3.47	3.56
	sd	0.977	0.744	0.694	0.662	0.561
	n	34	34	34	34	34
Morphology	M	1.79	2.70	3.26	3.62	3.76
	sd	0.687	0.728	0.71	0.551	0.496
	n	34	33	34	34	34
Syntax	M	2.59	3.18	3.03	3.38	3.74
	sd	0.821	0.576	0.797	0.779	0.511
	n	34	34	34	34	34
Communication	M	1.82	2.56	2.68	3.62	3.53
	sd	0.758	0.786	0.768	0.652	0.507
	n	34	34	34	34	34
Overall Quality	M	2.02	2.82	3.07	3.54	3.67
	sd	0.899	0.716	0.739	0.622	0.503
	n	204	203	204	204	204

5.1.5 Quality Ranking in Short

The short answer to the first research question (i.e., which speakers are considered as having the best or worst quality speech), based on the overall mean scores, is therefore as follows (Table 3):

Table 3

Ranking of Speakers Based on Mean Quality Scores

	Quality Mean Score	Rank
International (IF)	3.67	Best Quality Oral Speech
Québécois (Qc)	3.54	2 nd
Lebanese (Lb)	3.07	3 rd
Haitian (Ht)	2.82	4 th
Anglophone (Ang)	2.02	Worst Quality Oral Speech

It should be noted that the IF, Qc and Lb overall mean scores reflect favorable values on the Likert scale (agree and strongly agree), while the Ht and Ang overall mean scores reflect unfavorable values on the same scale (disagree and strongly disagree).

5.1.6 Quality Ranking Frequencies

Raters were required to rank the speakers from best to worst quality performance. Table 4 indicates different rater rankings and the frequency of those rankings.

Table 4

Frequency of Raters' Ranking of Speakers' Quality Performance

Rater Rankings of Speakers from Best to Worst Quality Performance	Frequency	Percent	Valid Percent	Cumulative Percent
IF, Qc, Lb, Ht, Ang	16	47.1	50.0	50.0
Qc, IF, Lb, Ht, Ang	8	23.5	25.0	75.0
IF, Lb, Qc, Ht, Ang	2	5.9	6.3	81.3
Qc, Lb, IF, Ht, Ang	1	2.9	3.1	84.4
IF, Lb, Ht, Qc, Ang	1	2.9	3.1	87.5
Qc, IF, Ht, Ang, Lb	1	2.9	3.1	90.6
Lb, Qc, IF, Ht, Ang	2	5.9	6.3	96.9
Lb, IF, Qc, Ht, Ang	1	2.9	3.1	100.0
Total	32	94.1	100.0	
Missing	2	5.9		
Total	34	100.0		

Nearly half of the raters (47.1%) ranked the speakers in the same order as the overall item mean scores (see 5.1.1 above). However, nearly a quarter of the raters (23.5%) felt that the Qc speaker outperformed the IF speaker in terms of quality. This inversion of the IF

and Qc in the ranking is not surprising because of the small difference between overall quality mean IF and Qc scores observed earlier (Overall IF: 3.67; Qc: 3.54).

5.1.7 ANOVA and Post-Hoc Test

Further analysis indicates that despite the mean rankings, statistically speaking, certain speaker pairs were judged in the same manner. In order to verify whether statistically the speakers were evaluated differently on the 6 quality items an ANOVA was performed (Table 5). The F ratio produced by the ANOVA indicates that there is a significant relationship ($F(4, 1019) = 45.027, p = 0.000$) between two sets of speakers. However, an ANOVA does not show us where the differences lie and therefore a post hoc test, the Tukey test for Honestly Significant Differences (HSD) to maintain $\alpha=0.05$, was conducted.

Table 5

ANOVA Comparing Quality Scores Between Speakers

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	4	10.411	2.603	45.027	0.00
Within Groups	25	1.445	0.058		
Total	29	11.856			

The Tukey test reveals that the mean difference between speaker pairs were all significant at the $\alpha=0.05$ level with the exception of Qc/IF (sig=0.885) and Lb/Ht (sig=0.408) pairs. Therefore the Null Hypothesis is accepted in these two cases and statistically speaking the two pairs were judged as the same in terms of quality oral speech.

Taking into consideration the Tukey test results, the speakers may be re-ranked in the following order for quality performance (Table 6):

Table 6

Quality Oral Performance Re-Ranking Based on Tukey Test Results

	Tukey Based Re-Ranking
International (IF)	Best Quality Oral Speech
Québécois (Qc)	Best Quality Oral Speech
Lebanese (Lb)	2 nd
Haitian (Ht)	2 nd
Anglophone (Ang)	Worst Quality Oral Speech

5.2 Research Question #2: Which accent is considered most/least prestigious?**5.2.1 Overall and Individual Item Prestige Mean Scores**

A host of previous researchers have used a variety of definitions and characteristics to assess the prestige of an LVA (Lambert et al., 1960; Labov 1966; Eisenhower, 2002). The present study required raters to judge speakers' prestige based on 3 items: advantageous for social advancement, advantageous for economic advancement, and pleasantness. The first two items were described using personality traits that are thought to reflect social status (Lambert et al., 1960; Labov 1966; Eisenhower, 2002). Table 7 provides a general overview of how each speaker fared in terms of mean prestige evaluations on individual items and overall. The data consists of the mean score and standard deviation for each speaker on each item. The speaker evaluated as the most prestigious speaker (i.e., the speaker with the highest mean scores) per item and overall, is in bold.

Table 7

Mean Prestige Scores

	Statistics	Anglophone (Ang)	Haitian (Ht)	Lebanese (Lb)	Quebecois (Qc)	International (IF)
Social Advancement (friendly, honest and dependable)	M	2.24	2.74	2.91	3.5	3.5
	sd	0.654	0.666	0.668	0.564	0.564
	n	34	34	34	34	34
Economic Advancement (intelligent, ambitious, cooperative)	M	2.09	2.5	2.76	3.35	3.41
	sd	0.753	0.663	0.669	0.544	0.557
	n	34	34	34	34	34
Pleasantness	M	1.65	2.53	2.7	3.5	3.38
	sd	0.597	0.662	0.833	0.615	0.604
	n	34	34	33	34	34
Overall Prestige	M	1.99	2.59	2.79	3.46	3.43
	sd	0.711	0.665	0.753	0.557	0.572
	n	102	102	101	102	102

5.2.2 International and Québécois Prestige Scores

Although the Qc speaker received the highest overall prestige mean score, individual prestige items show that the Qc speaker was not consistently chosen as the most prestigious speaker. On the first item, “advantageous for social advancement”, described as an individual who is friendly, honest and dependable, the Qc and IF speakers were judged as being equal (3.5). On the second item, “advantageous for economic advancement”, described as an individual who is intelligent, ambitious and cooperative, the Fr speaker took first place (IF: 3.41, Qc: 3.35). Then on the third and final item the Qc speaker was ranked as the most pleasant to listen to (Qc: 3.5, IF: 3.38). Raters 5, 22 and 25, commented that the speech patterns of the Qc speaker reflected their own speech patterns and they therefore felt closer to the speaker. As a result they admitted to having a biased opinion in favour of the Qc speaker, thus providing a reasonable explanation for

their preference. Furthermore, raters stated that the Qc speaker represented the local context better than the external IF sample.

5.2.3 Lebanese, Haitian and Anglophone Prestige Scores

Unlike the mixed prestige preference observed above, the Lb, Ht and Ang speakers consistently received mean scores, on both the individual prestige items and overall prestige, that ranked them as 3rd, 4th and least prestigious. The Lb speaker received an overall quality mean score that placed her on the positive side of the scale; however, the overall and individual prestige mean scores placed her consistently on the negative side of the Likert scale. Her lowest mean prestige score was on the pleasantness item (2.7). The qualitative data suggest that raters found her speech unpleasant due to the hesitation in her voice. Otherwise, raters described her as sounding like an intelligent individual with potential. The Ht speaker, on the other hand was judged negatively and one rater described her as sounding “annoying because of her pronunciation, sounds like a lack of effort on her part, omission of letters”. Among the negative Ht judgments and comments one rater did indicate that the speaker was pleasant to listen to because she grew up in an environment where many people spoke with that type of accent. The Ang speaker was judged low in terms of prestige on all items and overall prestige mean scores and was described as unpleasant to listen to because of the difficulty raters had in understanding what she was saying due to her heavy accent.

5.2.4 Prestige Ranking in Short

The short answer to the second research question, which accent is considered the most/least prestigious, based on the overall mean scores, therefore is as follows in Table 8. It should be noted that in terms of prestige, the Qc and IF speakers have, in comparison to their quality performance, maintained a score that reflects a favorable value on the Likert scale, and the Ht and Ang have similarly maintained a unfavorable position on the Likert scale. The Lb however, has moved from favorable in terms of quality (3.07) to un-favorable (2.79) on the prestige scale.

Table 8

Ranking of Speakers Based on Mean Prestige Scores

	Quality Mean Score	Rank
Québécois (Qc)	3.46	Most Prestigious Speaker
International (IF)	3.43	2 nd
Lebanese (Lb)	2.79	3 rd
Haitian (Ht)	2.59	4 th
Anglophone (Ang)	1.99	Least Prestigious Speaker

5.2.5 Prestige Ranking Frequencies

Raters were required to rank the speakers from most to least prestigious performance. Table 9 indicates different rater rankings and the frequency of those rankings. Raters' ranking of speakers in terms of prestige did not correspond as closely to mean prestige scores as in the case of quality rankings and means. Furthermore, there is a greater variation in the possible rankings than in the quality ranking.

Table 9

Frequency of Raters' Ranking of Speakers' Prestige

Rater Ranking of Speakers from Most to Least Prestigious	Frequency	Percent	Valid Percent	Cumulative Percent
IF, Qc, Lb, Ht, Ang	10	29.4	31.3	31.3
Qc, IF, Lb, Ht, Ang	5	14.7	15.6	46.9
IF, Qc, Ht, Lb, Ang	1	2.9	3.1	50.0
Qc, Lb, IF, Ht, Ang	1	2.9	3.1	53.1
Qc, Ht, IF, Lb, Ang	1	2.9	3.1	56.3
Qc, IF, Lb, Ang, Ht	3	8.8	9.4	65.6
Qc, IF, Ang, Ht, Lb	1	2.9	3.1	68.8
IF, Lb, Ang, Ht, Qc	1	2.9	3.1	71.9
Lb, IF, Qc, Ht, Ang	3	8.8	9.4	81.3
Lb, IF, Qc, Ang, Ht	1	2.9	3.1	84.4
IF, Qc, Lb, Ang, Ht	4	11.8	12.5	96.9
Qc, IF, Ht, Lb, Ang	1	2.9	3.1	100.0
Total	32	94.1	100.0	
Missing	2	5.9		
Total	34	100.0		

5.2.6 ANOVA and Post Hoc Test

Prestige mean differences between speakers appeared to be small. Therefore further statistical analyses were conducted in order to verify whether the differences were statistically significant. An ANOVA was conducted (Table 10) and the F ratio ($F(4, 509) = 41.946$; $p > 0.05$, $\text{sig} = 0.00$) was significant. In order to determine which pairs of speakers had statistically significant differences between mean scores, once again, a Tukey test for HSD was conducted.

Table 10

ANOVA Comparing Prestige Scores Between Speakers

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	4	4.504	1.126	41.946	0.00
Within Groups	10	0.268	0.027		
Total	14	4.773			

The Tukey test for HSD indicates that, similarly to the quality data, the null hypothesis was retained for the Qc/IF ($\text{sig} = 1.00$) and Ht/Lb ($\text{sig} = 0.587$) pairs. Therefore, once again, the two pairs were statistically equally evaluated in terms of prestige. All other pairs of speakers were considered as having statistically different mean scores at the $\alpha = 0.05$ level.

Taking into consideration the Tukey test results, the speakers may be re-ranked in the following order for prestige performance (Table 11):

Table 11

Prestige Re-Ranking Based on Tukey Test Results

	Tukey Based Re-Ranking
International (IF)	Most Prestigious
Québécois (Qc)	Most Prestigious
Lebanese (Lb)	2 nd
Haitian (Ht)	2 nd
Anglophone (Ang)	Least Prestigious

5.4 Research Question #3: Does a relationship exist between a rater's prestige judgments and quality judgments?

In order to verify whether a relationship between quality and prestige exists, a correlation was performed using the mean quality and corresponding mean prestige score that each rater gave for each speaker. There were a total of 170 mean quality scores to be compared to 170 corresponding mean prestige scores. The prestige and quality scores from raters 13 for the Lb speaker and 33 for the Ht speaker were not calculated as there were missing values; that is, the participants neglected to evaluate the speakers on all quality and prestige items. Therefore their mean would have been based on fewer items, 8 out of 9 items to be precise, than the remainder of raters' evaluations. Thus 168 paired mean scores were left for comparison.

Pearson's correlation coefficient (r) allows us to make two conclusions about the relationship between the two variables: the magnitude and the direction of the relationship. According to the correlations calculations, there is a high positive correlation ($r = +0.812$) between individual raters' correctness and prestige evaluations. In other words, as the perceived prestige of a speaker increases, so does the perceived quality of their speech patterns. Therefore, the higher the prestige attributed to an LVA, the more likely the speaker's speech is to be perceived as good quality and vice versa. In short the perception of an individual's language skills is not necessarily a reflection of their actual language skills but rather strongly related to the prestige of that person's speech patterns.

5.4 Research Question #4: Is there a relationship between a rater's language use/ linguistic background and accent judgments?

5.4.1 Language Use and Language Background

In order to verify whether a relationship exists between raters' language use/background and accent judgments, the raters were divided into sub-groups according to 1st, language use category, and 2nd, language background category. This differs from previous analyses as it will no longer be dealing with the entire sample. Speaker's mean quality and prestige scores were then calculated based on the sub-groups.

Prior to proceeding with the analyses, two aspects should be noted. First let us review how language use and linguistic background were defined and the statistical significance of the sub-group *n*. Due to the linguistic diversity of Quebec and particularly the metropolitan area of Montreal, where the study was conducted, raters were asked several questions about their language practices and the language practices of their parents. Raters were asked about the language that they use most often in their private lives, referred to as language use (LU) and the language that they first learnt, their linguistic background (LB). Academically the term mother tongue or native speaker is often used to designate the language that was first learnt by an individual. In this study, however, the terms language use and linguistic background were chosen in order to avoid the controversial and mixed definitions of the native speaker and mother tongue terms (Llurda & Huguet, 2005; Davies, 2003; Davies, 1996; Medgyes, 1992; Davies, 1991; Bloomfield 1933; Kachru, 1995).

Secondly, although the total rater sample size (*n*) is sufficiently large for significant statistical analysis, the subgroup *n*'s are small (as can be noted in Tables 14, 16, 18 and 20). This is a limitation, and therefore, the following results should be viewed with caution. Some general patterns can nonetheless be considered.

5.4.2 Language Use/ Language Background and Quality Judgments

In order to verify whether a relationship existed between LU or LB and quality evaluations, mean scores had to be re-calculated and a one way ANOVA performed to maintain $\alpha=0.05$. Raters were sub-divided into their respective LU categories and a new

mean score was calculated for each speaker based on the new rater sub-groups (Table 12).

Table 12

Quality Mean Scores for LU Sub-Groups

LU	Stats	Ang	Ht	Lb	Qc	IF
English	Mean	2.86	2.86	3.29	3.71	3.57
	s.d.	0.522	0.522	0.821	0.393	0.371
	n	7	7	7	7	7
French	Mean	1.96	2.87	3.04	3.49	3.68
	s.d.	0.571	.510	0.550	0.425	0.358
	n	19	18*	19	19	19
F/E Bilingual	Mean	2.22	2.69	2.92	3.61	3.61
	s.d.	.502	.627	0.639	0.455	0.491
	n	6	6	6	6	6
F/Other Bilingual	Mean	1.83	2.83	3.00	3.33	3.83
	s.d.	0.236	0.00	0.236	0.236	0.236
	n	2	2	2	2	2
All Raters	Mean	2.02	2.82	3.07	3.54	3.67
	s.d.	0.899	0.716	0.739	0.622	0.503
	n	34	33	34	34	34

*Rater#33 evaluation of Ht was not used for the LU based speaker mean scores because the participant did not evaluate the Ht speaker on all the quality items.

In order to verify whether the mean scores were statistically similar or different an ANOVA was performed (Table 13).

Table 13

ANOVA Comparing Mean Scores Between LU Sub-Groups

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	3	0.257	0.086	0.227	0.876
Within Groups	16	6.030	0.377		
Total	19	6.287			

The ANOVA results in Table 13 indicate that the $F(3, 176) = 0.227$ ($p < 0.05$, $\text{sig} = 0.876$) did not show significant differences across the means and therefore we may retain the null hypothesis. In other words different language use does not appear to influence how raters judged the five different speakers in terms of quality.

The results for whether a relationship exists between language background and speaker quality judgments yielded similar results as in the case of language use. Once again the raters were divided into their respective LB subgroups and mean quality scores were calculated (Table 14) followed by an ANOVA (Table 15).

Table 14

Quality Mean Scores for LB Sub-Groups

	Stats	Ang	Ht	Lb	Qc	IF
Anglophone	Mean	1.89	2.67	2.89	3.50	3.39
	s.d.	0.918	0.833	1.171	0.500	0.536
	n	3	3	3	3	3
Francophone	Mean	2.05	2.93	3.14	3.57	3.71
	s.d.	0.587	0.484	0.521	0.407	0.334
	n	23	22*	23	23	23
F/E Bilingual	Mean	2.08	2.5	2.78	3.36	3.58
	s.d.	0.555	0.394	0.638	0.414	0.492
	n	6	6	6	6	6
Allophone	Mean	1.67	3.00	3.42	4.00	3.83
	s.d.	0.471	0.236	0.589	0.00	0.00
	n	2	2	2	2	2
All Raters	Mean	2.02	2.82	3.07	3.54	3.67
	s.d.	0.899	0.716	0.739	0.622	0.503
	n	34	33	34	34	34

*Rater#33 judgment of Ht was not used for the LB based speaker mean scores because the participant did not evaluate the Ht speaker on all the quality items.

Table 15

ANOVA Comparing Quality Scores Between LB Sub-Groups

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	3	0.257	0.086	0.227	0.876
Within Groups	16	6.030	0.377		
Total	19	6.287			

According to the ANOVA (Table 15), the $F(3,165)=0.246$ is less than the required 0.863 for significant differences to exist, so the null hypothesis is accepted. Therefore LB does not appear to bear any relationship to how raters evaluated speakers in terms of quality.

5.4.3 Language Use/ Language Background and Prestige Judgments

Using the above technique to verify whether a relationship existed between LU or LB and prestige judgments it was determined that there was none in either case. The mean scores for prestige per speaker were calculated according to the LU (Table 16) and LB (Table 18) subdivisions, and ANOVAs for LU (Table 17) and LB (Table 19) were performed to maintain $\alpha=0.05$. In both the LU and LB instances the F ratio was less than p and the null hypothesis was retained, thus indicating that no relationship appeared to exist between LU and prestige judgments or LB and prestige judgments.

Table 16

Prestige Mean Scores for LU Sub-Groups

	Stats	Ang	Ht	Lb	Qc	IF
English	Mean	1.62	2.57	2.86	3.62	3.24
	s.d.	0.651	0.568	0.690	0.488	0.371
	n	7	7	7	7	7
French	Mean	2.07	2.63	2.78	3.37	3.37
	s.d.	0.466	0.675	0.647	0.496	0.531
	n	19	18	18	19	19
F/E Bilingual	Mean	2.22	2.83	2.44	3.72	3.44
	s.d.	0.502	0.350	0.584	0.328	0.344
	n	6	6	6	6	6
F/Other Bilingual	Mean	1.83	2.17	2.17	3.00	3.50
	s.d.	0.234	0.236	0.707	0.000	0.707
	n	2	2	2	2	2
All Raters	Mean	1.99	2.59	2.79	3.46	3.43
	s.d.	0.711	0.665	0.753	0.557	0.572
	n	34	34	33	34	34

Table 17

ANOVA Comparing Prestige Scores Between LU Sub-Groups

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	3	0.434	0.145	0.328*	0.805
Within Groups	16	7.065	0.442		
Total	19	7.499			

F (3, 155)= 0.328 < 0.805 and therefore the Null hypothesis is retained.

Table 18

Prestige Mean Scores for LB Sub-Groups

	Stats	Ang	Ht	Lb	Qc	IF
Anglophone	Mean	1.67	2.44	2.56	3.44	3.44
	s.d.	0.882	0.770	0.770	0.509	0.509
	n	3	3	3	3	3
Francophone	Mean	2.03	2.64	2.83	3.45	3.43
	s.d.	0.470	0.635	0.673	0.499	0.454
	n	23	23	22	23	23
F/E Bilingual	Mean	2.22	2.50	2.22	3.33	3.28
	s.d.	0.455	0.459	4.04	0.421	0.574
	n	6	6	6	6	6
Allophone	Mean	1.33	2.83	2.83	4.00	3.83
	s.d.	0.471	0.236	0.236	0.00	0.236
	n	2	2	2	2	2
All Raters	Mean	1.99	2.59	2.79	3.46	3.43
	s.d.	0.711	0.665	0.753	0.557	0.572
	n	34	34	33	34	34

Table 19

ANOVA Comparing Prestige Scores Between LB Sub-Groups

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	3	0.240	0.080	0.136*	0.937
Within Groups	16	9.415	0.588		
Total	19	9.655			

*F (3, 166)=0.136 < 0.937 and therefore Null Hypothesis is retained.

5.5 Research Question #5: Is there a relationship between a rater's educational background and accent judgments?

5.5.1 Education Background and Quality Judgments

In order to answer the final research question, the same statistical procedure was adopted as in the previous research question, that is, the raters were first divided into subgroups and then analyses were carried out. For this question, however, the raters were divided into groups by type of educational institution they attended. According to the data they provided in the survey (Appendix E), questions #9-11, they attended public, private

or both types of institutions during their elementary and/or secondary years. Therefore raters were grouped into one of the 3 categories and mean quality (Table 20) and prestige (Table 22) scores per speaker were calculated. Once the mean scores were calculated, an ANOVA was performed to verify whether a relationship existed between education type and quality (Table 21) or prestige (Table 23) accent judgments. According to the ANOVA tests, no such relationship appears to exist.

Table 20

Quality Mean Scores for Education Type

Education Type	Stats	Ang	Ht	Lb	Qc	IF
Private	Mean	2.33	3.07	3.43	3.70	3.70
	s.d.	0.635	0.494	0.508	0.361	0.415
	n	5	5	5	5	5
Public	Mean	1.81	2.61	2.82	3.48	3.53
	s.d.	0.593	0.482	0.602	0.389	0.395
	n	16*	15*	15*	16*	16*
Mixed	Mean	2.11	3.08	3.14	3.59	3.86
	s.d.	0.473	0.462	0.600	0.462	0.221
	n	11	11	11	11	11
All Raters	Mean	2.02	2.82	3.07	3.54	3.67
	s.d.	0.899	0.716	0.739	0.622	0.503
	n	34	33	34	34	34

*Raters 18 and 26, who belonged to the public education sector, were removed from the calculations because they attended elementary and/or secondary school outside of Quebec and the present study focuses on the Quebec education system. The remainder of raters, although they may have been born outside of Qc, attended school in Quebec.

Table 21

ANOVA Comparing Quality Scores Between Education Types

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	2	0.431	0.215	0.507*	0.615
Within Groups	12	5.100	0.425		
Total	14	5.531			

$F(2, 156)=0.507 < 0.615$ and therefore Null Hypothesis is retained.

5.5.2 Education Background and Prestige Scores

Table 22

Prestige Mean Scores for Education Type

Education Type	Stats	Ang	Ht	Lb	Qc	IF
Private	Mean	2.13	2.67	2.67	3.33	3.33
	s.d.	0.447	0.527	0.624	0.408	0.527
	n	5	5	5	5	5
Public	Mean	1.88	2.67	2.49	3.44	3.35
	s.d.	0.607	0.454	0.765	0.451	0.494
	n	16*	15*	15*	16*	16*
Mixed	Mean	2.15	2.67	2.94	3.55	3.55
	s.d.	0.431	0.789	0.467	0.563	0.429
	n	11	11	11	11	11
All Raters	Mean	1.99	2.59	2.79	3.46	3.43
	s.d.	0.711	0.665	0.753	0.557	0.572
	n	34	34	33	34	34

Table 23. ANOVA Comparing Prestige Scores Between Education Types

	df	Sum of Squares	Mean Square	F-ratio	Sig.
Between Groups	2	0.112	0.056	0.163*	0.852
Within Groups	12	4.143	0.345		
Total	14	4.255			

* $F(2, 156) = 0.163 < 0.852$ and therefore Null Hypothesis is retained

Chapter 6: Discussion

6.1 Research Question#1: Which French accented speakers are judged as having the best/worst quality speech?

Although Lebrun (2005) lists criteria that define quality oral performance, the present study indicates that pronunciation largely influences how a speaker is judged on all subsequent quality criteria. The speech samples were equivalent in terms of vocabulary, morphology and syntax because they all used the same prompt, with the same vocabulary words and samples, reviewed and chosen in order to reflect samples that were similar in performance. Despite the similarity in performance, the speakers were judged significantly differently on those criteria, on their communicative abilities and their overall quality performance, which ranged from as low as 2.02 (Ang) to as high as 3.67 (IF) (on a scale of 1 to 4). The discrepancy in judgments, despite similarity in performance, indicates that pronunciation remains central to how a speaker's communicative skills and good quality language are judged (d'Anglejan & Tucker, 1973; Hume et al., 1993; Gagné et al., 1995). In support to this finding, Gagné, Ostiguy, Laurendelle and Lazure (1995) investigated 4th and 5th year secondary students learning French and were informed that the participants' primary goal in French language learning was to have "good pronunciation" and teachers are expected to help them develop pronunciation skills.

From the data it appears that Lb and Ht French speakers, along with the already documented disadvantage of Ang accented French speakers (Hume et al., 1993), are academically at risk. The Lb, Ht and Ang speakers were evaluated amongst the lowest in terms of quality performance, with overall quality mean scores of 3.07, 2.82 and 2.02 respectively. Although the Lb speaker received a mean score that may be interpreted as positive (Likert scale scores 3 and 4 reflect positive judgments: *agree* and *strongly agree*, whereas scores 1 and 2 reflect negative judgments: *disagree* and *strongly disagree*), statistically the results of the Lb were comparable to those of the Ht speaker, who received a negative overall mean quality score. Therefore students with so-called non-standard pronunciation are at risk for under-evaluation, as was also observed in Ford's

(1984) work, resulting in an additional hurdle they must overcome if they are to succeed academically.

On the other hand, in contrast to previous research (Beaudoin, 2004; Hume et al., 1992; Mignault, 1992 and d'Anglejan & Tucker, 1973) Qc accented speech appears to be gaining credibility in the eyes of Quebec educators. The mean scores and perceived rankings, in the present study, indicate that the IF speaker is considered to have the best quality speech, corroborating past research. However, statistically the data in the present study indicates that there is very little, if any, difference between the IF and Qc speakers in terms of quality judgments. Therefore, the IF and Qc rater judgments support the conclusions of Bourhis and Lepicq (1993) that teachers are beginning to replace the foreign IF norm with a standard that is reflective of the local context. In other words, Qc accented speech is shifting into a position that is no longer stigmatized, at least in the eyes of Francophone Quebecers, as the majority of the raters were from that cultural and linguistic background. Despite the improved reputation of Qc speakers, there are still remnants of the belief that Qc speech reflects a less formal register, as noted by Raters# 2, 22, 23 and 25.

6.2 Research Question #2: Which accent is considered most/least prestigious?

Previous research on prestige and accent investigated Qc speakers in comparison to other LVAs, including the English language, Qc varieties and IF accented speakers. Regardless of whether the previous studies focused on language, variety or accent, Qc speakers were affiliated with low social class, low intelligence, low professional competence and other negative personality traits used to operationalize or reflect prestige (Oakes, 2007; Beaudoin, 2004; Hume et al., 1993; Trudgill, 1974; d'Anglejan & Tucker, 1973 and Tucker, 1968, Lambert et al., 1960). In contrast, the present data indicates that the Qc speaker is judged as highly prestigious, in the eyes of Quebecers, compared to the previously long-undisputed higher position of the IF speaker. The Qc speaker received the highest overall mean score for prestige (3.46) with the IF speaker trailing close behind (3.43). In addition, in contrast to the work of Giles, Bourhis and Davies (1979), the Qc speaker outranked the IF speaker in terms of pleasantness. Despite the mean differences statistically it was determined that the IF and Qc speakers were judged

equally by the raters and therefore the IF and Qc speakers may be described as overall equally prestigious. Although statistically the two are considered as equal, it does not undermine the importance of the finding of increased regard for the Qc speaker, not present in previous studies. Likewise, this increased prestige supports the prediction of Bourhis and Lepicq (1993) that Qc speech would one day become the valued standard.

The lower prestige role once played by the Qc speaker has now been passed on to the Lb, Ht and Ang speakers, raising issues regarding stereotypes affiliated with those linguistic groups and consequently their ability to succeed economically. Both the Lb and Ht speaker received negative prestige judgments (2.79 and 2.59 respectively). Despite the difference in mean scores it was determined that they were judged statistically in the same manner and therefore share equal, low ranking in terms of prestige. The negative scores and qualitative feedback reflect the negative stereotypes that are attributed to Lb and Ht speakers. Raters #2, 15, 21, 22a, 25 all noted that the Ht speaker omitted certain letters when speaking, specifically the letter “r”. Rater #34 indicated that this type of pronunciation potentially may hold the speaker back in terms of employment opportunities, a statement that is reflected in the anecdote shared by Rater #3. Rater #3 explained that a previous employer fired a colleague; the employer stated to Rater #3 in private that the employee’s accent, which resembled the one in the present study, made it difficult to understand him/her and therefore s/he were not suited to work in customer service. Linguistic discrimination of this nature is also documented by Lippi-Green (1997), who explored issues surrounding English varieties and accents. In her book she quotes an employer in the education sector stating that potential employees with an African American accent would be better suited for physical education rather than positions dealing with language arts (p. 122). Although Lippi-Green’s work addressed discrimination in the English language, it is an issue that is not exclusive to any one language.

The Lb speaker was criticized by Raters #2, 3, 16, 22a, 23, 24, 25, and 31 for sounding unsure of herself due to her soft voice and for having repeated words or sentences. Due to the scant qualitative data provided regarding the Lb performance, it is difficult to determine why the Lb speaker was judged in this manner or whether it is

related to some socially constructed stereotypes of Arabic women. As far as Lb stereotypes and linguistic judgments are concerned, no research has been performed to date (Bourhis, 1982). Regardless of the lack of data for why the Lb speaker received negative judgments in terms of social skills, economic abilities and the pleasantness of her accent, it is clear from the statistical analysis that the Lb speaker is equally at risk.

6.3 Research Question #3: Does a relationship exist between a rater's prestige judgments and quality judgments?

A high positive correlation (.81) was found between rater prestige and quality judgments, indicating that social class expectations are related to the process listeners go through when judging a speaker's linguistic competence. Social class has been defined in this and other studies (Lambert, 1960; Labov, 1966) by multiple factors related to social advancement (personality traits including appearance and friendliness) and, perhaps more importantly, economic advancement based on intelligence and level of education. Individuals who are considered upper class are considered well educated; therefore they are expected to have a more intimate knowledge of the written language and better mastery of the oral language (Lippi-Green, 1997). Individuals of lower class are affiliated with lower levels of education and therefore are expected to have had less opportunity to learn the standard language properly. However, the speakers in this study were all well educated and exposed to the French language, yet they were judged differently, similarly to what Giles (1970) encountered in his research. He found that despite the fact that the 13 English accented speech samples he collected were from a single speaker, and therefore homogenous, the participants judged the guises differently on personality traits that included level of education, intelligence and linguistic capacities. A plausible explanation is that socially constructed stereotypes of cultural and linguistic groups held by listeners play into their evaluations of speakers.

The judgments of the speakers in this study may be indicative of the social re-stratification of Quebec, or more specifically Montreal, society. D'Anglejan and Tucker (1973) investigated the social class that Qc speakers held in comparison to other Qc registers and the Fr accented variety. They found that the International French speaker, then referred to as a speaker of standard French, was evaluated as superior in terms of

linguistic abilities (pronunciation, grammar, vocabulary...) and prestige (intelligence, education...), whereas Qc speakers were perceived as belonging to a lower social class and having poorer quality speech. Other research has consistently found a similar downgrading of the Qc accent and varieties (Beaudoin 2004; Gagné et al., 1995; Hume et al., 1993; Mignault, 1992; Giles et al., 1979). In contrast, the present data indicates that the Qc speaker has moved up to a respected position of quality and prestige alongside the long preferred IF variety.

The stigmatized reputation of Qc speakers appears to have shifted to a new group that represents immigrants from at least some former French colonies (Ht and Lb) and the Ang accented minority in Quebec, as documented by Hume et al. (1993). Foreign accented speech was downgraded in terms of prestige and quality in this study, similarly to Beaudoin's (2004) research. Her work investigated allophone elementary students' attitudes towards four French accented speakers and found that the so-called foreign, or non-native accented speaker, Latino accented speaker was consistently judged negatively on multiple character traits reflective of linguistic skills (pronunciation and grammar) and prestige (such as pleasantness of the voice, competence as an instructor, grades in school and being a hard worker).

Furthermore, the native and non-native speaker debate has documented numerous studies that showed how a "native" accent is perceived as more prestigious. The native speakers are expected to fully master the language, as they have been educated in that language. As a result so-called native speakers are perceived as more prestigious and experienced than the non-native counterpart. Thus these assumptions and circumstances give the native speaker an advantage over the foreign accented, or "non-native" accented, speaker in the job market (Janicki, 2006; Modiano, 2005; Seidlhofer 1999; Medgyes & Reeves, 1994; Illes, 1991). The consequences for students with foreign accents are as detrimental as those for adults because "whether or not the child can do anything constructive with that language is in many instances secondary to the social constitution of accent" (Lippi-Green, 1997, p.131). In short the further a speaker deviated from the standard LVA the less credibility they were accredited in terms of prestige and consequently linguistic competence.

6.4 Research Question #4: Is there a relationship between a rater's language use/linguistic background and accent judgments?

Statistical analyses showed that there was no relationship between raters' language background (the first language that they learnt), or language use (the language they currently use most often in their personal lives), and speaker judgments. However, the majority of the participants (c.f. Appendix B) were French language users (19/34= 55.89%) and Francophone language background (23/34= 67.65%) and therefore the data better reflects Francophone/French users' attitudes toward different accented French. In this instance the small English/Anglophone, French/English Bilinguals and French-Other Bilinguals/Allophones judged the speakers in the same manner as the French speaking/Francophone groups on prestige and quality items. Allophones' attitudes in this study may be put into contrast with Beaudoin's (2004) investigation. Her allophone students showed a significant preference for the IF speaker, whereas in this instance Allophones statistically judged Qc and IF speakers equally.

Perhaps more significant is the evidence that there has been a shift in French speakers/Francophone attitudes toward Qc accented French. The sample in this study showed a high regard for Qc French in terms of quality and prestige, which was not previously the case (d'Anglejan & Tucker, 1973). Earlier evidence pointed to linguistic insecurity amongst French speaking Quebecers (Bourhis & Lépique, 1993). The present results may therefore be evidence of a reversal of the inferiority complex that stemmed from historical and political events, and a reflection of a newly developed accent loyalty. This is supported by the qualitative data in which raters commented on the preference for Qc speaker speech as it reflected their own speech patterns and a local norm.

6.5 Research Question #5: Is there a relationship between a rater's educational background and accent judgments?

It was hypothesized that the type of education (private or public) might influence listeners' judgments of the speakers. Ainsfeld and Lambert (1964) found that social class played a significant role in students' evaluations of French Canadian speakers. Earlier the relationship between social class and prestige was examined and it was determined that speakers evaluated as belonging to a higher social class were thought to have a

higher level of education and/or intelligence, higher-level employment positions and higher salaries. Therefore it was hypothesized that because the currency of the education system is the prestigious standard variety, individuals who benefitted from a private, and consequently more elitist, education may hold different attitudes than participants who attended public schools.

The data did not support the assumption regarding private and public schools, as statistically it was found that all raters judged the speakers in a similar fashion. In this case raters were grouped into one of three categories: those who attended private schools, those who attended public schools, and those who attended both a private and public school at one point or another in their elementary and secondary years. In all categories the raters, who were educated in the context of Quebec, judged the speakers in a similar fashion. However, what does stand out from these data is that it would appear that across all types of educational institutions, students are not exposed or sensitized to different accented speech styles, and therefore potentially develop a bias towards speakers with the same accent as they have themselves, as is the case in the present study.

Chapter 7: Conclusions

7.1 Findings

The data reported here indicate that there has been a shift in listeners' attitudes towards Québécois accented speech, with a new group currently being at risk. In contrast to previous findings, the Qc accented speaker has gained authority in terms of linguistic abilities and prestige in the context of Quebec. However, the once stigmatized reputation of the Qc speaker has been replaced by a new group of French speaking minorities in the province of Quebec: Lebanese, Haitians and Anglophones. As such, these groups now face the difficulties and injustices that the Qc speakers fought, and may be at risk academically and economically. Furthermore, contrary to past research there appears to be no relationship between linguistic background, language use and how the speakers were judged. Lastly, the prediction that type of education may influence how the raters judge speakers, due to the different prestige levels affiliated with each type of institution (public and private), was rejected.

7.2 Implications

At both the elementary and secondary level, the Quebec education program indicates that linguistic variation as well as cultural variation across the Francophonie should be explored (QEP, 2004, P.178; QEP, 2002, p.124). Despite the encouragement of openness towards diversity in the Francophone world, pronunciation continues to play an important role in student evaluation (QEP, 2004, p.176), which is problematic due to the fact that accent has considerable influence on how speakers are judged in terms of linguistic competence, academic abilities, professional competence and social abilities. These judgments are based on stereotypes (positive or negative) that are attributed to the group that the speaker belongs to rather than the speaker's actual abilities. In the context of Quebec, past research has shown the European accented speaker was perceived as superior to all other speakers (Beaudoin 2002; Hume et al., 1994; d'Anglejan & Tucker, 1973). The present study finds that the Québécois speaker has gained credibility to a certain extent, and that the Lebanese, Haitian and Anglophone accented speakers (possibly along with other kinds of accented speakers not investigated here) have replaced the Québécois speaker as the new stigmatized groups. As such it is now they

who face negative judgments and a possible disadvantage in terms of achievement or advancement in Quebec.

Due to the considerable influence of accent, government and education officials should consider reformulating their definition of quality oral language, paying specific attention to the use of the term “pronunciation” as a valid criterion for evaluation; they should continue to develop diversity education policy for students; and should consider developing programs or workshops on the subject for educators. If teachers are unaware of their own negative language attitudes they cannot change their perceptions and/or behaviour (Giles & Ryan 1982), nor can they effectively teach students about different LVAs as being different rather than inferior or superior.

The present study attempted to promote awareness, in addition to gauging teacher attitudes. At the end of the speaker judgment session, all rater participants were informed of the precise research goals and that the speech samples presented to them to be judged were equal in terms of linguistic performance. Additional information regarding the speakers’ educational background was divulged, maintaining anonymity and confidentiality for the speakers, to provide evidence of their competence. The majority of participants appeared surprised, and many commented that they had never realized they held such prejudices. One participant noted on her questionnaire that she felt uncomfortable judging the speakers because she felt the different accented samples stirred within her some deep-seated stereotypical judgments, particularly when evaluating the Lebanese, Haitian and Anglophone speakers. This type of awareness training is necessary not only for teachers, but may also be critical for employers in different economic sectors in order to promote equal opportunity and avoid situations as described earlier by one rater, in the discussion section, regarding a colleague who was fired due to a heavy accent.

7.3 Limitations

Although the speakers provided speech samples that were very similar in performance they were not identical. Contrary to the original MGT design (Lambert et al., 1960) the present study did not use a fixed text in order to elicit speech samples from the speaker participants, but rather a series of images describing a situation and

containing the vocabulary words necessary to maintain a certain degree of uniformity. As a result the speech samples were not identical and therefore one may argue that the different judgments were a result of the different speech samples provided. However, despite the differences, the speech samples used did indeed reflect a more natural speech pattern than a read passage would. Furthermore, the speech samples collected were carefully monitored, speakers were asked to provide two to three speech samples and the samples utilized in the study were chosen after having been listened to several times to ensure that they were as similar as possible in terms of grammatical, morphological, syntactical abilities and fluidity of speech. If the sample was considered to be inferior by the researcher, as was the case for the first Ang speaker recruited, the speech sample was not used and another speaker was recruited.

The rater sample size, although sufficient to make statistically significant calculations was nevertheless small. The minimum sample size required to make statistically significant calculations is $n=30$ (Hinkle, Wiersma & Jurs, 2003). In the present study $n=34$. As a result of the small yet statistically significant sample size the results may be considered less reliable, and broad generalization should be done with caution. Likewise, the small n restricted the types of statistical analyses that could be used to describe the data. However, to a certain extent the data collected from the 3rd year and 4th year undergraduates may be considered as more reliable than that of the new teachers because the participants from the undergraduate programs represented the total or close to the total number of students in the FSL/FI program for that year. Likewise it should be noted that across all groups there appeared to be no differences in rater judgments.

Despite the similarity of the judgments across groups, the participants came from a fairly similar background and did not reflect the linguistic diversity of Montreal. The majority of raters came from a Québécois, Francophone background and therefore Anglophones and different groups of Allophones were underrepresented in the rater judgments. As such it is not possible to determine from the data collected how different linguistic groups in Montreal judge different French accented speakers.

The final limitation that should be noted is the lack of qualitative data provided to support and further explain the quantitative data. Rater participants were instructed to share their thoughts and opinions throughout the rating process in order to supplement the quantitative data. However, there was less feedback than expected, so the results are far more reflective of quantitative interpretations.

7.4 Future Research

What is very clear from the current research is that further investigation regarding accent judgments is necessary, particularly in the context of Quebec and the Francophonie in general. The present study investigated the attitudes of a small, mostly Francophone, sample of raters, all students from a single University, McGill, or from the joint McGill University, University of Montreal program. It would be interesting for future research to address the attitudes from students that attend a BEd FSL/FI program in a strictly French university such as University of Quebec at Montreal (UQAM). In addition it would be interesting, and necessary due to the diversity present in Quebec and specifically the Montreal metropolitan area, to explore attitudes towards additional French accented speech, for examples Hispanics, South Asians, Chinese and so on, from a larger and more diverse group of listeners in terms of age, linguistic background, employment and geographic location. This type of diversification would permit a more generalizable assessment of language attitudes, social stratification and stereotypes held by the population of Quebec. In addition, there was the comment of one rater regarding familiarity with a particular accent. This begs the following questions: To what extent does exposure and familiarity to an accent play a role in listeners' judgments of speakers? As such this point appears to merit further research.

The current data, in short, indicates that attitudes toward Québécois accented speech have shifted from a historically negative position to a positive one, at least in the eyes of French Quebecers. Despite this favorable attitude towards a once stigmatized group, a new set of speakers are academically and economically at risk, speakers who represent what may be described as foreign accented speech: Anglophones, Lebanese and Haitian accented speakers. The transition from stigmatized to accepted and respected status is a process that requires drawing listeners' attention towards their own biases,

teaching listeners that standard language is not better and that different is not inferior. The present study attempted to promote precisely this type of fundamental awareness in addition to gauging teachers' language attitudes.

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Appendices

Appendix A

Statistics Canada immigration Demographics (www.stat.gouv.qc.ca)

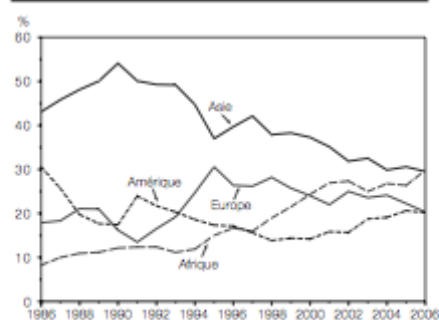
Le bilan démographique du Québec

Édition 2007

Les immigrants viennent d'un grand nombre de pays (tableau 4.2). L'Algérie arrive au premier rang avec 10,3 % des immigrants de 2006. Suivent la France (7,2 %), le Maroc (6,8 %) et la Chine (5,4 %). Au total de la période 2002-2006, ces quatre pays arrivent également en tête, mais dans un ordre légèrement différent. Des immigrants de 2006, 30 % sont nés en Afrique, 30 % en Asie, 20 % en Europe et 20 % en Amérique (figure 4.3). Au fil des 20 dernières années, la proportion des immigrants nés en Afrique a beaucoup augmenté, rejoignant la proportion des immigrants originaires d'Asie qui, elle, a diminué.

D'un point de vue administratif, les immigrants sont classés en trois catégories d'admission (tableau 4.4). La catégorie « immigration économique » – principalement les travailleurs qualifiés et les gens d'affaires – forme le groupe le plus important et comprend 58 % des immigrants en 2006. La catégorie « regroupement familial » représente 23 % des immigrants et inclut 486 enfants qui ont fait l'objet d'une adoption internationale. La catégorie « réfugié » regroupe 16 % des immigrants.

Figure 4.3
Immigrants admis au Québec selon le continent de naissance, 1986-2006



Source : Tableau 4.3.

Tableau 4.2
Immigrants selon le pays de naissance, Québec, 2002-2006^a

Rang	Pays de naissance	Immigrants		Pays de naissance	Immigrants	
		n	%		n	%
	2002-2006 ^a	209 456	100,0	2006 ^a	44 686	100,0
1	Algérie	17 344	8,3	Algérie	4 597	10,3
2	Chine	17 226	8,2	France	3 236	7,2
3	France	16 397	7,8	Maroc	3 031	6,8
4	Maroc	16 034	7,7	Chine	2 433	5,4
5	Roumanie	13 178	6,3	Colombie	2 172	4,9
6	Colombie	9 362	4,5	Roumanie	2 028	4,5
7	Liban	7 658	3,7	Liban	1 802	4,0
8	Haiti	7 572	3,6	Haiti	1 400	3,1
9	Inde	5 692	2,7	Inde	1 280	2,9
10	Pakistan	5 326	2,5	Mexique	1 131	2,5
11	Mexique	4 310	2,1	Philippines	994	2,2
12	Congo-Kinshasa	3 878	1,9	Pakistan	963	2,2
13	Bulgarie	3 621	1,7	Tunisie	961	2,2
14	Tunisie	3 524	1,7	Pérou	823	1,8
15	Pérou	3 489	1,7	États-Unis	819	1,8
	Autres pays	74 845	35,7	Autres pays	17 016	38,1

Note : Les totaux ne sont pas les mêmes que ceux de Statistique Canada.

Source : Ministère de l'Immigration et des Communautés culturelles.

Appendix B

Rater Bio-Data

	New Teachers	4 th year Undergrads	3 rd year Undergrads	Total
Sample Size (n)	8	15	11	34
Sex				
Female	7	11	10	28
Male	1	4	1	6
Birthplace				
Island of Montreal	5	5	5	15
Elsewhere in Quebec	2	6	5	13
Elsewhere in Canada	1	1	0	2
Other	0	3	1	4
Language Used				
French	0	8	10	18
English	5	2	0	7
F/E Bilingual	3	2	1	6
French/Other	0	2	0	2
Other	0	0	0	0
Language Background				
Francophone	3	10	10	13
Anglophone	2	1	0	3
F/E Bilingual	2	3	1	6
Allophone	1	1	0	2
Fathers' Language Background				
Francophone	4	6	10	20
Anglophone	2	0	0	2
F/E Bilingual	0	1	0	1
Allophone	2	5	1	8
Mothers' Language Background				
Francophone	3	9	10	22
Anglophone	1	0	1	2
F/E Bilingual	1	1	0	2
Allophone	3	5	0	8
Self Perception of Accent				
Yes	7	13	7	27
No	1	2	4	7
Type of Accent				
European	1	0	1	2
Quebecois	4	9	6	19
Haitian	0	1	0	1
Lebanese	0	0	0	0
English	1	1	0	2
Other	1	2	0	3
Elementary School Language				
French	4	12	11	27
English	3	2	0	5
Bilingual	1	0	0	1
Other	0	1	0	1
Elementary School Program				
French	3	12	11	26
FI	1	0	0	1
FSL	2	1	0	3

English	0	1	0	1
F/E Bilingual	2	0	0	2
Other	0	1	0	1
Elementary				
School Status				
Public	7	13	11	31
Private	1	2	2	5
Independent	0	0	0	0
Secondary School				
Language				
French	3	13	11	27
English	5	2	0	7
F/E Bilingual	0	0	0	0
Other	0	0	0	0
Secondary School				
Program				
French	2	12	11	25
FI	2	0	0	2
FSL	2	1	0	3
English	1	1	0	2
F/E Bilingual	1	0	0	1
Other	0	1	0	1
Secondary School				
Status	5	9	8	22
Public	3	6	3	12
Private	0	0	0	0
Independent				
CEGEP				
Language				
French	1	8	9	18
English	7	6	1	14
N/A	0	1	1	2
CEGEP Status				
French	1	13	9	23
English	7	1	1	8
N/A	0	1	1	2
University				
Language				
French	0	0	0	0
English	7	1	0	8
French and English	1	14	11	26

Appendix C

Speaker Survey

Title: Language Attitudes Towards Different French Accents in Quebec

Fall 2008, Alicia Piechowiak, McGill University

The purpose of this study is to investigate how French Immersion and French Second Language teachers evaluate different French speakers.

Cette étude a pour objectif d'évaluer la perception qu'ont les enseignants en immersion française et en français langue seconde de personnes parlant français mais avec différents accents.

I. BACKGROUND INFORMATION/ INFORMATIONS BIBLIOGRAPHIQUE

This information will help me accurately describe the population of French speakers who participated in the survey. Please circle one answer for each question and fill in all the blanks where applicable.

L'information recueillie à cette étape me permettra d'obtenir plus de détails sur l'échantillon d'orateur ayant participé au sondage. Veuillez encercler une réponse par question et remplir tous les espaces libres lorsqu'applicable.

1. What is your Sex?

a) Female	b) Male
<i>a) Femme</i>	<i>b) Homme</i>
1. *Vous êtes une/un*

2. What is your age?

a) 20-29	b) 30-39	c) 40-49	d) 50+
<i>a) 20-29</i>	<i>b) 30-39</i>	<i>c) 40-49</i>	<i>d) 50+</i>
2. *Quel est votre âge?*

3. Where were you born?

City: _____	Country: _____
<i>3. Lieu de naissance</i>	
Ville: _____	Pays: _____
3. *Lieu de naissance*

4. What is your linguistic background?

a) Anglophone	b) Francophone	c) French-English Bilingual
d) Allophone; if so please specify the language: _____		
4. *À quelle communauté linguistique vous identifiez-vous?*

<i>a) Anglophone</i>	<i>b) Francophone</i>	<i>c) Bilingue Anglais-Français</i>
<i>d) Allophone; veuillez s'il vous plait préciser la langue: _____</i>		

5. What was the official language of the education institutions you attended? (Please choose one)

- | | | |
|----------------|--------|---------|
| a) Elementary: | French | English |
| b) Secondary: | French | English |
| c) CEGEP: | French | English |
| d) University: | French | English |

5. *Quelle était la langue officielle de la formation scolaire que vous avez suivie ? (S'il vous plaît, veuillez choisir une seule réponse par question si applicable)*

- | | | |
|-----------------|-------------|------------|
| a) Élémentaire: | a) Français | b) Anglais |
| b) Secondaire : | a) Français | b) Anglais |
| c) CEGEP : | a) Français | b) Anglais |
| d) Université : | a) Français | b) Anglais |

6. What level of education have you completed?

- a) Bachelor b) Masters c) PhD d) Other: _____

6. *Quel niveau de formation avez-vous atteint?*

- a) Baccalauréat B) Maitrise c) Doctorat d) Autre : _____

7. Name and Location of the university where you completed your studies (please fill in the options that are applicable):

- | | | |
|------------------|-------------|-------------|
| a) Undergraduate | Name: _____ | City: _____ |
| b) Masters | Name: _____ | City: _____ |
| c) PHD | Name: _____ | City: _____ |
| d) Other | Name: _____ | City: _____ |

7. *Nom et lieu de l'Université où vous avez obtenu vos diplômes. (SVP, remplir toutes les options applicables)*

- | | | |
|--------------|------------|--------------|
| a) Bachelier | Nom: _____ | Ville: _____ |
| b) Maitrise | Nom: _____ | Ville: _____ |
| c) Doctorat | Nom: _____ | Ville: _____ |
| d) Autre | Nom: _____ | Ville: _____ |

8. What is your undergraduate degree in?

- a) BEd Elem. and Kind.
 b) BEd Secondary Education
 c) BEd French Immersion/Second Language Education
 d) Other _____

8. *Préciser la spécialisation de votre Baccalauréat:*

- a) BEd Éducation préscolaire et enseignement primaire
 b) BEd Enseignement du français au secondaire
 c) BEd Enseignement du français langue seconde
 d) Autre: _____

9. Did you find this task difficult? If so please explain your opinion.

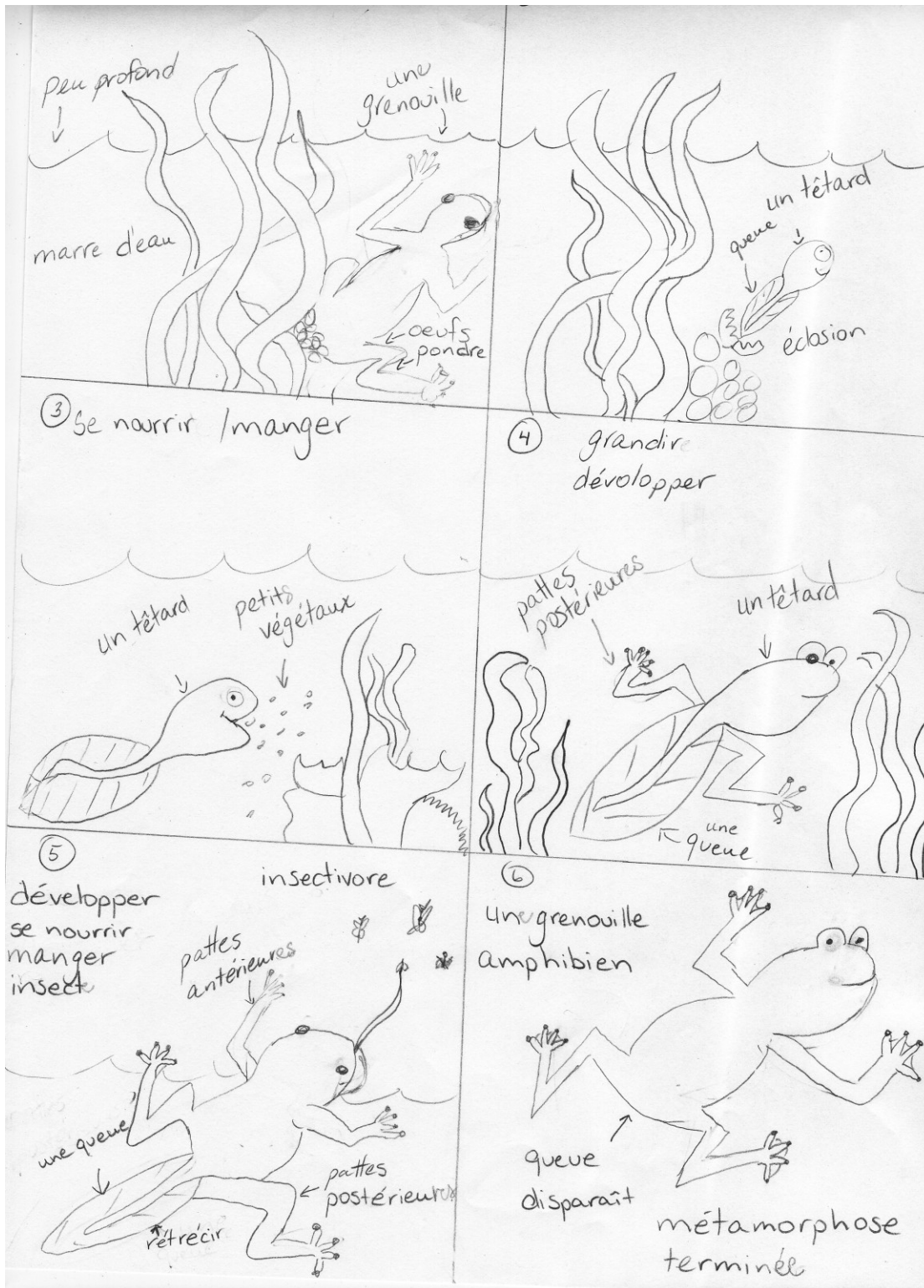
Avez-vous trouvé cet exercice difficile? Si oui, pourriez nous expliquer pourquoi ?

10. Do you have any other observations, thoughts or feelings that you may have on this subject or the task that you would like to share? If so please do so in the space below.

Avez-vous d'autres remarques, commentaires, sentiments ou suggestions que vous aimeriez vouloir partager avec nous sur le sujet ? Si oui, veuillez s'il vous plait les indiquer dans l'espace ci-dessous

Appendix D

Le Cycle de Reproduction de la Grenouille



Appendix E

Rater Survey

Fall 2008/Winter 2009 Alicia Piechowiak, McGill University

The purpose of this study is to investigate French Immersion and French second language teachers' evaluations of different French speech samples.

Le but de cette étude consiste à déterminer comment les professeurs en immersion en langue française et en français langue seconde évaluent les performances orales effectuées en langue française par différents orateurs.

I-BACKGROUND INFORMATION/ INFORMATIONS BIBLIOGRAPHIQUE

This information will help me accurately describe the population of French teachers who participated in the survey. Please circle one answer for each question and fill in all the blanks where applicable.

L'information recueillie à cette étape me permettra de mieux décrire les professeurs composant l'échantillon de ce sondage. Veuillez encrer une réponse par question et remplir tous les espaces manquants lorsque possible.

1. What is your Sex?

a) Female

b) Male

1. Vous êtes une/un

a) Femme

b) Homme

2. What is your age?

a) 20-29

b) 30-39

c) 40-49

d) 50+

2. Quel est votre âge?

a) 20-29

b) 30-39

c) 40-49

d) 50+

3. Where were you born?

City: _____

Country: _____

3. Lieu de naissance

Ville: _____

Pays: _____

4. What language do you use most in your private life?

a) English

c) French

d) English and French

e) Other _____

4. Quelle langue utilisez-vous le plus souvent dans votre vie privée?

a) Anglais

b) Français

c) Anglais et Français

d) Autre _____

N.B. For the following question please use the definition provided to make your choice

Pour répondre à la question suivante utilisez la définition ci-dessous.

Linguistic Background: The first language you learnt, your mother tongue
Communauté Linguistique : La première langue dont vous avez appris, langue maternelle

5. What is your linguistic background?

- a) Anglophone b) Francophone c) French-English Bilingual
 d) Allophone; if so please specify the language _____

5. A quelle communauté linguistique vous identifiez-vous?

- a) Anglophone b) Francophone c) Bilingue Anglais-Français
 d) Allophone; veuillez s'il vous plaît préciser votre langue maternelle:*
- _____

6. What is the linguistic background of your father?

- a) Anglophone b) Francophone c) French-English Bilingual
 d) Allophone; if so please specify the language _____

6. A quelle communauté linguistique associeriez-vous votre père ?

- a) Anglophone b) Francophone c) Bilingue Anglais-Français
 d) Allophone; veuillez s'il vous plaît préciser la langue: _____*

7. What is the linguistic background of your mother?

- a) Anglophone b) Francophone c) French-English Bilingual
 d) Allophone; if so please specify the language _____

7. A quelle communauté linguistique associeriez-vous votre mère ?

- a) Anglophone b) Francophone c) Bilingue Anglais-Français
 d) Allophone; veuillez s'il vous plaît préciser la langue: _____*

8. When you speak French do you believe that you speak with an accent (Quebecois, Anglophone, European...)?

- a) No b) Yes (if so please specify): _____

8. Quand vous parlez en français, considérez-vous avoir un accent ? (Québécois, Anglophone, Européen etc.) ?

- a) Non b) Oui (précisez s'il vous plaît): _____*

12. What level of education have you completed?

a) Bachelor b) Masters d) Other: _____

12. *Quel niveau de formation avez-vous atteint?*

a) *Baccalauréat* b) *Maitrise* d) *Autre* : _____

13. Undergraduate studies information:

i. Official language of institution: a) French b) English

ii. Program of Study (please circle one)

a) BEd Elementary/Kind b) BEd Secondary

c) BEd French Second Language or Immersion

d) Other (please specify) _____

iii. Name of the institution: _____

iv. City and Country where the institution is located: _____

13. *Informations sur vos études de 1^{er} cycle*

i. *Langue officielle de votre institution :* a) *Français* b) *Anglais*

ii. *Programme d'étude (encerclez en un svp)*

a) *BEd Elementary/Kind* b) *BEd Secondaire*

c) *BEd Français Langue Seconde/Immersion*

d) *Autre (précisez s'il vous plait)* _____

iii. *Nom de l'institution:* _____

iv. *Ville et pays de l'institution:* _____

14. Masters Studies Information (fill in if applicable):

i. Official Language of institution: a) French b) English

ii. Program of Study: _____

iii. Name of the institution: _____

iv. City and Country where the institution is located: _____

14. *Informations sur vos études de second cycle (remplir si applicable)*

i. *Langue officielle de votre institution :* a) *Français* b) *Anglais*

ii. *Programme d'étude:* _____

iii. *Nom de l'institution:* _____

iv. *Ville et pays de l'institution:* _____

15. Other degrees completed (fill in if applicable):

- i. Official Language of institution: a) French b) English
 ii. Program of Study: _____
 iii. Name of the institution: _____
 iv. City and Country where the institution is located: _____

15. *Informations sur autres diplômes obtenus (remplir si applicable)*

- i. *Langue officielle de votre institution :* a) Français b) Anglais
 ii. *Programme d'étude:* _____
 iii. *Nom de l'institution:* _____
 iv. *Ville et pays de l'institution:* _____

16. What is your teaching position? (Choose only 1)

- a) 3rd year Student Teacher b) 4th year Student Teacher c) Substitute
 d) Temporary Contract e) Permanent Employee
 f) Other (please specify): _____

16. *Êtes-vous enseignante: (Choisissez seulement 1)*

- a) *Stagiaire de 3^{ème} année* b) *Stagiaire de 4^{ème} année* c) *Suppliant(e)*
 d) *Temporaire* e) *Temps plein*
 f) *autre (spécifiez s'il vous plait):* _____

17. How many years have you been teaching overall?

- a) 3rd year Student Teacher b) 4th year Student Teacher c) 0-11 months
 d) 1 years e) 2 years f) 3 years

17. *Depuis combien d'années enseignez-vous?*

- a) *Stagiaire de 3^{ème} année* b) *Stagiaire de 4^{ème} année* c) *0-11 mois*
 d) *1 ans* e) *2 ans* f) *3 ans*

18. How many years have you been teaching French Immersion or French Second Language?

- a) 3rd year Student Teacher b) 4th year Student Teacher c) 0-11 months
 d) 1 years e) 2 years f) 3 years

18. *Depuis combine d'années enseignez-vous le français en immersion ou français langue seconde?*

- a) *Stagiaire de 3^{ème} année* b) *Stagiaire de 4^{ème} année* c) *0-11 mois*
 d) *1 ans* e) *2 ans* f) *3 ans*

II. EVALUATING SPEAKERS / ÉVALUATION DES ORATEURS

- a. Following are nine (9) statements used to evaluate French oral speech, please read them over prior to beginning.

Les neuf (9) critères suivants seront utilisés afin d'évaluer la performance orale en français, veuillez s'il vous plait les lire avec attention

- b. A speech sample will now be played, please listen carefully and until the speaker has finished speaking.

Vous allez entendre un individu expliquer/décrire une situation. Écoutez le jusqu'à la fin.

- c. Once the speech sample has ended please circle one score that best suits your opinion. If you would like to explain your response, please do so in the space provided below each statement.

Une fois l'extrait de conversation terminé, encerclez s'il vous plait le chiffre correspondant –selon votre opinion- à la performance orale que vous venez d'entendre. Si vous voulez expliquer votre choix ou rajouter un commentaire vous pouvez le faire en dessous de chaque critère dans l'espace fourni.

- d. Please repeat steps b-c for the remaining speakers.

Veuillez s'il vous plait répétez les étapes (b) et (c) à chaque nouvel extrait

Speaker #1/ Orateur no. 1Quality speech/ *Qualité de la langue orale*

	Strongly Disagree <i>Ne pas du tout d'accord</i>	Disagree <i>Pas d'accord</i>	Agree <i>d'accord</i>	Strongly Agree <i>Tout à fait d'accord</i>
1. Standard Pronunciation <i>Prononciation Normée</i>	1	2	3	4
2. Appropriate vocabulary <i>Vocabulaire approprié</i>	1	2	3	4
3. Wide vocabulary <i>Vocabulaire étendu</i>	1	2	3	4
4. Correct word endings (morphology) <i>Terminaison des mots Correcte (morphologie)</i>	1	2	3	4
5. Correct word order (syntax) <i>Correcte organisation grammaticale des mots dans les phrases (syntaxe)</i>	1	2	3	4

	Strongly Disagree <i>Ne pas du tout d'accord</i>	Disagree <i>Pas d'accord</i>	Agree <i>d'accord</i>	Strongly Agree <i>Tout à fait d'accord</i>
6. Strong communicative skills <i>Forte aptitude à la communication</i>	1	2	3	4

Esthetic qualities/ *Qualité esthétique*

7. Advantageous for individual social advancement in Quebec (i.e.: friendly, honest, dependable) <i>Avantageux pour l'avancement social de l'individu au Québec (i.e.: amical, honnête, fiable)</i>	1	2	3	4
8. Advantageous for the economic advancement of an individual in Quebec (i.e.: intelligent, ambitious, cooperative) <i>Avantageux pour avancement Économique de l'individu au Québec (i.e.: intelligent, ambitieuse, accommodant)</i>	1	2	3	4
9. Pleasant to listen to <i>Agréable à entendre</i>	1	2	3	4

III. WRAP-UP QUESTIONS / *QUESTIONS DE SYNTHÈSE*

1. Please rank in order the speakers that had the best quality speech to the worst quality speech. (from the speaker most correct speech sample (1) to the least correct speech sample (5)).

Veillez classer en ordre croissant les performances orales des individus (de la meilleure (1) à la moins forte(5)).

(Most correct speech sample)/ *Meilleure performance orale*)

- i.
- ii.
- iii.
- iv.
- v.

(Least correct speech sample/ *Moins forte performance orale*)

Comments/ *Commentaires:*

2. Please rank in order the speakers from most prestigious (1) to least prestigious (5).
S'il vous plait veuillez classer les orateurs en ordre croissant selon votre perception esthétique de leur performance orale.

(Most prestigious / *La plus prestigieuse*)

- i.
- ii.
- iii.
- iv.
- v.

(Least Prestigious / *La moins prestigieuse*)

Comments/ *Commentaires:*

3. Did you find this task difficult? If so please explain your opinion.
Avez-vous trouvé cet exercice difficile? Si oui, pourriez nous expliquer pourquoi ?

4. Do you have any other observations, thoughts or feelings that you may have on this subject or the task that you would like to share? If so please do so in the space below.
Avez-vous d'autres remarques, commentaires, sentiments ou suggestions que vous aimeriez vouloir partager avec nous sur le sujet ? Si oui, veuillez s'il vous plait les indiquer dans l'espace ci-dessous

Appendix F

Speaker Consent

Title: Language Attitudes Towards Different French Accents in Quebec

Principal Investigator/ Chercheuse: Alicia Piechowiak,

University/Université: McGill

Faculty/Faculté: Department of Integrated Studies in Education (DISE); 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2

Supervisors/Superviseurs: Dr. Carolyn Turner (514) 398-6984 and Mela Sarkar (514) 398-2756

Purpose and Procedures/ Objectifs et Procédures

The purpose of this research is to investigate how French Immersion and French Second Language teachers evaluate different French accented speakers. Your participation will entail two phases; first the collection of some biographical data (i.e. regarding your linguistic background, education background, age) and second a short speech sample will be elicited from you using a set of images as a prompt. Your task will be to briefly describe what is happening in the frames. The process should take no more than 30 minutes. The audio recording will be randomized on a CD and French Immersion teachers will then be asked to comment and rate the speech using items provided regarding correctness and esthetics.

L'objectif de cette recherche consiste à déterminer comment les professeurs en immersion en langue française et en français langue seconde évaluent la performance orale de personnes parlant français mais avec différents accents. Concrètement, votre participation s'effectuera en deux étapes ; (1) dans un premier lieu nous recueillerons des données biographiques (concernant votre communauté linguistique, votre éducation, votre âge) et dans un second temps (2) nous vous enregistrerons à l'aide d'un microphone en train de commenter brièvement certaines images qui vous seront présentées. Le processus ne devrait pas prendre plus de 30 minutes. L'anonymat de votre enregistrement audio sera totalement assuré avant que celui-ci ne soit présenté avec d'autres extraits –via support cd- à des professeurs en immersion française auxquels il sera demandé de commenter et d'évaluer les performances orales sur deux critères : forme et esthétique.

Conditions of Participants/ Conditions de Participation

Your participation is strictly on a voluntary basis and you may choose not to participate or withdraw at any time or refuse to answer any question you do not want to. Under no circumstances will any of your personal information be disclosed and anonymity will be maintained in all written and published data resulting from this study. The biographical information survey you will complete will be assigned a randomly selected identification code in order to further protect your identity and all speech samples will be erased once the data analysis is completed. There are no risks involved in participating in this study. You will be remunerated \$10.00 for your participation and you also will benefit from this study by knowing that your involvement will make a contribution to future research in the domain of accents and identity in Quebec.

Votre participation est conditionnelle à votre volonté et par conséquent vous pouvez à tout moment décider de ne plus vouloir participer, vous retirer du processus ou

tout simplement refuser de répondre à toute question pour laquelle vous vous sentez mal à l'aise. La confidentialité de vos données personnelles et votre anonymat seront entièrement assurés. Vos données bibliographiques recueillies lors du sondage se verront assignées un numéro arbitraire afin de protéger votre identité et tous les enregistrements audios seront effacés après analyse. Participer à cette recherche ne présente aucun risque. Vous serez rémunéré \$10.00 pour votre participation dans cette recherche tout en sachant que votre contribution servira à faire avancer l'état de nos connaissances sur les comportements face à des différences d'accents et d'identité au Québec.

You may contact me by phone at 514-567-3922; or email: alicia.piechowiak@mail.mcgill.ca; if you have any questions or concerns.

Vous pouvez me contacter par téléphone au 514-567-3922 ou par courriel: alicia.piechowiak@mail.mcgill.ca Si vous avez des questions ou besoin de quoique se soit d'autre.

I have read and understand all of the above conditions. I freely consent and voluntarily agree to participate in this study.

J'ai lu et compris toutes les conditions énoncées par ce document. Je consens librement et volontairement à participer à cette recherche.

YES/OUI _____

NO/NON _____

Participant's printed name

Nom du participant

I agree to be audio-recorded

Je consens à être enregistré

YES/OUI _____

NO/NON _____

I agree that the recording may be used as described above

J'approuve les conditions d'usage de mon enregistrement telles que décrites

YES/OUI _____

NO/NON _____

Participant's signature

Signature du participant

Date

Appendix G

Rater Consent

Purpose: Evaluating the French Oral Language

Principal Investigator/ Chercheuse: Alicia Piechowiak,

University/ Université: McGill

Faculty/Faculté: Department of Integrated Studies in Education (DISE); 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2

Supervisors/ Superviseurs: Dr. Carolyn Turner (514) 398-6984 and Mela Sarkar (514) 398-2756

Purpose and Procedures/ Objectifs et Procédures

The purpose of this research is to investigate French Immersions teachers' and French second language teachers' evaluation of French speech samples. Your participation will be a one time, one-hour session where you will, in a quiet office at McGill University, be asked to listen to a recording and then fill in a survey. The survey will ask you to provide some: biographical data, you will listen and rate 5 speech samples based on correctness and esthetic quality items provided and last will comment on your choices and your feelings about the experience.

L'objectif de cette recherche consiste à déterminer comment les professeurs en immersion en langue française et en français langue seconde évaluent la performance orale de personnes parlant français. Votre participation se limitera à une session d'une heure où l'on vous demandera d'écouter et remplir un questionnaire dans un bureau de l'Université McGill. Au cours de cette étude, il vous sera demandé de (i) fournir des données bibliographiques, (ii) d'écouter et évaluer la syntaxe et la qualité esthétique de cinq extraits audios qui vous seront fournis et (iii) d'expliquer vos réponses tout en nous faisant partager vos opinions sur la recherche entreprise.

Conditions of Participants/ Conditions de Participation

Your participation is strictly on a voluntary basis and you may choose not to participate or withdraw at any time or refuse to answer any question you do not want to. Under no circumstances will any of your personal information be disclosed and anonymity will be maintained in all written and published data resulting from this study. The survey you will fill complete will be assigned a randomly selected identification code in order to further protect your identity. There are no risks involved in participating in this study. You will be remunerated \$10.00 for your participation and you also will benefit from this study by knowing that your involvement will make a contribution to future research in the domain of French oral language evaluations.

Votre participation est conditionnelle à votre volonté et par conséquent vous pouvez à tout moment décider de ne plus vouloir participer, vous retirez du processus ou tout simplement refuser de répondre à toute question pour laquelle vous vous sentez mal à l'aise. La confidentialité de vos données personnelles et votre anonymat seront entièrement assurés lors de la rédaction et la publication de données résultant de cette étude. Vos données bibliographiques recueillies lors du sondage se verront assignées un numéro arbitraire afin de protéger votre identité. Participer à cette recherche ne

présente aucun risque. Vous serez rémunéré \$10.00 pour votre participation dans cette recherche et votre contribution servira à faire avancer l'état de nos connaissances sur les performances orales.

You may contact me by phone 514-567-3922; or email: alicia.piechowiak@mail.mcgill.ca; if you have any questions or concerns.

Vous pouvez me contacter par téléphone au 514-567-3922 ou par courriel: alicia.piechowiak@mail.mcgill.ca; si vous avez des questions ou besoins de quoique se soit d'autre.

I have read and understand all of the above conditions. I freely consent and voluntarily agree to participate in this study.

J'ai lu et compris toutes les conditions énoncées par ce document. Je consens librement et volontairement à participer à cette recherche.

YES/OUI _____

NO/NON _____

Participant's printed name

Nom du participant

Participant's signature

Signature du participant

Date _____

Appendix H

Prompt Instructions/Instructions

1. Look over the picture prompt provided.
Il vous sera remis un dessin commenté. Prenez-en connaissance.
2. Pretend that you have to explain the cycle to an elementary school child and always begin your speech by first reading the title.
Imaginez que vous avez à expliquer ce dessin à un étudiant en cours élémentaire tout en prenant soin de toujours débiter votre discours en lisant en premier le titre.
3. Practice a few times in your mind how and what you would say to the student keeping in mind that the explanation is directed at a French Immersion student or a French second language student. Although the speech is directed at a second language student be certain to maintain an appropriate register and correct oral structure (vocabulary, morphology, syntax, pronunciation and clarity of the explanation).
Prenez le temps que vous estimez nécessaire pour préparer une explication que vous donneriez si vous aviez à expliquer ce dessin à un étudiant en langue française d'immersion ou dont le français est la seconde langue. Assurez vous cependant d'utiliser un registre approprié et une structure orale correcte (vocabulaire, morphologie, syntaxe, prononciation et clarté de l'explication).
4. There are vocabulary words within the prompt that are there to help you formulate your explanation. You are not required to use all of the words, as the words are there to serve only as a tool.
Des mots de vocabulaire vous sont proposés avec le dessin afin de vous aider à formuler votre explication. Vous n'êtes cependant en aucun cas obligé de les utiliser.
5. Once you have rehearsed the speech a few times and feel comfortable going ahead with the recording please let the researcher know.
Une fois que vous considérez avoir finalisé votre explication que vous vous sentez prêt(e) à débiter la phase d'enregistrement, faites le savoir au chercheur.