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The motivations of learning English as a second language: A case study of

Francophone undergraduate students at the Université du Québec à Chicoutimi

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ABSTRACT

This study focuses on Francophone Undergraduate students at the Université du Québec à Chicoutimi (UQAC) and their perspectives surrounding learning English as a second language (ESL). The purpose of this study was to explore the motivation and justifications of these students in learning English, one of the official languages of their country as well as the current global language. This study also sought to determine the influence of various factors such as the role of family and surrounding people, Quebecer identity, media resources and translation devices on ESL motivations. This study was conducted in two phases, via an online survey and a follow-up online interview. In the first phase, all the undergraduate students of UQAC, regardless of their program of study and ESL proficiency, were invited to respond to an online questionnaire. Out of the 37 respondents, five were selected to participate in the second phase, the follow-up interview. Results of both phases of the study were analyzed via in-depth case studies and a thematic content analysis. Emergent themes were analyzed and compared with corresponding concepts addressed in the literature review of this study. This analysis indicated that the participants are motivated to pursue ESL acquisition, given that this skill accords and accommodates their future communication needs. Participants were further asked about their preferred methods of learning ESL, which were compared with the ESL education they received in the Quebec school system. Shortcomings of ESL programs in schools were discussed and pragmatic recommendations were offered regarding enhancing ESL students' experiences and success.

Keywords:

English as a second language, English language acquisition, Second language acquisition, Second language learning motivation, Second language learning attitudes, Second language learning agency

RÉSUMÉ

Ce mémoire porte sur l'acquisition de l'anglais langue seconde (ALS) par des étudiants.es francophones de premier cycle de l'Université du Québec à Chicoutimi (UQAC). Le but de cette étude était d'explorer la motivation et les justifications de ces étudiants dans l'apprentissage de l'une des langues officielles de leur pays ainsi que des langues en général. Cette étude visait également à déterminer l'influence de divers facteurs tels que le rôle de la famille et l'entourage, l'identité québécoise, les ressources médiatiques et les appareils de traduction sur les motivations de l'ALS. Cette étude a été menée en deux phases, au moyen d'un sondage en ligne et d'un entretien en ligne de suivi. Au cours de la première phase, tous les étudiants.es de premier cycle de l'UQAC, peu importe leur programme d'études et leur maîtrise de l'anglais langue seconde, ont été invités à répondre à un questionnaire en ligne. Des 37 répondants, cinq ont été sélectionnés pour participer à la deuxième phase, l'entretien de suivi. Les résultats des deux phases de l'étude ont été analysés avec la méthode d'étude de cas approfondie et de l'analyse thématique du contenu. Les thèmes émergents ont été analysés et comparés aux concepts correspondants abordés dans la revue de la littérature de cette étude. Cette analyse a révélé que les participants sont motivés à poursuivre l'acquisition de l'ALS, étant donné que cette compétence est conforme à leurs besoins futurs en matière de communication. Les participants ont également été questionnés sur leurs méthodes d'acquisition de l'ALS et ces méthodes ont été comparées aux programmes traditionnels d'ALS offerts dans les écoles. Les lacunes des programmes d'ALS dans les écoles ont été discutées et des recommandations pragmatiques ont été formulées concernant l'amélioration des programmes.

Mots-clés:

Apprentissage de l'anglais langue seconde, Motivations pour l'apprentissage de la langue seconde, Attitudes d'apprentissage d'une langue seconde, Engagement dans l'apprentissage des langues secondes, Anglais comme lingua franca

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LIST OF ACRONYMS

L1   Native language (or mother tongue)

L2   Second language

ELF   English as the *lingua franca*

ESL   English as a second language

FSL   French as a second language

UQAC   Université du Québec à Chicoutimi

DEDICATION

      This thesis is dedicated to my parents, Maryam and Asghar Heidari Monfared, who have supported me throughout this process. Thank you for your endless love and encouragement every step of the way.

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INTRODUCTION

English has been known to play the role of the "global language" or the *lingua franca* (Jenkins, 2007; De Swaan, 2013) worldwide. The majority of conversations between people with different L1 have been via the English language (De Swaan, 2013). In addition, according to the Official Languages Act (1969), English is one of Canada's two official languages, along with French (Laurendeau, 2019). Therefore, all Canadian students are required to enroll in both English and French courses from the early stages of education. However, English programs in Quebec schools have not been successful in motivating Quebecers to pursue bilingualism. According to the Census of 2016, only 45% of the Quebecers are considered bilingual English-French speakers, with the majority of these speakers residing in the Provinces bigger cities such as Montreal, Gatineau and Quebec City. Therefore, the goal of this thesis is to study the motivations and justifications of the Francophone undergraduate students of Université du Québec à Chicoutimi (UQAC) in pursuing English acquisition. This population has been chosen since their daily exposure to the English language is believed to be less than other Quebecer communities residing in bigger cities, as mentioned before.

This thesis is divided into five chapters. The first chapter provides the background to the subject of the study. It reviews the position of the English language as the global language and its position in the region of Saguenay-Lac-Saint-Jean. Cognitive advantages of bilingualism and English language learning motivations are further discussed in this chapter. The first chapter includes the problem statement and addresses the aims and objectives that create the scope of this study.

The second chapter provides a literature review of the existing knowledge regarding second language (L2) learning motivations and orientations. It offers supplementary information on the topics briefly presented in the first chapter and addresses various other

relevant perspectives on the topic of L2 learning, such as language agency, language learning attitudes and L2 learning anxiety.

The third chapter explains the methodological framework of this study. It presents different research methodologies applicable to such research and justifies why the current method has been chosen. It further outlines the process of data collection and introduces the survey participants.

The fourth chapter gives an in-depth description of each of the interview participants. Each participant's comments and reactions are case studied individually via a narrative analysis approach.

The fifth chapter overviews the data obtained from the online questionnaire and the interview transcriptions to present an analysis that supports the theories previously discussed in the second chapter. Moreover, a description of the additional themes addressed by the participants of this study, regarding the influencing factors on the English language learning motivation are provided in this chapter.

The final section draws conclusions from different concepts affecting English language learning motivation and offers recommendations to teachers regarding increasing the effectiveness of language classes, according to the students' needs as declared in this study. The final section also discusses the limitations of this study and provides directions for future research regarding language learning motivations.

CHAPTER 1

STATEMENT OF THE PROBLEM

Canada has been known as a bilingual and bicultural country according to the Royal Commission's Official Language Act of 1969 (Laurendeau, 2019). However, despite the equality of both French and English languages at the federal level, it is often said that Canada's language policy was not designed to make all Canadians bilingual; instead, it protects the English and French communities' rights (De Souza, 2012). To take steps in this direction, as stated in section 23 of the Official Language Act, all Canadian students are required to enroll in both French and English language learning classes. As opposed to most other provinces of Canada, which adopt English as the primary language, Quebec exclusively adopts French as the primary language taught in public schools and English as the second. Quebec's education system provides ESL programs in public schools starting from the first grade (Charter of the French Language,1977).

1.1 ENGLISH AS THE *LINGUA FRANCA*

The necessity of including ESL in the school curriculum from the early educational levels stems from the assumption of English being known as the *lingua franca* (Gnutzmann & Intermann, 2005; Knapp & Meierkord, 2002) or the global language. De Swann (2013), in his paper "The global language system", explained how there is a single coherent global language system operating around the world and that all known languages are connected to it. He pointed out that, in learning an L2, more often than not, the learners seek to learn a language that would bring them a communication advantage (De Swaan, 2013). De Swann (2013) claimed that the English language is often perceived as that language that comes in handy as a communication facilitator. Dewey (2007) also referred to this point and mentioned that most interactions between non-native Anglophones had been essentially via the English language from the 1980s and on (Dewey, 2007; Dhillon & Wanjiru, 2013; Pan & Block, 2011). The

number of non-native or second-language speakers of English now outnumbers those of primary or native speakers. The World Economic Forum estimated in 2018 that about 1.5 billion people around the world speak English or at least have some knowledge of it, but fewer than 400 million have it as their first language (Chan, 2018; Lustig, 2018). There were around 763 million international travellers in 2004 and nearly 75% of visits involved visitors from a non-English-speaking country travelling to a non-English-speaking destination, using English to convey their meaning and trying to communicate with each other (Crystal, 2003; Nagy, 2016).

1.2 THE POSITION OF ENGLISH IN QUEBEC

Considering the context of L2 acquisition and the notion of English as a *common means of communication beyond borders* and in response to the rapid growth of international affairs, the urgency of mastery in English as an international language has accelerated (Mirhosseini & Badri, 2018). The stress in learning ESL has affected Canada as well; the data from the census of 2016 shows that the national rate of bilingualism in French and English rose from 17.5 to 17.9 percent of the population from 2011 to 2016 (Statistics Canada, 2017). Albeit, the increase has not occurred at the same pace across the country. It was driven mainly by Quebec, where 44.5 percent of the population admitted to knowing English and French in 2016, up from 42.6 percent in 2011.

One of the most important reasons why Quebecers are more likely to be bilinguals and learn English is their different L1 from the rest of English Canada. French is the official language of Quebec and approximately 80% of its population are native French speakers (2006 Census Dictionary, 2007). In Quebec, there is a relatively strong correlation between identity and the language group (Keating, 1997) and there have been many efforts in preserving and nurturing the French language in pursuance of protecting the francophone character of the Quebec society. The defenders of this guideline believe that preserving the language represents the stability of a minority that has avoided assimilation into a majority; in this case, it avoided being

assimilated into English-speaking North America (Oakes, 2010). In this matter, L'alliance des

professeurs et des professeures de Montréal have affirmed:

> The globalization of the economy and culture, since the advent of the world web
> of new technologies, cannot justify a reduction in terms of the requirements that
> are necessary for the survival of French here. We believe, on the contrary, that
> the globalization of the economy and communications, as well as immigration
> and mobility, should rather incite us to increase our efforts to assure the pre-
> eminence of French in Quebec as a social cement and a tool for developing
> original thought and culture which should be able to assert themselves in the
> competitive world environment. (Séquin, 2000, p.7)

On August 26, 1977; Bill 101 (Charter of the French Language,1977) was formulated

by the government of the time to protect the French language from the influence of the English

language, while taking into account that English is the language of the majority of citizens of

Canada, the United States, and Quebec's neighbouring communities (Fallon & Rublik, 2012).

Bill 101 focused on preserving the French language and culture as the region's predominant

language while having English taught as the L2 in Quebec's public schools – a law that many

of the inhabitants of Quebec support, regardless of their L1. Facundo Medina (2009), an

allophone immigrant who has been living in Quebec for the past ten years, supported this

regulation and commented in her article entitled "La Loi rapaillée" that:

> I would never have the cheek to demand that Quebecers pay for the education
> of my children in a language other than that declared to be the official language
> by Bill 101. [..] It is a matter of respecting a law and a language chosen and
> valued by the overwhelming majority of francophones. [..] If I had decided to live
> in English and bring up my children in English, I could have moved to Toronto
> or Vancouver. (Kircher, 2009)

A senior official of an organization promoting ESL teaching stated, as a participant in

Fallon & Rublik's study (2012), that there are currently many organizations against the

introduction of ESL. They believed that students need to master their maternal language

(French) first and by teaching English in early primary grades, a considerable amount of time

and attention would be taken away from this purpose. Aside from the impact of English on the

French skills of young people, adverse effects on particular groups of students, such as those

with learning difficulties, those who already speak English and those whose language spoken

at home is not French, were among the concerns of the groups who did not support introducing

ESL in the primary levels (Bell et al., 2013). Levine (1991) earlier referred to this issue and claimed that schools are "the central battleground" for conflicts between linguistic groups more than any other public institution. According to him, schools are where, along with languages taught, cultural values are transmitted from one generation to another and hence, language policy in education is connected to "language maintenance, language shift and ultimately to group survival" (Levine, 1991). Thus, for a society who believes in language preservation as a symbol of identity preservation, an understandable withholding is expected against the introduction of ESL in schools.

Nevertheless, as time passed, with the rapid socio-economic changes throughout the world and with the better formation of the 'global village' and the 'global language', Quebec's government encountered a challenge, the francophone community was deficient in terms of effectiveness and responsiveness in the context of globalization and international affairs. Oakes and Warren (2007) addressed this issue and declared "the national language policy that guarantees a citizen's right to monolingualism may have been celebrated in the Quebec of decades past as "maîtres chez nous" (masters in their own home)" (p. 4). However, the Quebec of today is caught between two movements, first to continue the efforts of keeping the francophone identity as well as distancing themselves from Anglophones as a symbol of nationalism and second, to realize that English is no longer the language of the oppressor, instead, the global language whose acquisition brings about economic, academic and social advantages (Oakes & Warren, 2007). Still, to reach that advanced English level to employ it in international affairs, Quebec's individuals need to practice and start learning the English language from the early educational levels. The Minister of Education addressed this matter and insisted on teaching ESL to children in the primary grades. The Minister of Education explained that the capacity for development as a nation is directly associated with the education that is offered to the children of that community from the early stages (Line Beauchamp, 2006), giving them time and space to assimilate the concept with their own pace.

Consequently, a growing number of Francophone youth of Quebec criticize their province's French-language policy for failing to cultivate a bilingual society and workforce who can communicate and compete in today's rather Anglophone global village (Fallon & Rublik, 2012). Lysiane Gagnon (2011) referred to this problem in an article in *La Presse* newspaper addressing Quebec's English-language school system as an "untapped resource". Gagnon continued to call the situation "absurd" since, according to her, even though the province's Anglophone school system is developed, the number of bilinguals in the province was limited and even then, the government had failed to use that population to promote ESL learning (Gagnon, 2011). In her article, Gagnon echoed what the Francophone parents have long seen as the perfect solution to the ESL learning problem, providing easier access to English-language schools (Flick, 2013; Gagnon, 2011; Oakes, 2010).

Quebec's Francophones are in a difficult position concerning the importance of English. On the one hand, their parents demand a more effective English-based curriculum in schools to keep pace with the global workforce that requires a good command of English, and on the other hand, English courses during school hours and within the curriculum are limited and besides, accessing English language schools is difficult, due to the provincial laws (Flick, 2013). To establish the predominance of the French language in the school system, Bill 101 obliges most immigrants and French-Canadian children in the public system to attend French schools (Winer, 2007). According to the French Language Charter (1977), children are only eligible to participate in English schools in Quebec if either themselves or their immediate family members have received the major part of their elementary or secondary instruction in English, in Canada. Another eligible group is the dependent children of members of the Canadian Armed Forces posted in Québec temporarily (Charter of the French Language, 1977). However, it should be noted that the stimulations of Bill 101 do not affect Quebecer's language choice concerning post-secondary education, meaning that Quebecers of all backgrounds can attend English-speaking colleges and universities if they wish to do so (Charter of the French Language, 1977).

Meanwhile, even though their parents urge the youth population to prioritize a good command of English to ensure a future of better opportunities (Fallon & Rublik, 2012; Oakes, 2010; Winer, 2007), the value of ESL proficiency is limited for the francophone students, since they are not finding the skill valuable at present. It has been argued that the term "ESL" is inaccurate with respect to the Quebec context (Fallon & Rublik, 2011; French & Collins, 2011). By definition, L2 is a non-native language learned and used to have official status or a recognized function (Flick, 2013). In contrast, a foreign language is a non-native language learned and used in an outside national or territorial context (Flick, 2013). Earlier in this chapter, there was a reference to Canada being bilingual, therefore considering an official status for the French and English language making them seem like an L2 to be learned, but the practical implications of that English learning as ESL learning are virtually absent in Quebec, much like FSL learning environments in English Canada (Fallon & Rublik, 2011). As Flick (2013) explained, because an L2 is used within the country, it is usually learned informally due to the language being widespread everywhere and with much more environmental support from the L2 speaking society that the learner is currently living in. In Quebec, however, the learners are not encouraged to speak in English. Its usage is limited to English classes, English movies and English music that the learners may voluntarily follow. Social media may have helped ease English usage by exposing the learners to English content, but it has not solved the problem of learners being able to use English as a communication medium in their everyday routine. In certain Quebec regions, even the students' limited classroom contact with English is often compromised due to the lack of qualified English-speaking teachers being available. In these regions, English is being taught mainly by Francophones with varying English proficiency levels (Courchesne & Laflamme, 2006).

Indeed, beyond certain territories in Montreal, in smaller areas such as Eastern Townships or Northern regions of Quebec, like Saguenay-Lac-Saint-Jean, English does not play a critical role in one's everyday life, plus it may not have a high value in obtaining entry-level part-time jobs sought by francophone secondary school students (Winer, 2007). Further,

when careers advance or while travelling to English-speaking regions, Francophone Quebecers become more motivated to learn the language. However, at present, such hypothetical scenarios fail to inspire the majority of secondary school Francophone students to attain a higher level of English proficiency (Flick, 2013). This understandable lack of motivation among Francophone students has been a significant challenge for English teachers in the region. As confirmed in a 2010 survey by The Canadian Association of L2 Teachers, 54% of the teachers of Quebec confirmed "lack of interest, amotivation and the inability to recognize the importance of English acquisition" to be the major challenge they faced in teaching English (French & Collins, 2011).

The lack of admiration for and motivation in learning English for this population later leads to more significant problems. In fact, despite including English courses from the primary grades of school, *Parlez-vous francais?* published an article on this issue in 2008 stating: "Although most Canadian school children are taught English or French as an L2 in school, these lessons often fail to yield functional bilingualism" (Parlez-vous français? The advantages of bilingualism in Canada, 2008). Often, it is only after Francophone youth have graduated from secondary school and possibly travelled outside of Quebec that they realize the importance of having a good command of English (Courchesne & Laflamme, 2006). Similarly, in 2006 Radio-Canada produced a television documentary under the name "*La Génération*: 'Yes, No, Toaster!'" referring to Quebec's Francophones whose English knowledge was limited to those three words. At one point, its narrator reports:

> *La plupart des jeunes Québécois savent à peine comprendre et parler l'anglais à la fin du secondaire. Ils ont pourtant étudié l'anglais pendant neuf ans. Comment expliquer cela? Une équipe d'Enjeux s'est rendue dans plusieurs écoles du Québec pour constater que l'enseignement de l'anglais souffre de plusieurs maux* (Courchesne & Laflamme, 2006). (Most of Quebec's youth can barely understand or speak English by the time they finish secondary school, yet they have been studying English for nine years. How do we explain that? A team from *Enjeux* visited several schools in Quebec to see that English education suffers from a number of woes (translation derived from Flick, 2013)).

The documentary was a series of interviews conducted at different Quebec schools and targeted English language learning students and their teachers. As argued by the

filmmakers, the documentary aimed to focus the attention of the individuals on the reasons behind the lack of ESL motivation.

A reason for holding back on obtaining an adequate English proficiency level seems to be the absence of its practicality. Except for certain English-speaking neighbourhoods of Montreal, most Francophone youth of Quebec do not have access to an English-speaking environment outside of the classroom to practice and use what they have previously been taught and tend not to take advantage of the English media. It has been proven that the media is a good source of exercise for language learning, even so:

> *En* matière *de culture, l'Office québécois de la langue française relève que francophones et anglophones regardent la télévision dans leur langue. Ils font de même pour le cinéma et lisent aussi les journaux dans leur langue dans une forte proportion* (Dutrisac & Robitaille, 2008, para 11). (When it comes to culture, the Quebec Board of the French Language notes that Francophones and Anglophones watch TV in their language. They mostly do the same in watching movies in the cinema and reading newspapers).

This assumption, of course, is subject to change, with the escalation and expansion of the use of social media and its impact on our everyday life, as well as the development of the media service providers such as Netflix and many English TV channels that offer multilingual subtitles, any individual's exposure to the English content is expected to increase. Subsequently, regarding the effects of interacting with the members of the L2 community on the acquisition of the L2, the results of the previous research done by Kristen M. Hummel (2013) clearly showed that this type of interaction allows the learners to practice and use their previously obtained skills in a real-life environment. Hummel (2013) suggested that increased intergroup contact leads to greater linguistic self-confidence and personal satisfaction, promoting the likelihood of pursuing further knowledge regarding improving one's skills about their field of study for the upcoming situations. It should be taken into account that the results of the survey above and participants' perceived gains in linguistic self-confidence occurred during a short period of the project (fourteen weeks). It could be predicted that, given the right circumstances, being in contact with the L2 environment outside of the classroom boosts motivation and enhances L2 acquisition. Given the geographical location of the province of

Quebec, where all its neighbouring territories are English speakers, contacting the English language community is quite feasible.

1.3 THE COGNITIVE ADVANTAGES OF BILINGUALISM

Moreover, apart from learning the language of globalization via contacting the Anglophone community, bilingualism's cognitive benefits are well-established. It has been indicated that, compared to their monolingual peers, bilingual children are more attentive in focusing on relevant information and ignoring irrelevant distractions (Carlson & Meltzoff, 2008). Another study shows that the effects of ageing on the brain are diminished among bilingual adults (Bialystok et al., 2004).

Earlier in this chapter, three main concerns were mentioned regarding the ESL program being added to the curriculum of the primary levels in Quebec: its effect on learner's L1, negative effects on their school performance, and finally causing difficulty for certain learners. However, existing research provides answers to those crucial questions. For example, a study by the Asbesterie School Board showed that students who participated in an intensive English program did not negatively impact their performance in other school subjects (Raymond and Benneville, 1995; Bell et al., 2013). Moreover, this fact applied to all students without distinction, regardless of their rank in the class. In other words, intensive English did not seem to prevent students with below-average grades from succeeding in core subjects (Bell et al., 2013). This conclusion derives from Bell et al. research (2013), who suggested that the students may even benefit emotionally from participating in an intensive English program. Since they were valued only by their success in the English curriculum, they no longer considered themselves to be the weakest students (Bell et al., 2013). Another result of that research was that the French proficiency scores remained stable for all the students, even when the students at or below the average level were included. Thus, the intensive English program did not have a negative effect on the learner's L1 proficiency (Bell et al., 2013).

Further, the research of Fred Genesee (2012) of McGill University proved the benefits of learning an L2 in childhood on the ability to read and write in the L1 (Genesee, 2012). Dr. Leif French, a professor at UQAC who is an expert in the ESL subject and has studied the impact of the pilot project in Saguenay-Lac-Saint-Jean on student's academic performance, told the CBC reporter (2011) that it is reasonable to assume that intensive learning of English can "actually raise students' awareness of the different possibilities of language, including their own" (French, 2011). After five months of participating in full-time intensive English classes, Eric, a Grade six student at Ecole Monseigneur Victor, in Metabetchouan, told the CBC reporter that he has already found one benefit in learning English: "I speak English with my brother, so my parents cannot understand what I say", he said, "it is our secret language" (CBC News, 2011).

Despite the benefits of learning ESL, there is quite an understandable resentment felt by any speaker of a language who is forced to learn an L2 to attend university, secondary, or even primary school (Winer, 2007). Quebec's population grows over seven million, 82% of which are Francophones, 8% of which are Anglophones and 9% of allophones (Language composition of Canada, 2001). Francophones are thus the majority in Quebec, but Quebecers, together with other francophone communities throughout Canada, form a language minority of Francophones with about 22% of the country's citizens. However, neither the Anglophone neighbours nor the "global language" concept strongly motivates the francophone community of Quebec to study ESL willingly. According to the 2016 Census, only 45% of Quebecers can speak English and French, up from 42.6% in 2011. The obligation of learning an L2 has not necessarily resulted in pursuing further the school's mandatory curriculum to advance one's level of proficiency. The volunteer ESL learners who seek to learn ESL as a hobby or just because they enjoy the notion of learning a new language are not dismissed; however, another group of ESL learners, the ones that are only taking English courses because it was a job or

school requirement, should also be taken into consideration. For this group specifically, a strong extrinsic motive should hence exist to push them forward with their ESL studies.

1.4 MOTIVATIONS AND ENGLISH LANGUAGE LEARNING

Therein, Dörnyei (2003) explains that learning ESL motivations is related to "multiculturalism, language globalization, language contact and power relations between different ethnolinguistic groups" (p.4). Bearing in mind the socio-political position of the province of Quebec, francophone Quebecers learning ESL are faced with a particular situation that must be taken into consideration when analyzing their motivation. While knowing English presumably brings about "a passport for global citizenship" and leads to better employment opportunities, the same notion "justifies a protectionist stance toward the French language as a means to counterbalance English's linguistic hegemony" (Davidson et al., 2016). This explains why learning English may not necessarily be an integrative and intrinsically motivated action for certain Quebec communities. Also, it can be assumed that in Quebec, the motivation to pursue ESL is mostly extrinsic and with instrumental orientations in mind. To support this assumption, Clément and Kruidenier studied the most important orientations of learning an L2 among francophone students of Quebec City (Kruidenier & Clément, 1986). The study results demonstrated that students were primarily willing to learn English since it was beneficial for travelling, friendship and gaining respect and prestige. Later, Belmechri and Hummel (1998) reviewed the same study with the same population, context and measurement, to verify whether these orientations have changed. Their results showed that students still benefit from learning English while travelling and making friends but finding better job opportunities was added as a new orientation toward learning ESL. Their results could be interpreted as:

> Francophone students have friendly feelings towards Anglophone Canadians and have no hostile feelings towards them; they want to think and behave like them. However, they do not intend to integrate into that community. This factor seems to reflect the current political situation of Quebec City in Canada. In general, Francophones in Quebec City do not want to be assimilated into the rest of (Anglophone) Canada. They claim that they are a distinct community and

clearly express their desire to keep their own identity. (Belmechri & Hummel, 1998).

1.5 THE POSITION OF ENGLISH IN SAGUENAY-LAC-ST-JEAN

The same assumption regarding Quebecers' extrinsic motivations for learning ESL may not accurately explain the situation in the region of Saguenay-Lac-Saint-Jean. According to Statistics Canada (2016), 99% of the aforementioned region's population are Francophones and are not necessarily willing to learn English. Since most of Quebec's English speakers live in specific areas of Montreal or the surrounding regions, it can be assumed that the majority of Francophone school children of Saguenay-Lac-Saint-Jean are not exposed to English outside of their ESL classrooms. They study English as one subject among the others to be learnt in the regular school program, with the subject having no special status or attention being directed towards it (Winer, 2007). In addition, health and education organizations, businesses and all other services and interactions are offered in French in the region of Saguenay-Lac-Saint-Jean. For a school student who is not exposed to the English community and can have access to all the services that they may need at least during their student years in French, the lack of necessity of ESL learning is anticipated. Of course, this assumption is valid unless they have an intrinsic or extrinsic motivation to acquire ESL themselves. Besides, even if they pursue learning ESL, very few local businesses as well as services communicate in English and need English speakers, which would make ESL acquisition primarily impractical. Moreover, as mentioned before, according to the charter of the French language (1977), new immigrants are obliged to learn French as the language of the province of Quebec, which means Francophones could even communicate with the newcomers in French since they are all required to learn the "langue commune" (Oakes, 2010).

Considering the shortfall of necessity and practicality of English in the Saguenay-Lac-Saint-Jean region, a lower level of motivation of any kind is expected from the population of this region in learning ESL. Consequently, a question of the goals and intentions of those in

this community engaging in ESL lessons arises. Even though a relatively lower level of motivation is expected to exist, the researcher seeks to find out the "inspirations" and "intentions" of pursuing the knowledge mentioned above for the francophone community of Saguenay-Lac-Saint-Jean.

1.6 RESEARCH PROBLEM

The current study aims to identify ESL learning motivations among the francophone community of Saguenay-Lac-Saint-Jean, to better identify the problematic matters and facilitate their path toward ESL acquisition. The study's targeted participants were among the bachelor's degree students of UQAC, located in the heart of the Saguenay-Lac-Saint-Jean region.

Saguenay is a city in the Saguenay–Lac-Saint-Jean region of Quebec, Canada, along the Saguenay River, about 200 kilometres north of Quebec City. It was founded on February 18, 2002, by merging the cities of Chicoutimi, Jonquière, La Baie and Laterrière, along with the municipalities of Lac-Kénogami and Shipshaw and part of the township of Tremblay. According to the Census of 2011, there are 146,593 inhabitants in Saguenay and 98% claim French to be their first language. The region's next most common L1 is English, with 0.9% of residents claiming it to be their first language (Statistics Canada, 2012).

According to Martel (1996), French Canadians are conservative towards saving the Francophone culture and language against their Anglophone neighbour and distinguish their version of the French language from the one being used in France. One of the most important sociological characteristics of Quebec's French from European French is in the number of vocabulary borrowings from the English language, especially in the informal spoken language (Martel & Cajolet-Laganière, 1996). Quebecers have shown stronger aversion towards Anglicisms in their language than European Francophones, seemingly because of Canada's

socio-political situation. As a result, the term '*franglais*/Frenglish' has been added to the world's languages' encyclopedia due to the number of Anglicisms in the French language of the European Francophones (Rowlett, 2010). As mentioned by Chantal Bouchard in "Le français au Québec: 400 ans d'histoire et de vie":

> While the language spoken in Quebec did indeed gradually accumulate borrowings from English [between 1850 and 1960], it did not change to such an extent as to justify the extraordinarily negative discourse about it between 1940 and 1960. It is instead in the loss of social position suffered by a large proportion of Francophones since the end of the 19th century that one must seek the principal source of this degrading perception (Duval & Plourde, 2000, p. 204).

To prevent such events from spreading further, the region of Saguenay-Lac-Saint-Jean is trying to Francize even more towards Anglicisms, so the common English words like *lighter* that can even be heard in Montreal are changed and pronounced 'Lactor' in this region. The local French can easily be recognized by its phonetic peculiarities as much as lexical. In addition, several words are unique to the region, *faire simple* (joke around), *cotteur* (road borders), *d'adon* (good company), *panel* (minivan) etc. These are words that can only be heard in this region and have different synonyms in France and even in Montreal - synonyms in Montreal are *faire le clown, agréable, mini-fourgonette,* respectively. This region's residents also nasalize the nasal vowels strongly and place a very strong tonic accent on the vowels *u* and *i* (Lavoie et al., 1985).

I have selected this region for conducting my research because of its particular situation regarding exposure to the English language. Chicoutimi, Saguenay may be the sixth most populated city of the province of Quebec, but in the matter of least exposure to the English language, it is considered the first among the other five most populated cities of this province (Statistics Canada, 2012). There are only three bilingual schools in this region. First, there is Riverside public English school, located in Arvida, consisting of kindergarten, primary and secondary levels. This school follows Bill 101 by accepting students, meaning only children with English backgrounds are admitted to Riverside. Second, there is Pavillon au Millénaire from the Commission Scolaire des Rives du Saguenay, located in La Baie, which is a public

school consisting of daycare, primary and elementary levels, also following Bill 101. Pavillon au Millénaire is not an English school, but it implements English hours as extracurricular activities, after-school programs, and the daycare program. Third and finally, there is La petite école Vision Saguenay (Daycare center) and L'école trilingue Vision Saguenay (primary grades), located in Chicoutimi, which together form a private school that is open to anyone who wants to register their children in a trilingual school. There are six teaching periods per day at Vision Saguenay, allowing them to follow the regulated French program and add five English hours to the weekly schedule. This results in the students being able to pass both ministry exams and have their diploma in the two languages by the end of the 6th grade. However, unfortunately, Vision Saguenay only offers one class per level, which gives between twenty to thirty students per grade a chance to go to this school. This limitation has resulted in a long waiting list of all the parents who would want their children to learn French, English and Spanish from an early age. Aside from these schools, Saguenay Valley institute, in collaboration with Riverside, offers an English immersion summer camp and is open to all the interested children between 5 to 11 years old, but like Vision Saguenay, it has limited availability. Aside from these, there are no other official schools or institutes that offer English courses to children. Isabelle Potvin, one of the parents who had their child's name on the waiting list of the Vision school but was not admitted, told me (2020) that:

> I am currently enrolled in ESL for adults' courses because I did not have the chance to learn English when I was younger and I did not want to postpone it any further [...] I think bilingualism is a must in today's world, with all the international trips and most of the content of the internet being in English. Knowing English is a must for life; for planning and progressing in many different tasks, you need to at least know THIS language completely. So even if my son was not lucky enough to go to a bilingual/trilingual school, I will send him to after-school English classes and English camps, so I ensure he will not have the same problems that I had before, not knowing any English. (verbal communication)

1.7 RESEARCH QUESTIONS AND OBJECTIVES

Considering that this study's participants are chosen from all the undergraduate students of UQAC, regardless of their English language background, different levels of mastery of this language are anticipated from this group. Nevertheless, their knowledge of the English

language does not affect the results of this study since the researcher only seeks to discover the type of motivation, amotivation and the justification of this group of participants for whom English may not be considered a necessity or a communication facilitator. Therefore, the research questions are:

1) Do the undergraduate students of UQAC sense the necessity of L2 acquisition?

2) If yes, to what extent do they choose 'English' as an L2 to be learned?

3) What are the motivations and justifications for learning this language by these communities?

UQAC is the only university in Saguenay-Lac-Saint-Jean and since the education is offered in French, the campus attracts numerous students from all over the region. Therefore, this study's' target participants were chosen from the local citizens of Saguenay-Lac-Saint-Jean studying at the bachelor's degree level. Bachelor's degree students with different majors were selected randomly to answer an online survey and afterwards, five of those participants were chosen to participate in a follow-up interview based on their questionnaire responses. The questions targeted the topic of "the importance of learning English as an L2", and they were oriented towards attaining the following objectives:

- To identify whether L2 acquisition is considered a necessity among Francophone students at UQAC;

- To identify whether the English language is considered the most desired language to be learned as an L2 among this group of participants;

- To examine the relationship between ESL acquisition and Quebecer identity;

- To explore the type of ESL motivations among the undergraduate students at UQAC;

- To explore the methods and approaches this group applies toward ESL acquisition;

- To investigate the role of social media in ESL motivation

- And to study the role of surrounding people in ESL motivation.

The results of both the quantitative (questionnaire) research approach and the qualitative method (the follow-up interview) are assessed and analyzed to evaluate the importance of learning ESL and as the global language for the community of this region, as well as targeting the justifications and relinquishments of abandoning this necessity. The results obtained can be used to enhance the quality of the ESL programs practiced at schools to further motivate the youth of this community in ESL acquisition.

The following chapter, the theoretical framework, reviews the recent literature regarding ESL acquisition. Concepts of L2 motivation, L2 orientation, L2 agency and L2 anxiety are introduced and their relationship with ESL acquisition intentions of this study's participants are discussed.

CHAPTER 2

THEORETICAL FRAMEWORK

The following chapter consists of the different concepts concerning the subject of this study. First, the concept of '*lingua franca'* is defined with the explanation of why English is now considered the global language. This concept is related to the first research objective regarding whether the study participants consider ESL acquisition a necessity. Next, the concept of motivation and its application to language learning is explained extensively, containing different theories of motivation and reviewing the previous studies regarding motivation and L2 acquisition. Next, the concept of orientation in language learning is presented and its differences with language learning motivation are discussed. Finally, three concepts of language agency, language anxiety and language attitudes are highlighted, each accompanying recent studies of the respective concepts and English language learning. Each concept in this chapter is related to one of the research objectives regarding the elements influencing ESL acquisition motivations.

2.1   ENGLISH AS THE LANGUAGE OF GLOBALIZATION

English has been used as a medium of communication, commerce, industry, technology and banking since the 1950s, post Britain's imperialism (Pan & Block, 2011). It was dominated by the British people spreading the language through newspapers, magazines, TV programs, series and every other possible media source that was broadcasted throughout their colonies (Crystal, 2003). While in the 1950s, 1960s and 1970s, the idea of "English as a global language" was rather vague and possibly resisted, given the importance of local languages, cultures and identities, from the 1980s onwards, it became quite pervasive that, in fact, English IS going to be the language of globalization. John Gray (2002), in his book "The global coursebook in English language teaching", argued that the increasing number of transnational corporations, the rise of worldwide organizations with the global network and the influence of

the internet are mainly responsible for the conjunction of globalization and the English language.

Relevantly, the British Council distributed a global questionnaire in 1995, asking whether English was and would remain in the foreseeable future the dominant language of world communication (British British Council, 1995). From the 1,398 respondents of this study, 96.3% indicated that they either agreed or strongly agreed with the aforementioned question.

The phenomena led authors like Dewey to establish English as the lingua franca (ELF) due to most interactions between non-Anglophones taking place in an English context (Dewey, 2007). The term *lingua franca* was first introduced by Samarin (1987), who defined it as "any lingual medium of communication between people of different mother tongues, for whom it is an L2" (Samarin, 1987, p. 371). De Swann (2013), in his paper "The global language system", presumed that there is a single coherent global language system now operating around the world and all known languages are connected to it. Bilingual speakers practice this language system throughout the world. De Swann assumed that, in learning an L2, more often than not, the learners pursue a language that would provide them with a certain communication advantage. In other words, they choose to learn a language that would benefit them more in international relations. He claims that the English language is often perceived as a great facilitator in the modernization of a state and as a bearer of social and economic prestige for individuals (De Swaan, 2013). The idea of English as a necessary tool for economic advancement stems from the work of Kachru and Nelson (2006), who regarded English as a window into the world and as a tool that empowers individuals and societies in international relations. They believed that L2 learners are willing to spend large sums of money on English language education to equip themselves with a competitive advantage (Kachru et al., 2006).

In recent years, the term ELF has appeared to refer to communication in English between speakers with different first languages. According to Crystal (2003), most ELF

interactions occur among non-native speakers of English, though this does not exclude the participation of native English speakers in ELF interactions. Regardless, the most distinctive aspect of ELF is that, in most cases, "it is a contact language between people who share neither a common native tongue nor a common culture" (Firth, 1996, p.240). In other words, English has been used as an instrument connecting citizens of the global village. To support this hypothesis, Pan and Block undertook a study in 2011, which would draw on questionnaire and interview data to explore Chinese teachers' and students' beliefs about ELF. In line with the commonly held beliefs about the spread of English worldwide, respondents of the research above seemed to view English as a valuable source of China's internationalization and globalization. In addition, English was regarded as having an instrumental value, which could be beneficial to individuals' employment and career development. As a result, the researchers claimed that ELF has begun to be positioned by many Chinese nationals as "equal and even superior to the Chinese language in some fields of social activity, such as business and education" (Pan & Block, 2011, p. 10).

Likewise, in January 2000, an advisory panel to the then Prime Minister Keizo Obuchi issued a report on "Japan's goals for the 21st century" (Funabashi, 1999/2002). Among the many recommendations in the report above, there was a proposal for making English the official L2 of Japan. The growing number of foreign residents in Japan, as well as the growth in Japan's international affairs, were the justifications of learning ELF. Learning ELF would facilitate the social integration of foreign cultures and relations into Japan's society (Kanno, 2007). It was suggested in the panel that equipping the national population with a working knowledge of English is not simply a matter of foreign language education, rather a strategic imperative (Funabashi, 1999/2002).

Moreover, in other research, Mirhosseini and Badri (2018) studied the motivations and justifications of Iranian graduate students to learn English, as well as their perception of such a necessity. According to their questionnaire results and interview findings, there is an absolute

agreement on the necessity of ELF learning in the Iranian community. According to the participants in this study, learning ELF can increase job opportunities, intercultural communication and prestige (Mirhosseini & Badri, 2018).

Kruidenier and Clément, two Canadian researchers, also studied essential ELF orientations among the francophone students of Quebec City in 1986. The study results demonstrated that students were primarily willing to learn English since it was beneficial for travelling, friendship and gaining respect and prestige (Kruidenier & Clément, 1986). Later, Belmechri and Hummel (1998) reviewed the same study with the same population, context and measurement, to verify whether these orientations have changed. Their results showed that students still benefit from learning English while travelling and making friends but finding better job opportunities was added as a new orientation toward learning ELF. Their results could be interpreted as:

> Francophone students have friendly feelings towards Anglophone Canadians and have no hostile feelings towards them; they want to think and behave like them. However, they do not intend to integrate into that community. This factor seems to reflect the current political situation of Quebec City in Canada. In general, Francophones in Quebec City do not want to be assimilated into the rest of (Anglophone) Canada. They claim that they are a distinct community and clearly express their desire to keep their own identity. (Belmechri & Hummel, 1998, p. 18).

Lastly, aside from English being established as the language of globalization and the most vastly used language worldwide for communication, English is one of Canada's two official languages. Therefore, it could be assumed that Quebec's Francophone citizens prioritize learning this language over other languages to be learnt as an L2. In this study, the researcher verifies this assumption by asking the survey participant whether they consider 'English' as the most desired L2 to be learnt.

2.2   MOTIVATION AND FOREIGN LANGUAGE LEARNING

Motivation has been of interest in several disciplines that try to make sense of human behaviour concerning learning. The social psychological perspective has defined motivation as

a combination of first, the intensity of the effort spent on an activity and second, the orientation and goals of pursuing the activity (Bridge, 2012). Oxford and Shearnin (1994) proposed that motivation plays a central role in language learning; they claimed that the success of an endeavour and the desire to attain a goal is highly dependent on the motivation of pursuing the activity (Oxford & Shearin, 1994). Many linguistic theorists consider motivation to be one of the primary factors for success in L2 learning (Baker & MacIntyre, 2000; Bridge, 2012; Dörnyei, 2003; Gardner & Lambert, 1972; Oxford & Shearin, 1994).

Interestingly, the research regarding the motivations of learning an L2 was initiated and led in Canada in the 1960s. Canada is one of the rare bilingual countries where the population is officially divided into speakers of the two most influential languages of the world, English and French. Consequently, the primary force of L2 learning for English and French Canadians is to know more about each other's community. As pioneers of this research matter, Robert Gardner and Wallace Lambert (1972) viewed "motivation" as responsible for enhancing or hindering intercultural communication and affiliation. The Canadian government has ever since actively promoted and sponsored research in this vein (Gardner & Lambert, 1972).

2.2.1 INTRINSIC VS. EXTRINSIC MOTIVATION

Edward Deci and Richard Ryan (1985; 2000) proposed two different types of motivation, which vary in line with how much a learner engages in an activity for reasons of personal choice: *intrinsic* and *extrinsic*. Intrinsic motivation is when an individual decides to learn an L2 only because of the inherent pleasure. This feeling of enjoyment stems from learning, being a voluntary act; besides, it challenges the learner's abilities, fostering a sense of competence that gets satisfied by improving one's skills (Gardner, 1985; Noels et al., 2001). Extrinsic motivation, on the contrary, focuses on external forces and reasons which persuade a person to learn an L2.

In a more comprehensive explanation, intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than predetermined factors. When intrinsically motivated, a person is intrigued to act for pleasure or challenge instead of external prods, pressures, or rewards for completing a task (Ryan & Deci, 2000). The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour. The principal theory of learning in the 1920s was dominated by John Watson's theory of behaviourism, where he allocated learning to behavioural change due to controlled, measurable and conditioned stimuli. In 1959, however, Robert White found that the behavioural change in animals was not solely in reaction to stimuli; instead, the animals showed exploratory, playful and curiosity-driven behaviours in the absence of reinforcements and rewards (White, 1959). Similarly, human beings have active, curious and playful minds ready to learn and explore the world around, just because they enjoy learning more about their surrounding environment. In other words, intrinsic motivation is related to "interest, enjoyment, feeling competent" (Ryan & Deci, 2000, p. 56). Simply put, if the subject to learn or the task to follow is interesting to pursue and satisfying to conquer, it can be said that the learners are progressing towards the goal with intrinsic motivation in their mind.

Several linguistic researchers have stressed the importance of intrinsic motivation for language learning (Dörnyei, 2003; Gardner & MacIntyre, 1991; Nicholls, 1984; Noels et al., 2001; Oxford & Shearin, 1994; Ushioda, 2014; White, 1959); accordingly, intrinsic motivation in language learning has the utility of lowering anxiety (Dörnyei, 1994), directing positive attitudes towards language learning (Dörnyei, 2003), increasing feelings of self-efficacy in language learning (Lambert et al., 1973; Tollefson, 2000) and language learning persistence (Noels et al., 2001; Tollefson, 2000).

Although intrinsic motivation is a vital type of motivation, most of the activities people do are not intrinsically motivating. This happens most commonly after early childhood, where social roles and demands require individuals to undertake responsibility for non-intrinsically interesting tasks (Ryan & Deci, 2000). In schools, for example, with each advancing grade,

intrinsic motivation becomes weaker. Students would perform actions with resentment, resistance and disinterest only because they are supposed to and because the extrinsic motivation justifies it. Extrinsic motivation thus contrasts with intrinsic motivation since it deals with external justifications for learning a subject and performing a task. Subsequently, extrinsic motivation contains three subcategories. The first is external regulation, where skill is learnt because of either pressure or reward from the social environment, such as career advancement. The second is introjected regulation, which refers to internalized reasons such as guilt or shame felt by individuals for learning the skill. Lastly, the identification regulation is when the learner has personally decided to learn an L2 because that activity has values for his or her chosen goals (Noels et al., 2001; Ryan & Deci, 2000).

In addition to the two types of motivation mentioned above, Deci and Ryan (1985) dedicated the name *amotivation* to the situation in which learners have no motivation, extrinsic or intrinsic, towards learning as they see no relation between the action of learning and the consequence of not learning. Learners with amotivation are expected to quit learning as soon as the force behind their reason for learning stops (Noels et al., 2001; Ryan et al., 1985).
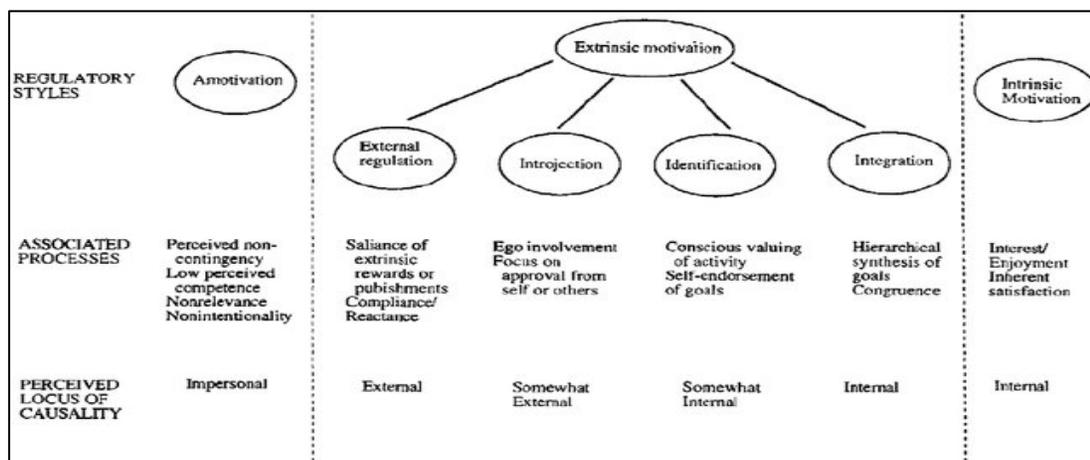
Figure 1: A taxonomy of human motivation
Source: Ryan & Deci, 2000, p. 72

In 2001, Noels, Clément and Pelletier studied language learning and the effects of intrinsic and extrinsic motivation on the learners' level of engagement, effort, persistence, and achievement. Their research participants were French Canadian students enrolled in an English summer immersion program at a French-English bilingual university in Ontario. The participants indicated that learning ESL could help them communicate better with English Canadian communities (introjection regulation), achieve job promotion and university scholarships (external regulation) and finally, learning ESL was fun (intrinsic motivation). Those participants who reportedly were learning ESL because it was fun and valuable were considered more likely to exert more effort and persist longer at language learning. However, Noels et al. (2001) anticipated that it was more probable with the Francophones to be under pressure, either externally or internally, of learning English. Hence they debated that learning a language under pressure would not always reflect on learners' effort or persistence: "As long as the reward or punishment is in sight, the subject may engage in learning; once it is removed, however, engagement will likely cease" (Noels et al., 2001, p. 10).

In another study, Ryan and Deci (2000) analyzed the differences in language learners' attitudes with the different types of extrinsic motivation. They claimed, the more the students are externally regulated, the less they show interest, value, or effort. It is more probable for this group to blame others, such as the teacher, for their negative outcomes. Introjected regulation is positively related to expending effort, but it also results in more anxiety. Identification regulation is associated with greater enjoyment of school and more significant adaptation efforts. Subsequent studies such as Grolnick and Ryan's (1987) suggested that intrinsically motivated students are more successful with their studies. They have better performance, better results and a higher learning quality (Grolnick & Ryan, 1987).

Ryan and Deci (2000) also proposed that the different subcategories of extrinsic motivation vary greatly in the degree to which they allow the learners to be autonomous. Students who do homework only because they are afraid of their parents' judgement and

punishment are extrinsically motivated because they only do the homework in order to attain the outcome of avoiding punishments. The external regulation form of motivation represented in the example mentioned above is the least autonomous form of extrinsic motivation. Such behaviours are shown to satisfy an external demand or obtain an externally imposed reward (Ryan & Deci, 2000). The second type of extrinsic motivation, the introjected regulation, is still quite controlling, considering the learners only perform certain activities out of feeling guilty, anxious, under pressure or in certain ego-enhancement behaviours for pride. Put differently, introjection regulation is represented through ego-involvement (Nicholls, 1984; Ryan et al., 1985; Ryan & Deci, 2000), in which a person performs actions to boost self-esteem and self-worth due to an external purpose. Next, the identification regulation concerns a person who has identified the personal importance of action and therefore accepts its regulation on their behaviour (Ryan & Deci, 2000). Students who memorize past participle verb lists because they see it relevant to writing correctly, something they value as a life goal, would identify the value of this particular activity as well. Lastly, integrated regulation is the most autonomous form of extrinsic motivation. Integration occurs when identification regulations have been "fully assimilated to the self" (Ryan & Deci, 2000, p. 73). This occurs through self-examination and setting up new regulations corresponding to one's values and needs. The more internalized regulation people set up for themselves, the more their actions become self-determined. Hence, regarding autonomy, integrated motivation shares many qualities with intrinsic motivation. However, it is still extrinsic since the ultimate motivation of seeking through a task is for its presumed instrumental value, even if the outcomes of completing the task are valuable for the person.

2.2.2 INTEGRATIVE VS. INSTRUMENTAL MOTIVATION

In 2000, Baker and MacIntyre published a study that focused on learners' level of engagement while communicating in the L2. They explained that individuals display consistent tendencies in their predisposition toward or away from communicating, given a choice (2000).

They added that the motivation behind learning an L2 could push learners towards progressing and using the L2 in communication. Baker and MacIntyre specified that motivation refers to a combination of learner's attitudes, aspirations and effort regarding learning the language (Baker & MacIntyre, 2000).

On this subject, Gardner and Lambert introduced and distinguished between two significant kinds of motivation that are more related to learning an L2: integrative and instrumental motivation (Gardner & Lambert, 1972). "A sincere and personal interest in the people and the culture of the target language group builds up the integrative motive for a learner to seek learning of that language" (Lambert et al., 1973, p. 98). Integrative motivation reflects the learner's willingness and desire to represent the target language speaker (Gardner & Lambert, 1972). Language learners with an integrative motivation are willing to be active and interact as much as possible with the target language speakers to enhance their level of knowledge (Ghazvini & Khajehpour, 2011). Furthermore, learners would like to merge and integrate into the community of target language speakers and besides, they want to be acknowledged as valuable members of the aforementioned community (Bridge, 2012). According to Gardner and MacIntyre, "integrative motivation is assessed by three scales: attitudes toward the language community, interest in foreign languages, and integrative orientation to language study" (1991, p.172).

Quite the reverse form of motivation, instrumental motivation, is characterized by the desire of gaining social recognition or economic advantages through knowing the target language (Gardner & Lambert, 1972) or as stated by Bridge (2012), instrumental motivation is learning an L2, not because of its personal purpose but rather because of its pragmatic gains such as getting a better job, a higher salary and more power. Dörnyei (2001) later added, pursuing further studies where learning an L2 is a requirement, as well as pursuing hobbies and other leisure activities that require an L2 as other instrumentally motivated activities.

Either way, learners' motivation for learning an L2 is not limited to having either integrative or instrumental motivation. Both types are essential. Learners might need to learn a language because it is their job requirement or it is worthwhile in their international trips, but at the same time, they could benefit from the notion of learning, interactions with the other learners and time spent in class; besides, they could enjoy the new literature and culture that they encounter via learning a new language. Spolsky (1989) made a similar assumption and pointed out that there are many possible origins for motivation: "A language may be learned for anyone or any collection of practical reasons. The importance of these reasons to the learners will determine what degree of effort they will make and what cost they will pay for the learning" (p. 160). Specifically speaking about ESL learning motivation, Dörnyei (2003) articulates that motivation is related to multiculturalism, language globalization, language contact and power relations between different ethnolinguistic groups (p. 4). What educators can do for this matter is to promote the motivation level of their learners. Dörnyei continues by outlining the learners' vision of themselves as an effective target language speaker, the social pressure on the learner for learning the target language and the learner's positive educational experiences as the three primary sources of the motivation of learning an L2 (Dörnyei, 1994, 2003).

Aside from Gardner's theory of "Attitudes related to L2 Learning" (Gardner & Lambert, 1972) and the "Self-determination" theory of Ryan and Deci (2000), there have been different motivational theories proposed by psychologists and linguistics regarding L2 learning. One of those theories is the "Expectancy Value" theory (Wigfield & Eccles, 2000). This theory suggests that a subject is pursued only if the learners expect to be successful in their learning and exert effort into their learning according to the value that this success brings about for them. Moreover, the "Self-efficacy" theory (Bandura, 1997) refers to learners' judgement of their capabilities to carry out certain tasks, the amounts of effort exerted and the persistence displayed along the way. Another theory is the "Self-worth" theory (Covington, 2009) which indicates that people are highly motivated to behave in ways that enhances their self-value and

avoid situations that jeopardize their self-worth especially facing competition, failure and negative feedback. In addition, Dörnyei (2001) introduced the "L2 Ideal Self" and pointed out that L2 learners can be motivated to reach higher achievement levels by creating an attractive vision of their ideal language self and further developing an action plan to reach that vision. Furthermore, the "Goal-setting" theory (Locke & Latham, 1994) and the "Goal orientation" theory (Ames, 1992) focused more on setting mastery and performance goals and giving purpose and aim to the learning process which we will elaborate further under the orientation concept.

In the findings of this study, intrinsic and extrinsic types of motivation are addressed. Since this study's findings are analyzed via the qualitative approach, the researcher does not have the means to analyze and determine different extrinsic motivation types. However, different factors affecting and resulting in different ESL motivation levels are studied and presented in depth in chapter five.

2.3 ORIENTATIONS OF L2 LEARNING

In 1985, Robert Gardner introduced a new concept regarding L2 learning: learners' orientations. Orientations have been defined as long-range goals which, along with attitudes, sustain students' motivation to learn an L2 (Bridge, 2012). According to Gardner, orientation is the learners' ultimate goal in pursuing their studies, as one cannot understand language learning motivation without considering learners' orientations (Gardner, 1985). In another study, Gardner joined Tremblay (Gardner & Tremblay, 1994) to introduce the concept of "goal salience" as a central component of the L2 motivation. Gardner and Tremblay (1994) explained that orientation is different from motivation, as a student might demonstrate a particular orientation but not be highly motivated to achieve that goal. Therefore, motivation is defined as the power to attain the goal reflected in the orientation. As Gardner (1985) described, this

power stems from the desire to reach the goal, positive attitudes towards learning and effortful behaviours.

Gardner and Tremblay (1994) suggested that the specificity of learners' goals along with the frequency of their goal-setting would affect L2 learning motivation (Bridge, 2012; Gardner & Tremblay, 1994). In their definition, Gardner and Tremblay (1994) considered instrumental and integrative as the two different orientation types. Kruidenier and Clément (1986), who were also working on the subject of language learning orientation at the time, agreed with Gardner's suggested definition of orientation; however, they proposed that orientations should be defined as context-dependent variables. For instance, while Gardner defined the instrumental orientation associated with pragmatic gains in general, Kruidenier and Clément related it to career and school advancement motives exclusively (Gardner, 1985; Kruidenier & Clément, 1986).

The cognitive concept of "goal-setting" and "orientation" has garnered the attention of different linguists as a factor encouraging and directing motivated actions (Ames, 1992; Clément et al., 1994; Dörnyei, 1990; Dweck, 1986; Gardner & Tremblay, 1994; Kruidenier & Clément, 1986; Tollefson, 2000). Ames (1992), for example, concentrated on goal-orientation theory. This theory, which was specially developed to explain children's learning performance in school settings, focused on the two contrasting achievement goal orientations that students could adopt towards their academic success, mastery orientation and performance orientation (Ames, 1992).

Mastery orientation and performance orientation represent different reasons for engaging in achievement activities as well as representing different success criteria. Mastery orientation (also labelled as 'task-involvement goals') focuses on the mastery of the content with the intention of learning the subject matter (Ames, 1992). Like learners with integrative orientation, learners with mastery orientation believe that one's improvement and growth

depend on their effort and persistence in learning the subject matter, even if a failure occurs within the procedure. They see failure as a cue to change their strategy to complete the task and improve their performance (Dweck, 1986).

In contrast, performance orientation (also labelled as ego-involvement goals) focuses on demonstrating ability, getting good grades or outdoing other students. Learners with a performance orientation, like learners with instrumental orientation, view learning as a way to achieve a goal and gain public recognition (Ames, 1992). Dweck (1986), who also worked on the goal-orientation theory, claimed that students with performance orientation are most prone to interpret failure as a sign of low capability and a reason to withdraw effort.

Other more recent researchers who were also engaged in the concept of goal setting found orientation to be precursors of motivation (Belmechri & Hummel, 1998; Covington, 2009; Dörnyei, 2003; Noels et al., 2001). Therefore, they considered integrative and instrumental orientations as subcategories of the concept of motivation and another approach in identifying the type of motivation in L2 learning, parallel to intrinsic and extrinsic motivation. Likewise, in this study, the researcher used the term "motivation" instead of "orientation" when discussing integrative and instrumental motives for learning English as an L2. The researcher sought to determine whether participants' motives were merely instrumental and related to the vast usage of ESL knowledge or that they were genuinely interested in the English culture and befriending the Anglophone community.

2.4   AGENCY IN L2 ACQUISITION

Agency is defined by Lipponen and Kumpulainen (2011) as "the capacity to initiate purposeful actions which imply will, autonomy, freedom and choice" (p. 813). Accordingly, human agency is the intentional act of changing oneself or the situation to fit a particular desired situation or result in a particular outcome (Lipponen & Kumpulainen, 2011). Reeve and Tseng (2011) expanded this definition to language learning and considered "agency" to be an aspect

of learning engagement. Reeve and Tseng (2011) explained that agentic engagement is a process through which learners intentionally and proactively try to personalize the subject to be learned and the conditions and circumstances under which the subject is being learned. This personalization process is mediated by the learners' personal histories, language learning goals, cultural beliefs, and relationships to the social world they live in and want to use the language (Muramatsu, 2013).

Two elements are believed to have the highest influence on language agency: "imagined community" and "personal investment". Imagined communities are those that the learners aspire to join when they learn a new language. As Norton (2012) argued, these communities are reconstructions of past familiar communities, and besides, these imagined, desirable communities offer learners "the possibility for an enhanced range of identity in the future" (p. 4). Arkoudis and Love (2008) offered an illustration of the imagined community by describing their participant students in a Mathematics class. They witnessed that their participants hardly used English since English was very limited in their imagined future. In other words, because they visualized that ESL would play a secondary role in their future endeavours in Mathematics, they put little effort into speaking it.

Moreover, every time language learners interact in the L2, they invest their time and effort to engage in identity construction. Norton (2012) portrayed "personal investment" as the socially and historically constructed relationship of learners to the target language and their contradictory desire to practice the language. Learners invest in the target language, with the full consciousness of gaining a wider range of resources as well as a more valued character in the target language community, or else withdraw their investment (Norton, 2012).

Consequently, investment and motivation differ from each other since learners may be highly motivated to pursue language learning but may have little investment in certain classroom practices, which they may consider inappropriate or find the conception of teaching

poor in that classroom. Hence, these learners would have to withdraw their investment from that specific community. As Xiao (2014) suggested, they seek linguistic competence and non-linguistic outcomes from a different environment instead of waiting passively for an agreeable situation to be taught by the teacher. The latter situation is pursued by agent language learners, ready to invest their time and attention into valuable sources. For this group, language learning is not limited to just what the teacher has to offer within the time and syllabus of the classroom, but also the informal form of language, found in friendly conversations, heard in movies or songs, as well as the content found on social media, is a valuable and pursuable form of language learning.

Numerous recent studies have been dedicated to agency in language learning, attempting to pinpoint the effect of 'agency' in language success and achievement. For instance, in a widely cited study, McKay and Wong (1996) reviewed the relationship between agency and English language development of four Chinese adolescent immigrant students in America. Their study showed that learners' previous personal needs and wishes, along with socioeconomic backgrounds and discourses of power, resulted in the development of very different agencies hence different learning paths in similar circumstances (McKay & Wong, 1996; Xu, 2012). In another study, Flowerdew and Miller (2008) studied three Chinese university students' approaches toward learning English. Even though the study's participants shared similar purposes for studying English – pursuing higher education and seeking a better future job –, the nature of their investment and agency of achieving this goal varied significantly. The authors argued that this variation reflected a range of social factors, such as learners' social relations and socio-cultural context of English usage in the learners' current communities (Flowerdew & Miller, 2008).

Lyrigkou (2019) further investigated 76 Greek adolescent learners in terms of studying their agency and authority-dependency in learning ESL by benefitting from informal sources. Lyrigkou anticipated that smartphones and mobile applications would facilitate the search for

ESL materials and result in more teacher-independent learning. Indeed, she found out that a group of her participants who considered themselves agents of their learning put effort into learning English outside of the classroom using informal sources such as English movies and social media. The result of the ESL knowledge test for this group was considerably higher than other participants who were teacher-dependent. Lyrigkou concluded that authority-dependant students mainly attributed their successes and failures to their teachers' competence instead of their own. Lyrigkou (2019) also concluded that the latter teacher-dependant group might be successful in academic exams in terms of English knowledge. However, since they did not benefit from the informal sources, they would have difficulty integrating into the target language community. Miller (2012) addressed this issue and stated: "No teacher or researcher can know all of the personal histories or the struggles entailed therein in seeking to build on and amplify learners' agentive capacities" (p.463). Therefore, learners should seize the opportunity to use the language according to their personal needs (Miller, 2012).

Considering that this study's participants were undergraduate students who did not participate in any mandatory ESL classes to prepare for English exams, the researcher ruled out the authority-dependant learning possibility. The researcher assumed that since these participants pursue ESL learning primarily for their benefit, they are personally investing time and effort, hence are agents of their learning. To verify this assumption, the participants were asked several questions, regarding their preferred method and approach to ESL acquisition. Participants were further asked about the influence of the internet, media and their relationship with Anglophone communities on their motivation.

2.5   ATTITUDES IN L2 ACQUISITION

For almost a century now, the notion of "attitude" has been one of the fundamental concepts in social science (Kircher, 2009). Much of the sociological, social-psychological and sociolinguistic literature has been devoted to analyzing people's attitudes toward a subject. In

sociolinguistic studies, a learner's attitude is acknowledged as one of the most important elements influencing language learning (Gardner, 1985).

According to Montaño and Kasprzyk (2015), attitudes are determined by an individual's beliefs about outcomes of performing a behaviour, weighed by evaluations of those outcomes. Thus, a person who firmly believes that performing a behaviour will positively value outcomes will have a positive attitude toward that behaviour (Abidin et al., 2012). Likewise, language attitude is defined as a "specific response to certain aspects of a particular language" (King, 2000, p. 2).

Abidin et al. (2012) considered three components for the concept of attitude and, regarding this study's objectives, language attitude: behavioural, cognitive and affective. The "behavioural aspect" of attitude, which is based on the behaviourism approach, deals with the way one behaves and reacts in a particular situation. A part of language learning, for example, requires the learners to acquire and adopt various aspects of behaviours that characterize the members of the target language community. This behaviour enables the learners to be able to identify themselves further as native speakers of that language.

The "cognitive aspect" of attitude concerns the language learners' beliefs about the knowledge that they receive and understand the process of learning it. The four steps of this process, which stem from the cognitivism approach, are classified as the connection of previous knowledge to the new one, the creation of new knowledge, processing and evaluation of the new knowledge and finally, applying and expanding the new knowledge to other similar situations.

Lastly, the "effective aspect" deals with the emotional factors that influence the process of language learning. Based on the humanism approach, this aspect is concerned with the elements of the target language culture and community, the learning environment, and the

language itself that may encourage or discourage the learner. The humanists suggest that language learners' inner feelings and emotions influence their perspectives and attitudes towards the target language (Abidin et al., 2012).

A recent extension of language motivation and attitudes research concentrates on the learners' willingness to communicate in L2 conversations. As MacIntyre and Gardner (1994) explained, learners reveal consistent tendencies in their disposition toward or away from communicating in the learning language, given a choice. While 'willingness to communicate' is a reasonably stable factor in one's first language, being developed over the years, the same factor is very complex when considering the L2. The reason for this claim is, for the L2, it is not just the communicative competence of the learner which would affect their willingness to communicate, but also their L2 communicative proficiency plays a critical role. Thus, MacIntyre, Clément, Dörnyei and Noels (1998) added the concept of 'individual's readiness to enter into the L2 discourse as one of the crucial factors impacting their attitudes toward the L2. They considered certain elements influencing this factor which is represented in the following figure.
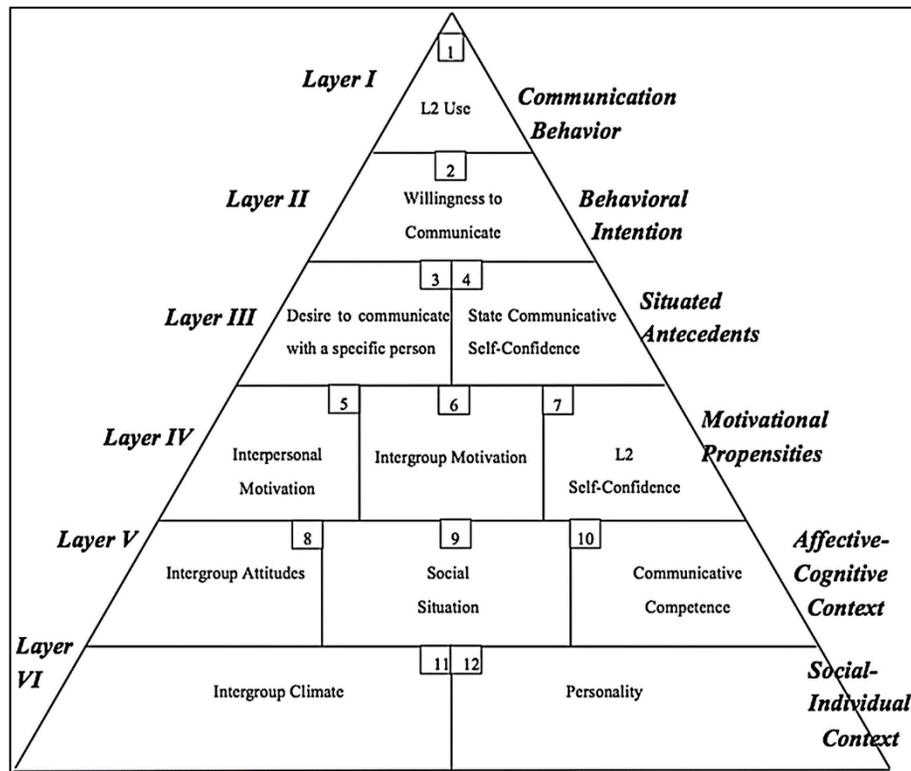
Figure 2: Schematic representation of the variables influencing an individual's readiness to communicate in the L2
Source: MacIntyre et al., 1998, p. 568

Various studies have been conducted to identify learners' attitudes towards L2 learning. The study of Masgoret and Gardner (2003) demonstrated the correlation between achievement and positive language attitudes. The case study of Khoshsaligheh et al. (2014) also indicated a positive attitude to be a facilitator in learning ESL better. Another study carried out by Oroujlou and Vahedi (2011) proved a direct relationship between the students' efficiency in language classes with motivation and attitude. Moreover, the results obtained from this study showed that students in general, even the most brilliant and talented ones, who had low attitude and motivation towards ESL learning, achieved little progress. Furthermore, in an exploration accomplished by Yashima et al. (2004) on Japanese adolescent willingness to communicate in ESL, the results revealed that those who had more interest in international vacations, activities and relationships, seemed to be more willing to use English outside the classroom and would want to engage themselves in communications voluntarily.

In the current study, ESL acquisition attitude was addressed in several survey questions to verify participants' attitudes toward neighbouring native Anglophone communities and their willingness to communicate with them. Participants were also questioned about their eagerness to take part in English communication with other ESL communities. Moreover, to determine their attitude and comfort toward ESL usage, the online survey and follow-up interview were also offered in English, to allow the participants to showcase their ESL proficiency and readiness to engage in ESL conversation.

2.6   L2 LEARNING ANXIETY

For the past few decades, anxiety has been the subject of many studies as a critical factor influencing foreign language acquisition (Büyükkarcı, 2016; Horwitz et al., 1986; Jain & Sidhu, 2013; Lucas et al., 2011; MacIntyre & Gardner, 1994; Na, 2007; Woodrow, 2006). This awareness regarding L2 learning stems from the shift in research focus, from teachers to learners.

The most significant findings on this matter are from the study of Horwitz, Horwitz and Cope (1986) in "Foreign language classroom anxiety". According to Horwitz et al. (1986), anxiety is a "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" (p. 125). Language anxiety, specifically, is concerned with the nervousness experienced when the learner is forced to use the L2 but is not fully proficient in it and lacks sufficient command of language to do the required task (MacIntyre & Gardner, 1994). Horwitz et al. (1986) identified three causes of language anxiety: communication apprehension (the fear of speaking with the L2 community), test anxiety (the fear of exams, quizzes and any other activities used to evaluate one's L2 competence), and the fear of negative evaluation (the worry about how others view and judge the learner when using the L2). As pioneers of this subject, Horwitz et al. (1986), McIntyre and Gardner (1994) concluded that anxiety and language achievement are negatively correlated.

Anxiety is also divided into two forms: facilitative and debilitative (Jain & Sidhu, 2013). Facilitating anxiety is said to be a motivator for learners to put more effort into language learning, while debilitating anxiety causes the learners to avoid getting into the language learning process (Jain & Sidhu, 2013). Examples of these forms of anxiety are the comparisons between learning a foreign language that is only practiced in controlled exercises in a classroom; and learning an L2 that is also the language of the environment outside of the classroom. In the first situation, when the competitors of the learner are only the students of that specific class in the same language level, the anxiety experienced by the learner is facilitative, influencing and pushing the learner toward improving their knowledge and overcoming their fear. This is more or less the situation of foreign language learners in English-speaking countries. However, the foreign-speaking English learners in Canada, for example, where English is one of the official languages, are assumed to experience debilitating anxiety. For this group, having to use the L2 among advanced users or native speakers of that language, especially when they are not proficient enough, creates great tension. This debilitating anxiety pushes them to avoid assimilating to that target language community and to minimize their language exposure as much as possible (Woodrow, 2006).

In Quebec, as experienced by the researcher herself, the adult ESL learners experience facilitative anxiety in their ESL classes, which would lead them to try and maximize their efforts in mastering the language to use English in their conversations fluently. However, the same group often avoids communicating in English outside of their classroom. They usually limit themselves by responding in French to an English question, due to feeling shy or anxious in exposing themselves in English, and making common L2 users' errors, hence suffering from debilitating anxiety.

The participants who claimed to have a good command of English were asked a question in English during the interview to observe their reaction. They were also asked about

their feelings while being immersed in the native Anglophone communities, as well as their comfort level in communicating with ESL speakers in non-native Anglophone communities.

2.7   SUMMARY

This chapter provided an overview of the concept of ELF and its position as the global language, followed by a detailed description of ESL motivation and different types of language learning motivation. Following this, the three concepts of language learning agency, language learning attitudes and L2 anxiety were discussed by outlining recent significant studies exploring each of these concepts and their influence on ESL motivation. In chapter five, this study's findings are explained and categorized, corresponding to each of the aforementioned concepts. Additionally, these results are compared with the previously conducted studies on each concept, to determine whether an agreement exists on these results or how the participants' ESL motivations differ from other research.

Chapter three, the methodological framework, explains the adopted method for collecting data concerning ESL acquisition. The data collection process and instruments, as well as the profiles of the participants, are described in the following chapter.

CHAPTER 3

METHODOLOGICAL FRAMEWORK

The status of English as a global language is undeniable. Gray (2002) reasoned that the increasing number of transcontinental corporations, as well as the rise of world organizations with global networks and the influence of the internet, are mainly responsible for the conjunction of globalization and English. Dogançay-Aktuna (1998) claimed that English was carefully planned as the language of international diplomacy after World War II. It was established to be the language of global trade, banking, tourism, media, science and technology (Dogancay-Aktuna, 1998; Fallon & Rublik, 2012; Shin, 2007). Along with the rapid pace of international affairs, L2 acquisition motivation became the subject of many social psychological research fields. The subject has been promoted and sponsored by Canada's government, given the unique Canadian linguistic situation with the coexistence of the Anglophone and Francophone communities speaking two of the world's most vital languages. As pioneers of L2 motivation research, Robert Gardner and Wallace Lambert (1972) considered learning the L2 as the medium of communication and connection between the ethnolinguistic communities. According to them, the respect and positive attitudes towards the members of the L2 community will lead to the L2 acquisition motivation to interact with and become similar to the valued members of that community (Gardner & Lambert, 1972). Later, Dörnyei (1990) generalized Gardner's theory and claimed that L2 motivation is due to the cultural and intellectual values associated with the L2 itself, regardless of the presence of the L2 community in the learners' environment. Subsequently, Tremblay and Gardner (1994) introduced the concept of 'goal salience" as a central component of L2 motivation. They reasoned that there typically lies a benefit in pursuing learning another language, with that reasoning and goal setting being linked to L2 motivation.

In this study, the researcher attempts to identify the motivations and goals of the Bachelor students of UQAC in ESL acquisition. By choosing the Saguenay-Lac-Saint-Jean

region - a francophone community whose level of exposure to the English language and Anglophone communities is limited - the researcher could ensure that the participants' reason behind pursuing English was most likely personal and not due to their job requirement or living environment. According to the census of 2011, 98% of the residents of the Saguenay-Lac-Saint-Jean region are francophones (Census, 2011) and since the majority of this community do not find ESL acquisition essential, the value of ESL proficiency is limited in this region.

Hence, this study explores the justifications and motivations of Francophone undergraduate students of UQAC for learning English as an L2 and as the language of globalization. Recall that the study's objectives are as follows:

- To identify whether L2 acquisition is considered a necessity among the Francophone students of UQAC;
- To identify whether the English language is considered the most desired language to be learned as an L2 among this group of participants;
- To examine the relationship between ESL acquisition and Quebecer identity;
- To explore the types of ESL motivation among the undergraduate students of UQAC;
- To explore the ESL methods and approaches this group has experienced;
- To investigate the role of social media in ESL motivation;
- To study the role of surrounding people in ESL motivation.

3.1 RESEARCH DESIGN

Doing motivation research is a rewarding but challenging task. As Dörnyei and Ushioda (2013) mentioned in their book "Teaching and researching motivation", there are three features of motivation that pose a challenge to any researcher:

First, motivation is abstract and must be inferred from an indirect indicator that would cause all the surveys to be subjective. Hence, the challenge for the motivation researcher is to keep the level of subjectivity to a minimum.

Second, motivation is a multi-dimensional concept and cannot be represented by simple measurements, such as the results of a few questionnaire items. The researcher bore in mind that the surveys' results only refer to certain aspects of motivation targeted in the questionnaire.

Third, motivation is an inconstant and dynamic matter. It may change dynamically over time due to certain situations. Personal progress, individual differences, different environments and different life stages will affect one's motivation level towards a subject. It is ergo questionable to what extent the survey results are accurate in a prolonged L2 learning sequence (Dörnyei & Ushioda, 2013).

Because of the broad range and various components of motivation, the starting point of any research in this vein should be clarifying the aspects of L2 motivation addressed in the research. For this study, the researcher's goal was to determine whether the motivation for learning English for the targeted participants was intrinsic or extrinsic. Moreover, it was essential to determine the instrumental motivations and orientations of pursuing language learning for this group.

3.2   RESEARCH APPROACH

There are three possible approaches to achieve the research objectives: the quantitative approach, the qualitative approach, and the mixed method.

The quantitative approach is usually considered a practical, systematic, rigorous and controlled approach where the research findings are measurable and replicable (Dörnyei &

Taguchi, 2009). Moreover, due to the use of statistical computer software in this approach for analyzing the data, the researcher can expect to have reliable and generalizable results in little time since the software offers in-built quality measures that would help check the validity of the findings (Dörnyei & Taguchi, 2009). However, there are downsides to this method. The most critical concern in using the quantitative research approach is that this method averages the responses across the whole observed group of participants (Dörnyei & Taguchi, 2009). Therefore, when dealing with a subjective concept like motivation, doing justice to and understanding the individual's perspective becomes difficult. Quantitative methods are known for providing data on the individuals' opinions, but are not concerned with the reasons underlying the phenomenon (Dörnyei & Taguchi, 2009).

On the other hand, the qualitative approach is primarily used as an effective method while exploring new, uncharted areas or subjective concepts. As Dörnyei (2009) rationalized, if very little is known about a phenomenon and there is little prior literature as a basis, the detailed study of a few cases is more appropriate since they offer interpretations that the research participants themselves validate. However, the quantitively minded researchers criticize the qualitative approach by saying the data gathered from a limited number of participants and restricted observations are not necessarily representative of the concept and cannot be generalized. Another contested issue with the qualitative approach is the role of the researcher in analyzing the data. In applying the qualitative approach, the researcher is responsible for interpreting the gathered data and the researcher's level of subjectivity and biases may influence the results of the study (Dörnyei & Taguchi, 2009).

Certain drawbacks of the two approaches above have been circumvented by a third proposed research approach, the mixed method. As pointed out by Sandelowski (2003), there are two primary conflicting purposes for using the mixed method; first, to achieve a detailed and comprehensive understanding of the target phenomenon, and also to validate whether the two sets of findings complement each other (Sandelowski, 2003). The mixed method's main

attraction is that by using both qualitative and quantitative approaches, a researcher can bring out the best of both paradigms while compensating for their weaknesses. According to Dörnyei (2009), in L2 motivation research specifically, there are numerous occasions where researchers are interested in the exact nature (quality) and the distribution (quantity) of a phenomenon at the same time. The mixed-method approach is particularly appropriate for such multi-level analyses. Via the mixed method, the researcher can observe the individual reaction towards the subject matter and derive the average opinion of a larger, population. Obtained evidence through this method, respectively, has a higher level of validity and generalizability.

For this L2 motivation study, the mixed method was proposed since this approach has the potential of rich contextualization while offering reliable results. However, due to this study's context and its restriction to only one region of the province of Quebec, the researcher was attentive to what extent the results could generalize the obtained information.

3.3   RESEARCH PARADIGM

Dörnyei and Ushioda (2013) highlighted six specific mixed-method design types in their book. "Teaching and researching motivation", which are most relevant to motivation studies. One is combining the questionnaire survey (quantitative approach) with a follow-up interview (the qualitative approach).

The survey is one of the most common methods of collecting data regarding the attitudes and opinions of a large group of participants toward a mutual subject matter. Questionnaires allow researchers to gather certain information that is usually not available from the previously produced data alone (Mackey & Gass, 2015). Questionnaires are most often completed anonymously, which would allow the participants to express themselves openly and confidentially. Through questionnaires, the participants can discuss their beliefs and motivations towards learning a subject as well as expressing their concerns from the point of view of members of the learning community.

Having outlined the benefits of collecting data via surveys, different types of questionnaires should be identified. There are two types of questionnaires available to researchers who would like to follow either quantitative or qualitative approaches: closed and open-ended.

In a closed-ended question, the researcher limits the possible answers, whereas in an open-ended question, the respondents are allowed to answer in any manner they prefer (Mackey & Gass, 2015).

Closed item questions typically involve a greater uniformity of measurement and, therefore, greater reliability. They also lead to easily analyzable data. Open-ended items, on the other hand, allow the participants to express their thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data (Mackey & Gass, 2015, p. 102).

The type of questions asked in a survey depends on the research questions being addressed in the study. For this study, the researcher blended the two question types. This way, the researcher could use the previously applied fruitful surveys and benefit from what has previously been learned about the research phenomenon, while also gathering original data and personal insights from the respondents' perspective regarding the research questions.

Despite the survey questionnaires favouring data collection, there are potential problems related to analyzing the obtained data. One concern is that in describing personal perceptions such as attitudes towards a subject, the obtained responses appear incomplete or inaccurate. This is generally the case if the questionnaire is completed in the L2 language while the participants lack sufficient L2 knowledge for self-expression (Mackey & Gass, 2015). For this matter, in this study, the researcher prepared the research material in both English, the target language and in French, the participants' L1. This method was reassuring in terms of the

accuracy of the responses and eliminated the likelihood of invalidity of the received information due to participants limited literacy in their L2.

The second concern in analyzing surveys is that questionnaires may not provide a complete and sufficient picture of one's contexts (Mackey & Gass, 2015). This is a crucial point to consider, especially if there are open-ended questions included in the questionnaire. Recurrently, "participants have been uncomfortable expressing themselves in writing and have chosen to provide abbreviated, rather than elaborative responses" (Mackey & Gass, 2015, p. 105). To overcome this obstacle, the researcher added a second part to this study, a follow-up interview.

The interview was added to this study to investigate further the participants' self-reported perceptions. This would encourage the participants who were not comfortable expressing their ideas in a written format to come forward. Besides, since the interviews were interactive, the researcher could elicit more data by asking for confirmation or additional questions if the initial responses were vague or insufficient.

Interview questions were designed to adapt to each participant's ESL acquisition history and their L2 profile as declared in the online survey. Therefore, to not lose important data regarding the ESL acquisition situation and ESL learning environment of the interviewees, this study's interview findings were studied in two steps. First, single in-depth case studies, as presented in chapter 4. Mackey and Gass (2015) stated that individual case studies provide detailed data about learners' L2 attitudes by describing the L2 learning settings. So in-depth case studies could explain the interviewees' motivations and justifications regarding ESL acquisition. Moreover, they brought up new insight into the study's subject that was overlooked by the researcher in the online survey. Subsequently, as presented in chapter 5, interview findings were used as supplementary data clarifying and completing the responses obtained from the online survey.

In this study, the participants were allowed to choose their desired language, so that the concerns of L2 proficiency, impacting the quality and the quantity of the obtained data, would be minimized.

3.4   RESEARCH STRATEGY

This study's research strategy is based on two previous studies concerning motivation and orientation of learning English as an L2.

Regarding L2 motivation, this study is based on the motivation questionnaires used in the 2008-2009 comparative survey project in Japan, China and Iran, where Dörnyei and Taguchi (2009) determined how L2 motivation changes in different communities with diverse cultural backgrounds, as well as how these differences changed one's attitude towards ESL acquisition. Several different researchers have subsequently borrowed Dörnyei's questionnaire as a fundamental study in L2 motivation research. Some of these researchers are Chan et al. (2014), Taguchi et al. (2009), You et al. (2016), and You & Dörnyei (2016). This study likewise borrowed certain items from the questionnaire mentioned above regarding ESL acquisition motivation, and created supplementary questions specifically designed for ESL learners in the region of Saguenay-Lac-Saint-Jean, to determine the L2 motivation of undergraduate students of UQAC.

Furthermore, Kruidenier and Clément (1986) previously studied the orientations of francophone students of Quebec City in learning English as the language of globalization. Later, Belmechri and Hummel (1998) surveyed the same subject matter in Quebec City to determine whether there had been changes in L2 learning orientations. The researcher of the current study borrowed certain items from these aforementioned studies to be used in the interview to identify the ESL orientations of the research participants in her study. Interview questions were adapted and modified according to the ESL background of each participant.

3.5   PROCEDURE AND DATA COLLECTION

Since this study concerned students, a certificate of approbation of recruiting participants was obtained from UQAC's ethics committee for research involving humans before the data collection step of this study (see Appendix 1). The first data collection instrument for this study was an online survey (see Appendix 2). An online questionnaire was prepared both in English and in French on the "Lime Survey" server. The researcher intended to have participants from each department of UQAC. However, given the circumstances of COVID-19 and the university's closure, the researcher's in-person access to all students was limited. Therefore, an email of invitation to participate in this research was prepared and sent to all Bachelors' departments of UQAC (see Appendix 3). The link inviting participation in this survey was sent to all the bachelor students of UQAC, regardless of their study program. The researcher also asked MAGE-UQAC, the association of the students of UQAC, to publish the letter of invitation in their weekly newsletter (see Appendix 4). The questionnaires were completed anonymously to encourage candid responses from the participants.

This survey was administered to gain insight into the students' opinions and attitudes regarding L2 motivation. This objective was explained on the first page of the survey. The potential respondents were then asked for their consent or agreement to participate in the study. Next, certain restrictions were put in place to facilitate the process of participant selection.

First, the participants were asked to declare whether they were native residents of the Saguenay-Lac-Saint-Jean region or not, as that community is the desired community for this study. Next, they were asked to identify their department of study from the list of the departments of UQAC.

The respondents were then asked to state their age and gender. The desired age range for this study is between eighteen and thirty years old. Eighteen is justified as the official age of adulthood in Quebec, excluding minor participants from this study. Next, trying to phase out biased results regarding the L2 proficiency, the researcher decided to obtain, at most, thirty-year-old respondents that have not yet started their career, given the L2 proficiency being mandatory in certain careers. Moreover, the participants were asked to declare their gender so that the researcher could have access to both male and female points of view toward this study's subject matter.

Next, the respondents were questioned about their maternal and paternal language, which would confirm the L1 of the participants being French and enable the researcher to determine the possibility of an existing pattern favouring the study's focus.

Next, a Likert scale questionnaire, based on the previous study of Dörnyei and Taguchi (2009) concerning L2 motivation was provided. Close-ended questions were measured by five-point Likert scales (Siegle, 2010) with "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree" and "Strongly Agree" anchoring the possible choices from left to right. Ensuing questions varied from multiple-choice items to open-ended questions, all focusing on the motivation of learning English as the language of globalization as well as a school subject.

In addition to allowing the respondents to choose their desired language, English or French, the participants could skip to the next question if they were not comfortable answering specific questions.

In the end, to find potential participants for the second data collection instrument of this study, a follow-up interview, respondents who were willing to be contacted were asked to leave their email address or telephone number for the researcher to contact them.

The second data collection instrument, a follow-up interview, was proposed to clarify any comments or concerns arising from the surveys. Five participants, who had previously agreed to participate in the second phase of this study and whose answers to the open-ended items were most intriguing, were contacted to arrange the follow-up interview. For this selection, the researcher attempted to balance the number of supporters and opponents regarding this study's subject.

The interview was conducted in a formal and semi-structured format based on the previous study of Kruidenier and Clément (1986) during a scheduled time. The interview questions were constructed to ensure comprehensiveness, being orientated to the research objectives, and in reference to the participants' previous answers in the online survey. The participants were contacted to schedule the interview for the earliest convenient time for both the researcher and the interviewees. They were informed that the interview would take approximately one hour of their time and would be conducted online, via the ZOOM platform.

On interview day, the interviewees were once again reminded of this study's purpose and objectives and were asked to agree to verbal consent regarding their participation in this research. After the interview, the participants were notified that they were permitted to overview their statements and modify, restate or omit certain sentences or parts from their transcriptions, upon their request.

3.6   TRANSCRIPTION PROCESS

As mentioned before, interviews were offered in both English and French. Nevertheless, all the participants of this study preferred to have the interviews conducted in French. Therefore, with UQAC's authorization, a translation student at UQAC, assisted in conducting the interviews in French. Further, she transcribed each interview using the intelligent verbatim transcription method – by omitting non-verbal dimensions of interaction –

to improve their readability. The translator also corrected grammatical mistakes in the interviews as well as paraphrasing broken sentences. Next, in accordance with the purpose of this study, the transcriptions were proofread and translated into English (see appendices 5-9 for complete interview transcription).

After interview transcriptions, the data was coded and categorized using the NVIVO software. Similar themes and keywords were identified to find connections between different respondents' answers and previously conducted studies. These themes were then examined using thematic analysis and addressed in the data analysis.

3.7 PARTICIPANTS

UQAC undergraduate adult students were the target participants of this research. However, their identity remains confidential by associating a code with each participant. For the follow-up interview, on the other hand, the researcher of this study maintained a list of names and contact numbers of participants to conduct interviews, but used codes and pseudo names in the analysis and publication of the data. Below is the demographic profile of the participants of the online questionnaire.

Table 1 : Demographic profile of the participants of the questionnaire

Participant	Gender	Age	Department of studies	Other languages*
1	F	24	Humanities and Social Sciences	English Spanish
2	F	20	Humanities and Social Sciences	English
3	M	22	Humanities and Social Sciences	English
4	M	29	Educational Sciences	English Mandarin Spanish
5	F	23	Humanities and Social Sciences	English
6	F	21	Educational Sciences	English
7	M	19	Computer Sciences and Mathematics	English
8	F	19	Educational Sciences	--
9	F	24	Arts and Letters	English
10	F	23	Educational Sciences	English Spanish

11	F	21	Arts and Letters	Spanish
12	F	21	ARTS AND LETTERS	ENGLISH SPANISH
13	M	19	Economic and Administrative Sciences	--
14	M	20	Health Sciences	N/A
15	M	21	Health Sciences	N/A
16	F	20	Computer Sciences and Mathematics	English
17	F	20	Economic and Administrative Sciences	English
18	F	24	Health Sciences	--
19	F	22	Humanities and Social Sciences	N/A
20	F	19	Arts and Letters	English
21	F	20	Economic and Administrative Sciences	English Spanish
22	M	30	Arts and Letters	--
23	F	22	Arts and Letters	English
24	F	21	Economic and Administrative Sciences	English
25	F	22	Health Sciences	English Spanish Armenian
26	F	23	Economic and Administrative Sciences	English German Senufo
27	F	20	Arts and Letters	N/A
28	M	22	Arts and Letters	English
29	F	23	Arts and Letters	English Spanish
30	F	18	Arts and Letters	English
31	F	23	Educational Sciences	English Spanish
32	F	21	Arts and Letters	Spanish
33	F	23	Educational Sciences	--
34	F	21	Educational Sciences	N/A
35	F	22	Educational Sciences	N/A
36	F	25	Humanities and Social Sciences	English Esperanto German Polish Serer
37	F	20	Humanities and Social Sciences	--
38	F	20	Economic and Administrative Sciences	English Spanish

*Respondents were asked whether they know any other languages or not. If yes, they were asked to name that language. The blank (--) indicates that their answer was NO and that they do not speak any other languages. N/A indicates that their answer was YES; however, they did not specify which language.

3.8   INTERVIEW PARTICIPANTS' PROFILES

At the end of the online questionnaire, survey participants were asked to leave their contact information if they agreed to participate in the follow-up interview. From the 38 survey respondents, 13 participants left their coordinates. Within one week after the quantitative data collection period was over, all of those 13 volunteers were contacted and asked whether they were still willing to participate in the second phase of this study, the online interview. The interviews were eventually conducted with 5 participants, one male and four female participants.

A language background summary of those who participated in the interviews is presented below as the researcher finds this information valuable to understand the participants' perspectives better. All of the participants have been given pseudo names to protect their identities.

3.8.1 MARTIN

Martin is a Social Sciences student at UQAC who actively pursues learning English. Martin dreams of backpacking across different countries in the future and for that reason, he is prioritizing learning English. His parents are Francophone and do not speak English. He said that nobody in his immediate relatives speaks English either. Martin acknowledged English immersion classes[1] as the most effective classes leading to his current ESL proficiency.

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[1] Immersion program proposed by the government of Canada is considered to be the most effective approach in L2 acquisition where learners are immersed in the L2 community while participating in daily L2 courses. https://www.ef.com/ca/pg/language-immersion

3.8.2 JOSIANE

Josiane is a Social Sciences student at UQAC as well, and she describes herself as passionate about learning all languages. She attended mandatory intensive English[2] classes in sixth grade and obtained German and Spanish courses in college. She is currently pursuing Arabic acquisition in order to be able to relate to her spouse's language and culture. Josiane's parents do not speak English, but her sister speaks English fluently, which would provide her with a consistent ESL environment to practice her English.

3.8.3 AUDREY

Audrey is a Science of Education student at UQAC who is all about promoting the French language as much as the Anglophone community promotes English. Audrey's parents do not speak English, but they have always encouraged her to pursue ESL acquisition. She participated in the Explore Program[3] in Ottawa in Secondary School and the Odyssey program[4] after college.

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[2] Inspired by the immersion program, the ministry of Education of Quebec started the intensive English classes in mid-seventies in Francophone elementary schools in Quebec. In the intensive program, students learn only the English language for half of the year while the other academic subjects are taught in the second half. https://www.studyincanada.ca/intensive-english-program/

[3] The Explore program is a five-week language learning program funded by the department of Canadian Heritage of the government of Canada that makes it possible to learn one of Canada's official languages, French or English, during an immersion experience. The learners are registered in an accredited educational institution outside of their residing province. https://www.canada.ca/en/canadian-heritage/services/funding/explore.html

[4] The Odyssey Language Assist program is a nine-month, full time work experience during which the participants share their language and culture with young people in another Canadian province. The Odyssey program is coordinated by the Council of Ministers of Education and has been operating across Canada since 1971. https://englishfrench.ca/about-olp/

3.8.4 MARIE-EVE

Marie-Eve is a Social Sciences student at UQAC who likes learning different languages from the local speakers. She went to the Explore program in Ottawa and did the "Anglais fort"[5] course in Cégep[6], but she still thinks Netflix helped her learn functional English. Marie-Eve's parents do not speak English well but encourage her to pursue ESL learning. However, she expressed that she is more passionate about learning Latin languages. She spent two years learning Spanish and learned essential words and phrases in Greek and German from her colleagues. She is currently learning Portuguese.

3.8.5 MARIE-KIM

Marie-Kim is a Science of Education student at UQAC whose dream job has always been to become a "traveller" which meant she had to learn English, which is practiced almost everywhere in the world. She went to voluntary intensive English classes growing up and moved to English Canada to be more in contact with the Anglophone community. She has also learned basic Spanish and Mandarin due to her travels to South America and China. Marie-Kim's parents do not speak English but are motivated to pursue ESL acquisition in future.

3.9   DATA ANALYSIS

Once obtained, the data from the questionnaires and the interviews were analyzed. Descriptive statistics are used to describe the primary findings. Descriptive statistics provide

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[5] The English course who is designed for the advanced students of English. The students with strong English background are placed in this course.

[6] Cégep is a publicly funded post-secondary education exclusive to the province of Quebec.

summaries of each of the studied concepts. The tabulated descriptions, together with the graphical description, form the quantitative analysis of the data of this study.

Furthermore, Gaudet and Robert (2018) offered principles and guidelines regarding analyzing qualitative data. Their approach has been integrated into the data analysis of this study. Gaudet and Robert (2018) suggested that qualitative data analysis should take place in three stages: vertical analysis, horizontal analysis and theoretical analysis.

The vertical analysis consists of steps in analyzing and interpreting the data of each participant. The vertical analysis's first step is the *"Contextualizing Condensation"*; meaning the researcher should read the material many times to absorb it (Gaudet & Robert, 2018). Then the task of rewriting begins. The researcher should make a profile for each participant by writing a summary of what they have told and their general perspectives. After the *"Semantic Condensation"* step, the researcher starts attaching labels and codes to the sources (Gaudet & Robert, 2018). This step aims to start looking for certain themes and words that connect, contradict, or raise questions of meanings behind the participants' words. The horizontal analysis allows the researcher to develop a more complex and richer comprehension of the phenomenon and its explanation by comparing different participants' perspectives on one phenomenon (Gaudet & Robert, 2018).

Finally, theoretical analysis refers to going back to theories and scientific literature to confirm hypothetical propositions as well as to highlight new details. This stage is essential to ensure "the study goes beyond the mere description of the empirical material and achieves explanatory power" (Gaudet & Robert, 2018, p. 164).

3.9.1 IN-DEPTH CASE STUDY INTERVIEWS

Chapter four of this thesis is dedicated to in-depth case studies of each of the interview participants. This chapter explores the ESL acquisition path within the language learning occurring context of each participant. Merriam and Tisdell (2015) suggested that in-depth single case studies offer a means of investigation to reach a holistic understanding of the under-study phenomenon. According to Merriam and Tisdell (2015), case studies offer insights that can be interpreted as tentative hypotheses that help lead to future research on the studied matter.

In-depth case studies of these participants' declarations would provide explanations about their ESL acquisition situations, offering an understanding of their experiences and limitations. Obtained themes and similar experiences are compared between all participants to find mutual ESL acquisition patterns in undergraduate students of UQAC. These patterns are then compared comprehensively with other studies in this vein, to determine whether they are unique to this sample or are generalizable among other ESL learners.

3.9.2 NARRATIVE AND THEMATIC CONTENT ANALYSIS

To interpret the data obtained from the interviews, the researcher performed both narrative and thematic content analysis.

Narrative analysis is an umbrella term that refers to various methodological procedures concerning the research participants' stories. Via the narrative analysis, the researcher investigates how the participants' previous experiences justify their position towards the research subject matter (Gaudet & Robert, 2018). In this study, specifically, the researcher sought the effects of the participants' language learning history on their L2 motivation.

Subsequently, the researcher performed a thematic analysis, which provided a purely qualitative, detailed and nuanced account of the data (Braun & Clarke, 2006). The researcher used the NVIVO software to associate codes to certain words in the interview transcriptions, and then collated the codes into broader themes that would explain the similar patterns in L2 attitudes of this study's participants. The mutual themes that all interviewees pointed out were: ESL acquisition due to its instrumentality, broadening outlook, career goals, further studies and future travels. They also drew attention to the superiority of immersion programs and translation devices in ESL learning, compared to regular school programs. Moreover, the influence of parents and peers, as well as the Quebec culture on English learning, were discussed.

3.10 METHODOLOGICAL LIMITATIONS

Certain shortcomings in the data collection process of this study have led to a change of configuration in the intended research methodology. The primary goal of the researcher was to have participants from each department of Bachelors of UQAC. However, after reviewing the data obtained from the online questionnaires, it was found that the participants were from six of the departments of UQAC. It appears that since participation was voluntary, students from the departments of "Applied Sciences", "Fundamental Sciences" and "School of Digital Art, Animation and Design" were not willing to participate in the online survey.

This study intended to explore the goals and justifications of UQAC undergraduate students in pursuing ESL acquisition. Therefore, this sample size was sufficient to be sure no new themes would emerge with a larger sample size; however, it should be noted that these participants could not be considered representatives of all UQAC students. This shortcoming restricted the researcher from performing an inferential analysis, hence inferring the data to more general conditions.

3.11 SUMMARY

This chapter intended to explain the methodology and methods carried out, to determine the motivations and justifications of Francophone undergraduate students at UQAC, with respect to ESL acquisition. Therefore, the analysis and interpretation framework were explained. To meet the objectives of this study, an online survey followed by an online interview was proposed. Certain quantitative data were derived from the close-ended questions in the online questionnaires. This data was studied and analyzed in the form of a statistical synthesis. Subsequently, the open-ended questions were adjoined to data deriving from the online interviews to form an interpretative analysis. The information from this analysis is intended for advancing possible theories and explaining particular similarities and differences. A detailed, statistical, as well as descriptive account of findings, will follow in Chapters Four and Five. It is hoped that the findings of this study lead to future studies involving larger samples, which could, in turn, be applied to the English program of the public schools of Quebec.

CHAPTER 4

CASE STUDY PROFILES

This chapter presents and examines the profile of each of the interview participants in terms of reviewing their history of learning English. Lev Vygotsky (1980), as the pioneer of the sociocultural theory, attributed a vital role to the learners' environment in language learning. According to Vygotsky, human beings depend heavily on the specific aspects of their environment to develop language and thinking processes (Mahn & John-Steiner, 2012; Wineburg, 1997). Therefore, it is of great importance to review the history of ESL learning of the participants in this study. Moreover, considering the undeniable relationship between language attitudes and language learning, the researcher also pays attention to the alterations in the participants' attitudes throughout their ESL learning adventure. The researcher also investigates the effect of parents and peers on the ESL motivations of the participants. Finally, the methods used by the participants for ESL learning are presented.

Narrative analysis was employed to explore the most critical elements affecting the participants' English language learning. This analysis intended to respond to one of the research questions: What are the motivations and justifications for learning ESL, among undergraduate UQAC students?

The participants, whose profiles are presented in this chapter, participated in the interview and gave in-depth details about their history of learning English. All of the participants have been given pseudo names to protect their identities. In addition, since this study has been written in English, the researcher decided to use English translations for the French interview verbatims.

4.1 MARTIN

Martin is a Social Sciences student at UQAC who actively pursues learning English.

Language attitudes

He said that he dreams of backpacking across different countries in the future after obtaining his university degree. He considers English to be a "booster" in his travel plans and for this reason, he prioritizes learning English. He described his motives as:

> I have so many projects planned in my future that will be better with my English abilities. I see myself being able to do big projects around the world, like courses in English or travel, discover the nations and the language and read articles in English. What determines my motivation at the moment to learn English is really my tasks and my projects that I want to do.

Martin told me that he also considers learning Spanish when he is confident with his English proficiency. He said that speaking Spanish would result in him being a trilingual, something that he has always had on his bucket list.

Learning ESL at school

Martin said that he had always had problems with languages at school, even with the French language. Therefore, he never put the necessary effort into learning language fundamentals. Moreover, regarding the English language, he stated that he did not care about learning it properly when he was younger as he saw himself living in French in Saguenay-Lac-Saint-Jean. He elaborated that he knew he was not good and needed help, but also never thought English would be a necessity in his life. Thus, not only did he not get any help with his studies but he also stopped participating in classroom activities. Now that he looks back on his journey, he regretfully considers 'College' to be the place that could have been most useful for him to start expanding his efforts into learning English.

Living in an Anglophone community

When Martin joined the Army and was sent to New Brunswick, he realized the importance of knowing English. At their base, the majority of people were Anglophone, so he had to learn enough English to be able to handle his basic needs. He described his experience in New Brunswick as:

> I was in a row with eight other people and I was the only one who actually spoke French! I knew I was going to stay there for six months and that I have to manage my situation there but how could I, when I could not even ask them where my bed or locker was?

He elaborated on his struggles being in a minority language group and said that:

> I realized I just had to express myself with really mundane things, so I started learning how to ask about everyday activities, you know, like "Are you going to take a shower?", "Will you help me clean up?", "How do you do it out there?" or "Can you turn off the light?". But I still could not go further in conversations than these questions. One of the most memorable incidents that happened over there was an argument with an Anglophone who was asking me for a "towel" and I had no idea what he was talking about. So even if he repeated "towel" to me ten thousand more times, I would not get it! And it was not until he got himself a towel and pointed it at me that I got what he meant and I was like "Ah, yes, a towel, ok". That is when I learned the word "towel" and later "dustpan"; in a context-based argument!

After spending around six months in New Brunswick, Martine was sent to a base in Quebec City. There he had the opportunity to participate in English immersion classes where he was focused solely on language learning and progressed rapidly.

Personal methods for language learning

When I asked him how often he practices English now, he explained enthusiastically that it is "unacceptable" for him to not put maximum effort into studying English. He elaborated further that at the moment, he is emphasizing understanding English rather than being able to speak the language.

Further, in response to which tools he uses for ESL learning, he said he follows and even forces himself to watch English TV, listen to English podcasts and use language applications as much as possible:

> I try to listen to English podcasts when I am working for around two, three hours, you know, until my concentration is all gone, and I understand nothing. I also use the "Busuu[7]" app for English lessons. What I like about it is that it actually gives us levels, so we know what level we are at and that if we are bilingual or not. It is really important to determine whether you are bilingual or not.

Parents and Peers' influences on ESL learning

Martin has Francophone parents who barely speak English. He stated that his father has never been interested in English and does not know anything in English. However, his mother, a college instructor, knows enough English to convey a "mini-point" when necessary, but he never imagines hearing his mother using English for fun. He carried on by talking about the importance of having bilingual parents:

> In a way, I think my parents influenced my English development, because, you know, according to the psychology of the unborn child, when we are in the womb of our mothers, we hear sounds and if we hear sounds in English, it can help us learn English easier later on. I think I did not get a chance to hear sounds in English when I was in my mother's womb and clearly not later in my development.

Martin believes having bilingual parents would have helped in learning both languages better. Therefore, his parents have had a negative influence on his ESL learning development.

4.2 JOSIANE

Josiane is a Social Sciences student at UQAC as well, and describes herself as an enthusiast to learn "all" languages.

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[7] Busuu is a language learning platform that allows users to interact with native speakers. A variety of languages are offered on this platform: busuu.com

Language attitudes

She expressed that ever since she enrolled in Spanish and German courses in college, she has discovered a passion for foreign language learning:

> I have an interest in all languages. I want to speak them all! It sounds a little unrealistic, but it is actually a good way to learn more about other cultures. For me, it really seems like "an opening" and I want to expand my learning a lot. I think there is a story behind the change in the sentence structure of each language and it is fun to know that story. I do not learn a language just to learn the language. I really try to push further whenever I can.

Therefore, even though she has a good command of English and that she actually enjoys the language itself, she does not prioritize English over other languages. Thus, any chance she gets, she tries to speak Spanish and German, rather than English:

> I have some colleagues at work that speak Spanish and a little German. I try to communicate with them a little bit in those languages. I mean, I am a little shy and I only speak a little of their language, but I always try to use it and I am proud, like: "yes, I can speak your language".

When I asked her which language, she would like to learn next, she said she is trying to learn Arabic at the moment. Her spouse is Arabian and that would allow her to learn about the Arabic culture deeply:

> It is because of him that I focus on Arabic, so I can one day visit his country of origin and know him better too. When you know the language it always becomes better. I can then understand him better when he is talking to his family and friends. Learning Arabic agrees with my needs right now.

Learning ESL at school

Josiane walked me through her history of learning ESL and explained that during her first year of primary school where they first started teaching English, she had surgeries and missed a lot of school time and in the second year when she came back, other students were already very advanced in English. That caused her to have a negative attitude toward English. Even though her parents do not speak English, Josiane said, it was their support that helped her through those years.

When she was in sixth grade, she went to mandatory intensive English[8] classes and liked them quite a lot. Later, she went to another voluntary intensive English course at high school, but it was too difficult for her to understand so she quit.

Living with an Anglophone

Two years after the intensive classes, she started using English out of the context of the classroom and in real life. That is when her sister's Anglophone spouse moved in with them and they had to communicate with him in English:

> Nowadays, my sister prefers to speak more in English than French. Her job is in English and she still has her Anglophone boyfriend, so it is natural for her to speak in English. Often when I go to her house, we speak in English, but if I do not like it, we can also speak in French. She still speaks very good French.

Josiane also expressed that since she works in the hospital, she sometimes encounters patients who speak English, but other than these situations, she rarely uses English in her everyday life.

Personal methods for language learning

I asked Josiane whether she follows English content in media or social media in terms of learning from them. She explained:

> I do not listen to a lot of music in general, but when I do, I would say it is like half in French and the other half is mixed: I have English, Spanish, German and Arabic songs in my playlists. Even with TV, I would rather watch a movie or series in French or French dubbed than English. And when it comes to Netflix, I always have a series in French, one in Spanish and one in English.

She even stated that she tries her best to follow social media in French too and would like for her only encounter with the English language to be limited to "memes". Although,

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[8] Inspired by the immersion program, the ministry of Education of Quebec started the intensive English classes in the mid-seventies in Francophone elementary schools in Quebec. In the intensive program, students learn only the English language for half of the year while the other academic subjects are taught in the second half. https://www.studyincanada.ca/intensive-english-program/

according to her, neither one of these reactions towards the English language stem from her negative attitude toward the language itself, but rather, due to being overwhelmed by Americanisation in different aspects of her life.

Parents and teachers' influence on ESL learning

According to Josiane, her parents did not have any influence on L2 learning. She explained that they demanded good grades in English as a school subject, not as an L2 to be learnt. Nevertheless, they were not opposed to the idea of their children learning any L2:

> I have never heard my parents speak of a second language in general. My parents always told me that school was important and that all school subjects are important. But I have never seen them speak English and my grandparents either. But they have never been reluctant to hear it either. For example, I was not so lucky there, but my sister did an exchange program during high school and my parents were super open to that idea. They did not hesitate for her to go and explore the language herself and I think we got the open-mindedness about languages from them, but they never pushed us to do that either. They were really neutral I would say.

Josiane then clarified that if there is anybody who has influenced her ESL learning, it would be her English teachers at school. She explained that she had had teachers who were keener on the students who corresponded to a certain criterion that pleased them and it had a negative influence on her ESL learning. According to Josiane, the teachers never pushed her to go further and learn more, because she always had good grades and could keep up with the school material and it was enough for the teachers.

4.3 AUDREY

Audrey is a Science of Education student at UQAC, who is all about promoting the French language as much as the Anglophone community promotes English.

Language attitudes

She explained this commitment by talking about her experience in Ontario:

After college, I participated in the Odyssey program[9] and was sent to Niagara Falls to promote the French language. There I understood the importance of the French language; here in Saguenay, we often do not realize how much French identity and language can be threatened elsewhere because we are under the impression that everyone speaks French. Then when I was there, I realized that "Ok, wow, not everyone speaks French!" so it is really important to keep the French language.

That gave her all the more reasons to seek to promote the French language and opt for bilingualism rather than just valorizing the English language as the one single useful language to know:

I could say that experience changed my perception of languages in general, precisely because of the contexts in which I have experienced them. I saw both sides of the coin, the completely francophone side and the completely English-speaking side too. Before, let's say when I was in high school, I was all about learning English, because everybody all over the world speaks English, but now, over time, I understand the usefulness of speaking English, but I would never give up my French language to speak just English. Because I also understand the usefulness of the French language. I mean I actually realize the usefulness of all the languages in the world. So, I would not be willing to give up one language for another and I attach so much importance to all the languages. Yes, I am still super optimistic and enthusiastic to learn English and deepen my knowledge, certainly, but never at the expense of another language.

When I asked Audrey, now that she understands the importance of all languages, does she consider learning a third language in the future and she replied:

I am really fascinated by people who actually speak several languages. I mean it is crazy to think that there are all these words in their heads, I flip when I think about it! And for myself, when I was younger, I wanted to be a translator, so I still have an interest in languages, so I learned to speak sign language, which is considered a language even though it is not oral. Yet, it seems that as I get older, I get more realistic about how much time it takes to learn a language, so, you know, I limit myself to learn the languages that are going to be useful to me, so yes, maybe in future when I have fewer projects to do, I will learn another language.

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[9] The Odyssey Language Assist program is a nine-month, full time work experience during which the participants share their language and culture with young people in another Canadian province. The Odyssey program is coordinated by the Council of Ministers of Education and has been operating across Canada since 1971. https://englishfrench.ca/about-olp/

Learning ESL at school

Audrey started ESL in primary school and immediately started liking the language. Consequently, she voluntarily participated in the Intensive English program, where she grew to be advanced very quickly. Later, in secondary school, she participated in the Explore Program[10] in Ottawa. She liked her classes very much there but as she explained outside of the classes, every time she spoke in English and people realized she had a French accent, they immediately started responding to her in French. Therefore, she did not consider the experience very successful in terms of practicing English in an Anglophone community.

Living in an Anglophone community

I asked Audrey what the most important lesson about living in Niagara Falls was and she humorously replied, "that I was not bilingual". She elaborated further by stating:

> I managed to have conversations about routine things, every once in a while and it was fine, but when you have to spend the life speaking English, it becomes more difficult. I tried to say what I thought and I had to dig long in my head to find the words that I really wanted to say and were accurate and it was a lot of work to do. To be bilingual and comfortable speaking English was a lot of work to do back then for me. I became aware of the small gaps that I had when I was immersed in the English-speaking environment 24 hours a day. My car was broken and I had to take it to the garage one time and I realized I could not explain what the problem was or what sounds I hear from it. Well, it is not something I was used to practicing in school contexts.

Even though experiences as such result in demotivation in most of learners, in Audrey's case, not only were they not demotivating but they also helped pushed her to deepen her ESL knowledge.

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[10] The Explore program is a five-week language learning program funded by the department of Canadian Heritage of the government of Canada that makes it possible to learn one of Canada's official languages, French or English, during an immersion experience. The learners will be registered in an accredited educational institution outside of their residing province. https://www.canada.ca/en/canadian-heritage/services/funding/explore.html

Personal methods for language learning

Audrey claimed to know the value of ESL knowledge but then thinks the theory-based classes are just not efficient for her. She would rather practice her English by speaking with her Anglophone father-in-law, listening to English music and watching English TV series.

Parents and Peers' influences on ESL learning

Audrey said that her parents encouraged her to learn English when she was a child. According to Audrey, her parents perceive themselves as "handicapped" outside of Quebec due to their lack of knowledge in English, so they always encouraged her to participate in the intensive English program. However, she also stated:

> It would not be the right term to say that, but my parents may be a little hypocritical when it comes to English; in the sense that they sell it to us like it is really important, but they see it as really difficult. You know, as it is a really big hurdle to overcome at their age and then they would not make the necessary effort to learn English themselves.

Nonetheless, Audrey explained that she had had the chance to meet bilingual people that could help her with both languages. She described these encounters as positive, motivating and helpful companionships that encouraged her ESL learning.

4.4 MARIE-EVE

Marie-Eve is a Social Sciences student at UQAC who likes learning different languages from their respective native speakers.

Language attitudes

Marie-Eve explained that she enjoys and valorizes English as a communication facilitator between people of different cultures and language backgrounds. At the same time,

she thinks the media is "abusively pushing American culture by globalizing the American language". She added that she is more passionate about learning Latin languages, especially because they have more in common with the French language:

> I wanted to participate in an exchange program and go to Ecuador, so I started taking Spanish classes a year before I went there. I really wanted to know the basics before I was in Ecuador. But then I started liking it and I took more courses when I came back.

I asked Marie-Eve what changed her attitude toward Spanish when she was in Ecuador and she briefed me about how valuable her experience was learning the language from Spanish native speakers. Afterwards, as she described, she made an effort to learn the basics of different languages from the people around her:

> Some time ago, I had a Greek colleague, so I tried and learned the alphabet and how to count from him. I was motivated to learn Greek, for the sake of learning something new, not because I wanted to go to Greece. I have also started to learn Portuguese a little bit, but it is really embryonic now. German too, a little bit. I have touched on a few other things too, but I think it is going to be more accurate with immersion classes or travel projects.

Learning ESL at school

Marie-Eve took regular English courses at school and after went to the Explore program in Ottawa. I asked her about her motives for taking part in that program and she responded:

> I was always attracted to languages, adventure in general. I knew it was something I wanted to learn and could use it afterwards, besides, I could take a little trip and that seemed interesting to me.

Additionally, she participated in the "Anglais fort"[11] course in Cégep[12].

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[11] The English course who is designed for the advanced students of English. The students with strong English background are placed in this course.

[12] Cégep is a publicly funded post-secondary education exclusive to the province of Quebec.

Personal methods for language learning

Marie-Eve believes that aside from the Explore program, learning English has been "natural" and "effortless" for her. She elaborated by saying that she feels overwhelmingly surrounded by English. Most of the content on the internet, TV, Netflix and even the music she listens to is English. Therefore, she does not have to make any real effort to learn this language intentionally as she is already involved in the "English environment".

Parents and Peers' influences on ESL learning

Marie-Eve's parents do not speak English well, but they would like to take English courses after their retirement. She thinks their motivation is related to the shortcomings that they had faced not knowing the language. Thus, they are a source of encouragement to Marie-Eve in pursuing English.

Moreover, in terms of peers' influence, she told me:

I have friends who speak English, who share the same values as me, who want to travel and discover what is happening in the world and they know English. Some of them are completely English-speaking and I find it very convenient to be able to speak with them in English. On the other hand, I also have friends who really want to preserve Quebec's culture and language and neither speak any English nor desire to. And I am under both of these groups' influences.

4.5   MARIE-KIM

Marie-Kim is a Science of Education student at UQAC whose dream job has always been to become a "traveller". She described, as a child when everyone wanted to be a doctor or an astronaut, she wanted to be a traveller and to be a traveller meant she had to learn English, which is spoken almost everywhere throughout the world.

Language attitudes

She eagerly pursued her goal and studied tourism in Cégep, so that she could travel for work. Her first destination was Ontario, for a summer job and later Alberta to be more in contact with the Anglophone community. Afterwards, she went to Argentina and Mexico to visit South America but also to work with American tourists. There she learned Spanish by participating in intensive afternoon classes. I asked her how much of her Spanish she remembers now and she replied:

> I did not use my Spanish after that really. If you ask me to make a sentence in Spanish, I have to think about it really much, but it is in a drawer somewhere in my head and if I try, I will be able to get it out.

Soon after, "just in the spirit of wanting to travel to Asia", she sent her CV for an ESL primary school teaching position in China. She got accepted for the job, which meant that she needed to move to China for a year. I asked her whether she knew any Mandarin before moving to China and she briefed me by saying:

> No, I did not speak any Mandarin. There was another Quebecer there when I first arrived. It was two months before the end of his contract and in that period, he showed me everything. It felt good to have a Quebecer with me in the beginning. After that, I had to learn Mandarin a little bit. Even now, I know my basic Mandarin, like if you leave me in China, I will be able to survive, order food and have discussions with children. I was working with children there, so I learned children's Mandarin like I cannot say "go to the bathroom" but I can say "go peepee". But really, the grammar and sentence structure of Mandarin are similar to those of French, so after you learn a few verbs, pronouns and a few nouns, you can formulate sentences.

Learning ESL at school

Pursuant to becoming a "traveller", Marie-Kim explained how enthusiastically she was looking forward to starting her ESL classes at school. She compared herself to a "sponge," just taking in any English word that she heard at that time and during her classes. Later, in the sixth grade, she participated in the voluntary intensive program:

> I was so excited for the ESL classes that even now I can just remember the part of the year that we studied English. I really have no recollection of what we learned in the French part!

After enrolling in 'tourism' courses at Cégep, she obtained her first bachelor's in 'Modern Languages' at UQAC. She quit school afterwards and started travelling. Her experience in China boosted her confidence, where she became infatuated with teaching. As she explained, after teaching ESL to Chinese children, she discovered her passion for becoming a primary level teacher and that is why she is currently enrolled in UQAC's bachelor's in Education program:

> Teaching English made me learn even more about the language, I had to ask myself a lot of questions, because, you know, I was like, "How can I teach them how to understand the basics, the alphabet and the little phrases and lots of little things?" So, I had to put myself in their shoes and learn more myself. It was really super interesting.

I asked Marie-Kim whether she considers becoming an ESL teacher after obtaining her degree. She said that it is not her original plan and that she would rather become a science teacher, but she would like to be a substitute teacher when an ESL teacher is not available.

Living in an Anglophone community

She explained that living in English Canada was rather intimidating since she realized then that her English is sufficient for reading and writing, but not functional in communicating with Anglophones:

> I got my big flash there. Before I went there, I was like, "I am good at English, it is going to be an easy summer in Ontario", but when I went there ... I think I spent a month easily not talking to anyone because I was super embarrassed to talk. I mean I knew I was capable of formulating a sentence, but it was really because of my accent. I did not want to be labelled as the "Frenchie frog", which is what motivated me to go unnoticed.

She was fonder of her experiences in Latin America as a person who spoke English, since in Latin America, as she pointed out, everyone's English was a little "shabby". She elaborated on her comment by saying:

> I was less stressed to speak English there. My English was considered very good there, so I seized the opportunity to speak a little with everyone. There, I

was that Canadian girl who spoke good English, even though I am French and have an accent speaking English.

Marie-Kim enlightened me about her experience communicating with her colleagues in English in China too. She explained that English was the only common language between them, since they came from different countries with different language backgrounds.

Personal methods for language learning

Marie-Kim told me that she does not consider going back to theory-based classes to practice her ESL skills anymore and her practice is limited to English media these days:

> I am really intolerant of everything that is dubbed or translated to French. I am not able to follow any translation film or series. I would only stick to the original version of the documents.

Marie-Kim told me that aside from watching Netflix every day and following YouTube content in English, she reads many English books as well. Approximately a third of all her books are in English and she uses "Linguee[13]" whenever she encounters a new term.

Parents and Peers' influences on ESL learning

Marie-Kim's parents do not speak English; however, they have always encouraged her to learn English. Marie-Kim proudly added that her travels and adventurism inspired her mother, so she registered for adult ESL classes recently:

> My mother was super excited about her classes and she called one day to tell the little, short phrases she learned there and then she was like, "What is going on?" and we laughed together. I am glad that she is excited to learn English. I think we got motivated together. To see that I was good at English, motivated her and for me, it was to see that my parents did not speak English. The fact that they always wanted to speak English but that it was like a barrier for them and that we could not go on a trip because they could not handle it in English;

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[13] Linguee is an online multilingual concordance that provides an online dictionary for a number of languages, such as English, French, German, Spanish and more: linguee.com

was motivating. I told myself, I want to speak English so I can go anywhere and I am never going to be limited because of it.

I then asked Marie-Kim about her friends and whether they influenced her ESL learning. She jokingly said that "I certainly lost all my friends when I went to intensive English classes" and then clarified that most of her friends are not good at English; thus, they would come to her when they need help with English. She also added:

It has always been important for me to have a boyfriend who speaks English and my boyfriend also always wanted a girl who knows English. Well, it is silly but we are both intolerant about French translations when for example watching a movie together. At the same time, it is something very good, you know, it's like education, being able to use English together.

Marie-Kim also discussed her teachers' encouragement when she was learning English at school. She mentioned that her teachers were always satisfied with her grades and considered her a "good English speaker".

4.6   COMPARING CASE STUDY PROFILES

This chapter intended to study each interview participant's profile closely to answer one of the research questions: What are the motivations and justifications for learning ESL, among undergraduate UQAC students?

To revisit this question, it is useful to summarize the similarities and differences among the five case study participants' histories in ESL learning.

All participants agreed upon the value of English as a communication facilitator. For this reason, they all sought intensive ESL programs voluntarily. Moreover, they all believed that learning English is the first step in international affairs, like travelling overseas.

When I asked the participants about the most effective approach to learning ESL, they all chose 'being immersed in the Anglophone environment'. According to these participants, the English that is practiced in ESL classes, even in the intensive program, is controlled and does not lead to practical English that would help in many daily situations. As Audrey stated, a situation like taking a broken car to a garage is something that a person only learns by living the situation and not participating in ESL classes.

Subsequently, all the participants considered the media to be the most useful method of ESL learning. Marie-Eve stressed this point and expressed that even after participating in the intensive and immersion program, Netflix is the tool that truly taught her practical English.

Regarding teachers' influences on ESL learning, Marie-Kim and Josiane pointed out that since their teachers were satisfied with their results, they often failed to encourage them to push themselves further. In this way, the teachers had a negative influence on their ESL motivations.

Contrary to the teachers, all the participants declared that despite their parents being Francophone and not speaking English themselves, they have encouraged them to pursue ESL learning. The participants explained that their parents' encouragement was due to their incompetency when travelling to English-speaking places. They said that their parents did not want their children to go through the same struggles as they did.

Finally, even though they recognize the importance of ESL, Josiane, Audrey and Marie-Eve expressed their negative attitudes towards Americanisation and the wrongful spread of American culture instead of ELF.

The next chapter will discuss the primary findings which emerged from the survey and the interviews. The emerging themes from this study's data will be compared and associated with the previous studies addressed in the second chapter.

CHAPTER 5

RESULTS AND DISCUSSION

This chapter will focus on the primary findings derived from the survey results and the interview transcripts. The researcher intends to connect these findings with the most salient ESL-oriented themes cited in chapter two. The data from this chapter is used to answer the research questions:

1) Do the undergraduate students of UQAC sense the necessity of L2 acquisition?

2) If yes, to what extent do they choose 'English' as an L2 to be learned?

3) What are the motivations and justifications for learning this language by this community?

The research questions address ESL necessity, ESL motivations, L2 attitudes, L2 anxiety and English language agency. In addition, three other themes were found in this study's data: the effect of the environment, media, and translation devices on ESL learning. The themes mentioned earlier are discussed respectively in detail below.

5.1   ELF AND ESL NECESSITY

The participants were asked about their perceptions of the English language and whether or not they consider ESL learning a necessity in their lives. The obtained responses had quite a dynamic range, from contemplating English to be the "master key", launching all future opportunities, to considering the promotion of English as "publicizing American propaganda".

Martin was the participant who considered English to be a "master key". He considered English knowledge to be a necessity in his life. He said that despite living in a French-speaking region, people are becoming more and more involved with English-speaking communities, and

ESL knowledge is even becoming a job requirement for many positions. Martin expressed that his experience in New Brunswick taught him the value of ESL. In New Brunswick, he learned that he has to understand English to communicate with people outside of his Francophone comfort zone. According to Martin, regardless of what his future plans will be or where he would like to reside, he needs to enhance his ESL proficiency to relate to the international world.

Similarly, a cumulative of 97.2% of the survey participants 'agreed' that ESL knowledge is necessary since they may need it for future plans, such as studying or working overseas.

Table 2 : Having English knowledge is necessary because I may need it later (for job, studies).

Answer	*n*	Valid %	Cumulative %
Strongly disagree	1	2.8	2.8
Disagree	0	0	2.8
Neither disagree nor agree	0	0	38.9
Agree	13	36.1	100.0
Strongly agree	22	61.1	

Marie-Kim supported this idea by considering ESL as a "tool" to communicate with people of different backgrounds. She recalled her experience in South America and China and expressed how people from Argentina, Mexico, South Africa, Australia, England, and China were all able to communicate in one mutual language: English.

Correspondingly, as Table 3 reports, 65.5% of the survey participants presume complexities in living abroad and not being able to communicate in English.

Table 3 : I see no conflict in living abroad and not communicating in English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	6	20.7	20.7
Disagree	13	44.8	65.5
Neither disagree nor agree	2	6.9	72.4
Agree	5	17.2	89.7
Strongly agree	3	10.3	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Audrey agreed on the usefulness of speaking English, calling it "omnipresent in all aspects of people's lives"; however, she stressed the value of speaking other languages as well. Audrey said:

> I do not consider one language to be more important than another language. At the same time, there is no denying that English is more useful to be learned than other languages. It is universal, it can be used almost anywhere in the world, but if I plan to travel or live in another country, I believe it is also important to learn a few words of the local language. I believe English should not obscure cultural and language differences.

In this regard, the survey participants were asked a similar question on whether they find 'English' to be the most important language to learn and as shown in Table 4, 62.1% agreed with this statement.

Table 4 : I find other languages more important to learn than English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	5	17.2	17.2
Disagree	13	44.8	62.1
Neither disagree nor agree	7	24.1	86.2
Agree	1	3.4	89.7
Strongly agree	3	10.3	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

The 'practically of English' was found as the most important reason for choosing this language as the most important language to be learned. The survey participants also mentioned the following reasons:

- It is the language of business and it will be useful in international affairs.
- It is the most used language in the world so everybody should learn it.
- Most of the online resources for our studies are found in English.
- We live in a bilingual country and are surrounded by Anglophone neighbours, so it is logical to learn English before other languages.

However, some of the participants were opposed to the idea of ELF and considered other languages such as Spanish, Mandarin and German more important L2 languages. Below are their reasonings:

- Logic says Mandarin and Hindi will be the most important languages in the future but in Quebec, it is more practical to first learn English.
- Mandarin will be the most used language in a couple of years but for Quebecers who are reluctant about learning a second language, just some level of English proficiency will be sufficient.
- Spanish is the best language for travelling.
- Why is all the emphasis on the English language? Spanish is the most useful language for travelling. When I was in Italy, they did not understand any English, but my Spanish was useful.

Marie-Eve was also one of the opposers of the idea of ESL necessity and ELF. However, she claimed that she is not against globalization or the idea of a global language. Marie-Eve stated:

> I am not against globalization because it is a natural process that is finally being done, and I think it is beneficial that a language brings everyone together at one point. But I think what is problematic is that the American culture is being forcefully conveyed through the English language. All we hear every day is American music and all we see are American movies. It is American propaganda. It is like they are trying to transmit their culture via the global language around the world too.

Josiane was also against the idea of English as the most important language to be learned. She expressed that English globalization is developing at the cost of losing other languages. According to Josiane, it is essential to have L2 knowledge; however, she did not consider 'English' to be the most important L2 to be learned. She elaborated that it is plausible for people to pursue ESL in Canada, considering the country to be bilingual. She has a good command of English herself too, yet she does not appreciate the 'big fuss' about ELF. What makes her reluctant toward ESL acquisition is that "people appraise the English language at any cost". She declared that she would much rather learn an indigenous language as it is a language that is more at risk of disappearing than learning a language that is spoken by

everyone, everywhere. In her words, "encouraging ESL learning is like encouraging big-box stores rather than local retailers". Josiane added that even in her everyday French vocabulary, she would try to eliminate the 'Anglicism' as much as she could.

Nevertheless, as Figure 3 shows, 52.8% of UQAC undergraduate students in this study 'strongly agree' that English can be used as a communication facilitator between people with different language backgrounds.
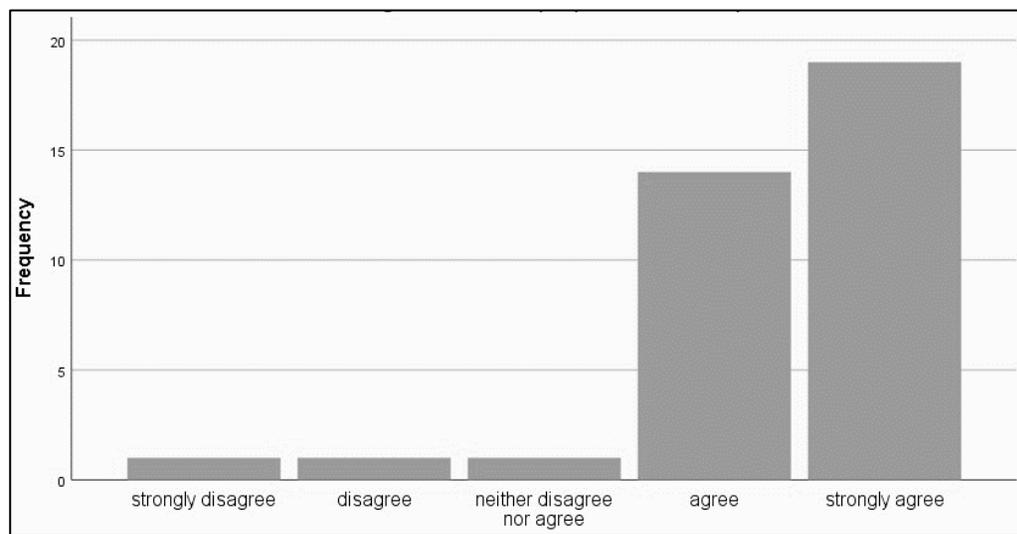
Figure 3 : I would like to learn English because it will enable me to get to know new people from different parts of the world.

This question's results show adequate similarity to those from the study of Pan and Block (2011). UQAC undergraduate Francophone students, like Chinese students, view English as a useful source that could be beneficial for further developments. The same pattern of results was seen in the study of Mirhosseini and Badri (2018) whose participants had an utter agreement on ESL's necessity.

5.2   ESL MOTIVATIONS

Several questions in the survey addressed ESL motivations. The questions targeted different factors, representing intrinsic and extrinsic motivation. Questions corresponding to intrinsic motivation will be discussed first, followed by the ones identifying extrinsic motivation.

5.2.1 INTRINSIC MOTIVATION

Participants were asked whether or not they genuinely enjoy the English language and 52.7% (cumulative) agreed that they genuinely enjoy the language, as shown in Table 5.

Table 5 : I would like to learn English because I genuinely enjoy the language.

Answer	N	Valid %	Cumulative %
Strongly disagree	2	5.6	5.6
Disagree	5	13.9	19.4
Neither disagree nor agree	10	27.8	47.2
Agree	16	44.4	91.7
Strongly agree	3	8.3	100.0

Audrey was one of the participants who agreed with this statement and elaborated that she enjoys the English language because of its simplicity in grammar, compared to the French language.

Participants also 'strongly agreed' that ESL acquisition would enable them to broaden their outlook and become more knowledgeable, with 63.9% and 50% of the participants 'strongly agreeing' to the aforementioned statements, as shown respectively in Tables 6 and 7.

Table 6 : I would like to learn English so that I can broaden my outlook.

Answer	N	Valid %	Cumulative %
Strongly disagree	1	2.8	2.8
Disagree	1	2.8	5.6
Neither disagree nor agree	1	2.8	8.3
Agree	10	27.8	36.1
Strongly agree	23	63.9	100.0

Table 7 : I would like to learn English so that I can be a more knowledgeable person.

Answer	N	Valid %	Cumulative %
Strongly disagree	2	5.6	5.6
Disagree	1	2.8	8.3
Neither disagree nor agree	5	13.9	22.2
Agree	10	27.8	50.0
Strongly agree	18	50.0	100.0

These identification types of intrinsic motivation accord with You and Dörnyei's findings (2016). The participants of both studies seem to associate ideal self-images with ESL acquisition.

The latter results are more likely due to the position of the English language as the global language. The results of the subsequent questions would support this assumption. As seen in Tables 6 and 7, when the participants were asked whether they learn English to better understand the behaviour and problems of English-speaking nations or to know the culture of these nations, they remained neutral. This is also evident in Table 8 and Table 9, with 41.7% and 38.9% of the participations, respectively, 'neither agreeing nor disagreeing' with the questions asked.

Table 8 : I would like to learn English to better understand English-speaking nations' behaviour and problems.

Answer	N	Valid %	Cumulative %
Strongly disagree	2	5.6	5.6
Disagree	9	25.0	30.6
Neither disagree nor agree	15	41.7	72.2
Agree	8	22.2	94.4
Strongly agree	2	5.6	100.0

Table 9 : I would like to learn English to know the life of the English-speaking nations.

Answer	N	Valid %	Cumulative %
Strongly disagree	2	5.6	5.6
Disagree	6	16.7	22.2
Neither disagree nor agree	14	38.9	61.1
Agree	10	27.8	88.9
Strongly agree	4	11.1	100.0

Moreover, as seen in Figure 4, 38.9% of the survey participants 'agreed' that they pursue ESL education to learn more about the English world.
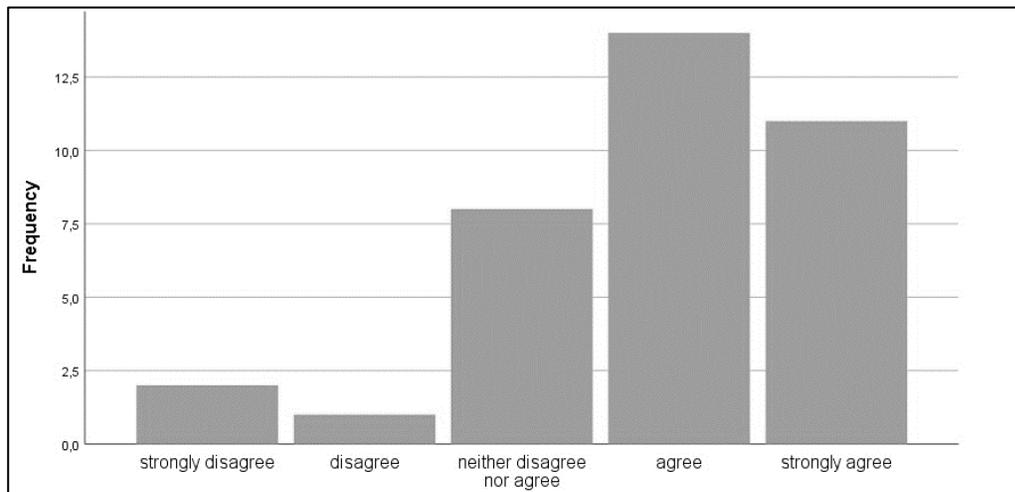
Figure 4 : I would like to learn English because it will enable me to learn about the English world.

These results are similar to those of the study of Khoshsaligheh et al. (2014), stating that 93% of Iranian graduate students agreed that ESL knowledge is essential for understanding people from English-speaking countries.

The findings suggest that some UQAC undergraduate students are intrinsically motivated to learn English to broaden their expertise horizons. More questions were asked of the participants to confirm whether or not they are extrinsically motivated to learn English as well. The subsequent questions correspond to factors influencing extrinsic ESL motivations.

5.2.2 EXTRINSIC MOTIVATIONS: TRAVEL GOALS

The factor influencing ESL learning that was declared most frequently in the interviews was 'travel goals.' Marie-Kim mentioned that she has always dreamed of becoming a traveller and the first step toward that dream was to learn English. Audrey and Martin restated the same passion and elaborated that ESL acquisition is essential for travel plans. On the other hand, Josiane was the only interviewee who did not consider travel goals as a motive to learn English. Josiane argued that she would rather learn the local language of her destinations, instead of using ELF. Nevertheless, contrary to Josiane's beliefs and as shown in Table 10, 75% of the survey participants 'strongly agreed' that ESL knowledge would be helpful in their travels overseas.

Table 10 : I would like to learn English because it will help me when travelling.

Answer	*N*	Valid %	Cumulative %
Strongly disagree	0	0	0
Disagree	0	0	0
Neither disagree nor agree	2	5.6	5.7
Agree	6	16.7	22.9
Strongly agree	27	75.0	100.0

Note. 1 answer was missing for this question, so the percentages are calculated with the available answers.

Moreover, as reported in Table 11, 58.3% of the participants 'strongly agreed' that they would like to learn ESL specifically for travelling to countries where English is used.

Table 11 : I would like to learn English because I would like to travel to countries where English is used

Answer	*N*	Valid %	Cumulative %
Strongly disagree	1	2.8	2.8
Disagree	1	2.8	5.6
Neither disagree nor agree	1	2.8	8.3
Agree	12	33.3	41.7
Strongly agree	21	58.3	100.0

Travel purpose is one of the most identified motivating factors in ESL acquisition. Similar to participants of this study, other Quebecer participants in Bridge (2012), Noels, Clément and Pelletier's study (2001) referred to "travel goal" as an extrinsically ESL motivating factor. Likewise, other studies, such as those of Al-Qahtani (2013), Eslami and Ahn (2014), Ghazvini and Khajehpour (2011), Gomari and Lucas (2013), Khoshsaligheh et al. (2014), Mirhosseini and Badri (2018), You, Dörnyei and Csizér (2016), and You and Dörnyei (2016), mentioned "travel goal" as a universally motivating factor in ESL acquisition.

5.2.3 EXTRINSIC MOTIVATIONS: FURTHER STUDIES

To explore "further studies" orientations, participants were asked whether they would need ESL knowledge for future studies. As shown in Table 12, a cumulative of 55.5% of the respondents 'agreed' that English could be a valuable means; however, the percentage of the participants who disagreed with this statement is still considerable.

Table 12 : I would like to learn English because I think I will need it for future studies.

Answer	N	Valid %	Cumulative %
Strongly disagree	6	16.7	16.7
Disagree	8	22.2	38.9
Neither disagree nor agree	2	5.6	44.4
Agree	12	33.3	77.8
Strongly agree	8	22.2	100.0

Marie-Eve was one of the participants who considered ESL knowledge beneficial for future studies and expressed that there are many articles and resources online in the English language as compared to other languages.

Audrey acknowledged the usefulness of ESL for future studies but also argued that at times, the same phenomenon could be demotivating. Audrey explained that bachelor's students are occasionally given English articles to study for specific courses. For those students who have poor ESL proficiencies, studying in English could be "tiresome and discouraging":

> It is quite two-sided. For some students like me, who are already good at English, it is motivating to know that we can just access more information on the school level and in our majors if we just improve our English. But I am not sure how demotivating it would make me feel if every time I wanted to get information, I had to put so much extra effort to wrap my head around the article in another language and not the notion of the article itself.

Josiane supported Audrey's assumption and said that there are many materials available in French and students should not be pressured to study English articles. Josiane did not consider studying as one of the factors influencing ESL acquisition.

Contrary to Josiane's opinion, the researcher argues that even though there are many French scholarly sources available, the number of sources available in English is far more vast due to English being the global language. Therefore, for higher education and in conducting research, ESL proficiency would be an advantage. Correspondingly, many international studies claimed higher education to be a significantly motivating factor in ESL acquisition (Abidin et al.,

2012; Al-Qahtani, 2013; Ghazvini & Khajehpour, 2011; Gomari & Lucas, 2013; Mirhosseini & Badri, 2018; Oroujlou & Vahedi, 2011; Pan & Block, 2011; Taguchi et al., 2009; You & Dörnyei, 2016).

5.2.4 EXTRINSIC MOTIVATIONS: CAREER GOALS

As shown in table 13, 47.2% of the participants 'strongly agreed' that ESL acquisition will enable them to work globally.

Table 13 : I would like to learn English because with English I can work globally.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	2	5.6	5.6
Disagree	3	8.3	13.9
Neither disagree nor agree	3	8.3	22.2
Agree	11	30.6	52.8
Strongly agree	17	47.2	100.0

Keeping in mind the response to the question above, the participants were then asked whether or not they would pursue ESL learning to obtain a promising career in future. Their response remained 'neutral' or 'strongly agree', as reported in Table 14.

Table 14 : I would like to learn English because I think it will someday be useful in getting a good job.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	1	2.8	2.8
Disagree	4	11.1	13.9
Neither disagree nor agree	11	30.6	44.4
Agree	8	22.2	66.7
Strongly agree	12	33.3	100.0

The participants who remained neutral about this statement emphasized that in the Francophone region of Saguenay-Lac-Saint-Jean, English proficiency is not a job requirement;

hence, they are not necessarily motivated to learn ESL because of its role in having a better career. These participants stated that they would be willing to learn ESL if they were to work in another region that is more exposed to the English language.

On the other hand, certain participants argued that ESL proficiency should become a job requirement for particular positions even in this Francophone region. According to them, bilingualism would be advantageous in Saguenay-Lac-Saint-Jean to attract more tourists and more international job opportunities. Therefore, businesses should demand ESL proficiency from their employees.

Nonetheless, as shown in Table 15, 44.8% of survey participants were against the idea of ESL proficiency becoming a job requirement in Saguenay-Lac-Saint-Jean. They insisted on ESL proficiency remaining "position dependent".

Table 15 : I do not think English acquisition should be a job requirement.

Answer	*N*	Valid %	Cumulative %
Strongly disagree	2	6.9	6.9
Disagree	6	20.7	27.6
Neither disagree nor agree	8	27.6	55.2
Agree	10	34.5	89.7
Strongly agree	3	10.3	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Below is the list of arguments given by the participants who were opposed to the idea of English proficiency becoming a job requirement:

- English proficiency should depend on the type of job. Unless a person is working in tourism, I do not see why English should be systematically required.
- I think that as a bilingual country, and particularly a French-speaking province, there should not be any difficulties finding work in either language unless one language dominates over the other one.
- If it is a job where there will be frequent contact with tourists, for example, then yes, English proficiency should be a job requirement, but otherwise, there are several jobs, especially in this region, where the use of English is very rare.

- I think many people can do very well in a job they are passionate about without having to speak English, so why discourage them?

Other participants were more open to the idea of ESL acquisition for a career position and they suggested the following:

- It is difficult to ignore English completely, especially if one plans to live outside the region. Besides, it will bring more opportunities, so the least an employer can do is to encourage ESL learning.
- Not to impose on those who do not want to speak this language, but English proficiency can be a plus in our region and making it a job requirement would encourage learning it.

Participants were also asked whether they attribute a positive relationship between English proficiency and a higher salary. This question was seen in different studies concerning ESL motivations between Chinese, Japanese and Iranian participants (Azabdaftari et al., 2014; Ghazvini & Khajehpour, 2011; Khoshsaligheh et al., 2014; Taguchi et al., 2009; You & Dörnyei, 2016), and the participants of these studies considered an increase in their salaries to be a strong motive for ESL acquisition. Even the previous studies in Quebec with Francophone participants show strong motivations between ESL acquisition and better career positions (Belmechri & Hummel, 1998; Kruidenier & Clément, 1986; Noels et al., 2001; Oakes, 2010). However, the results of this study indicated that some UQAC undergraduate students do not attribute a higher income to ESL proficiency, with 36.1% of the participants agreeing with this assumption and a cumulative of 38.9% agreeing that ESL proficiency would not result in a high income, unless it is a job requirement, as reported in Figure 5.
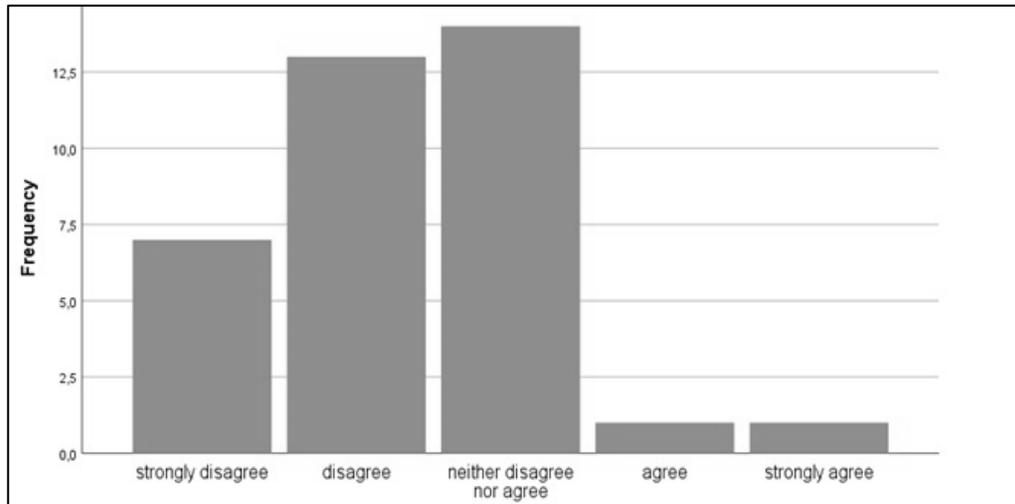
Figure 5 : I would like to learn English because I can make more money with a high English proficiency level.

The lack of ESL motivation due to salary goals could be attributed to Quebec's policy in providing career opportunities for all citizens, regardless of their English proficiency. Therefore, unless participants seek to be hired in bilingual positions, ESL proficiency would not be considered an asset and thus may not result in a higher salary.

5.2.5 ESL MOTIVATIONS: INSTRUMENTALITY

The participants were further asked several questions about their ESL learning motivations in regards to ESL instrumental advantages. As Tables 16, 17 and 18 show, participants are motivated to acquire ESL to enjoy English music, books, and social media, with 55.6%, 97.2% and 89.3% agreeing with these statements, respectively.

Table 16 : I would like to learn English so that I can understand English music.

Answer	N	Valid %	Cumulative %
Strongly disagree	3	8.3	8.3
Disagree	6	16.7	25.0
Neither disagree nor agree	7	19.4	44.4
Agree	14	38.9	83.3
Strongly agree	6	16.7	100.0

Table 17 : I would like to learn English to read books, newspapers, and magazines in English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	1	2.8	2.8
Disagree	0	0	2.8
Neither disagree nor agree	0	0	2.8
Agree	13	36.1	38.9
Strongly agree	22	61.1	100.0

Table 18 : I think I know enough English to be able to enjoy the English content on social media.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	0	0	0
Disagree	2	7.1	7.1
Neither disagree nor agree	1	3.6	10.7
Agree	7	25.0	35.7
Strongly agree	18	64.3	100.0

Note. 8 answers were missing for this question, so the percentages are calculated with the available answers.

Martin elaborated on this matter by stating that Quebecers are tremendously exposed to English content nowadays, and they might as well benefit from it.

Marie-Kim declared the same thing by adding that this exposure has an interactive effect on learners' motivations. The extent of English content could have a positive effect on ESL motivation, just as ESL motivation could increase the amount of English content consumed. . According to Marie-Kim, those who are already motivated to learn English would benefit from the convenience and availability of numerous sources on the internet to enhance their English. She named Netflix as an example; those who want to enhance their English would try to watch Netflix in English, but those who are not motivated would feel overwhelmed because most of its content is in English and French dubbed versions are limited.

ESL instrumentality has been pointed out in several studies: (Azabdaftari et al., 2014; Eslami & Ahn, 2014; Ghazvini & Khajehpour, 2011; Gomari & Lucas, 2013; Khoshsaligheh et

al., 2014; You et al., 2016; You & Dörnyei, 2016). Yashima et al. (2004) referred to ESL instrumentality in their study and mentioned that instrumentally motivated learners seek English content as an opportunity to familiarize themselves with English culture and integrate with English-speaking communities.

Likewise, all of the interview participants declared that the media has been the best source to motivate and enhance their ESL proficiency and that they have learned more "practical English" just by following the media than spending time in ESL classes. Marie-Kim elaborated on the advantage of media over ESL classes and said that with media, people have the choice of following the content that interests them and can educate themselves on the topics that are more interesting to them. In ESL classes, however, topics are not learner-centred and everyone is required to follow the same curriculum.

In conclusion, UQAC undergraduate students in this study consider ESL acquisition an instrumentally advantageous L2 that would help integrate them into the L2 ambiance via books, music and media. Moreover, they are extrinsically motivated to pursue ESL acquisition via these instruments, as they find them more practical and helpful for English conversations than the ESL material they study in schools.

To summarize this section and answer the third research question regarding UQAC Francophone undergraduate students' ESL motivations, the following tendency can be seen:

This group is intrinsically motivated to pursue ESL learning as it would broaden their outlook and enrich their knowledge about the international world. The extrinsic motivations for them to pursue ESL learning are travelling, comprehending English materials in their studies, and following English media.

5.3 L2 ATTITUDES

It has been concluded in section 5.1. ELF, that UQAC undergraduate students in this study recognize the necessity of learning ESL. Moreover, in section 5.2. ESL motivations, it has been stated that this group may support ESL acquisition because of its usefulness in international affairs, as well as favouring personal enrichment. In this section, details are provided on the extent to which the participants are willing to expand their efforts towards L2 learning.

Participants were first asked about their attitudes towards L2 learning in general. A cumulative of 69% of them agreed that L2 learning is challenging regardless of the language they seek to learn, as shown in Table 19.

Table 19 : Learning a foreign language is a difficult task.

Answer	n	Valid %	Cumulative %
Strongly disagree	0	0	0
Disagree	4	13.8	13.8
Neither disagree nor agree	5	17.2	31.0
Agree	16	55.2	86.2
Strongly agree	4	13.8	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Marie-Kim criticized this response and said that even though living in Saguenay-Lac-Saint-Jean does not favour ESL practice -where exposure to English is minimum-, the youth are exposed to the English language through media daily. Therefore, they have access to different sources if they ever consider learning ESL. She added:

> We see that young people use more English vocabulary and some English expressions in their conversations. They add English to their French dialogues for fun, but we do not actually see them learning the language for good. It is a shame that they do not see the importance of learning the language, this language!

Büyükkarcı (2016) found a direct relationship between students' attitudes and their school performance. According to him, students who had negative or fairly positive attitudes reportedly had more difficulties with ESL learning, explaining the results mentioned earlier.

Consequently, to assess participants' attitudes toward L2 learning, they were then asked whether they consider foreign languages as important school subject matters. Compliant with their ESL motivations and even though they consider L2 courses complex subject matters, the participants strongly insisted that they consider these courses as "important" school subjects, as reported in Table 20.

Table 20 : I do not think that foreign languages are important school subjects.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	22	61.1	61.1
Disagree	9	25.0	86.1
Neither disagree nor agree	1	2.8	88.9
Agree	0	0	88.9
Strongly agree	4	11.1	100.0

Recall that the participants of this survey are from various departments of UQAC and that except for those who are enrolled in the 'Arts and Letters' department, others do not have ESL courses as part of their studies. Therefore, to assess UQAC undergraduate students' willingness to expand their ESL acquisition efforts, they were asked whether they would participate in voluntary ESL courses. Though a cumulative of 51.2% of the participants agreed that they would participate in ESL courses if offered at the university, the results shown in Table 21 represent a small percentage.

Table 21 : If English courses were offered at university, I would have participated.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	4	13.8	13.8
Disagree	1	3.4	17.2
Neither disagree nor agree	9	31.0	48.3
Agree	11	37.9	86.2
Strongly agree	4	13.8	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Martin was one of the participants in favour of engaging in ESL courses at UQAC. He expressed that the university level is when they become aware of the importance of knowing English:

> Why do we have English at primary and secondary levels when we do not value it and not anymore at university when we have seen more and know its importance? At that level, our motivations are confirmed; we know where we are going and what we want to do with our lives. I think it would be good for everyone if we were still offered English courses. Then for those who are already bilingual, well it is going to be a good review because we do not always get the chance to speak English here in Quebec. Also, for those who are not quite at that level yet, well, it will give them the chance to get there.

Participants were then asked, regardless of courses being offered at UQAC, are they prepared to expand their efforts to learn English and if so, how they would pursue ESL education. As shown in Table 22, 37.9% of them remained neutral.

Table 22 : I am prepared to expend a lot of effort into learning English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	5	17.2	17.2
Disagree	3	10.3	27.6
Neither disagree nor agree	11	37.9	65.5
Agree	6	20.7	86.2
Strongly agree	4	13.8	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Below are the comments of those participants who were neutral about expanding their efforts:

- I have already devoted a lot of time and effort as an exchange student.
- I already have a good base in English. When I was younger, I participated in the intensive English program, the Explore program and the Odyssey program, where I had to interact in English in an almost completely English-speaking community.
- I try to devote time to it, but I also cannot leave and do an immersion.
- I already have a lot of classes and two jobs, so I could hardly see myself putting effort into ESL learning at the moment.

Further, Yashima et al. (2004) explored Japanese adolescents' willingness to communicate in ESL and the results of their study could relate to the ESL attitudes of the participants of this study. According to Yashima et al. (2004), those who had more interest in international vacations, activities, and relationships were more willing to use English outside the classroom. Therefore, with the inspiration for finding the same tendency in this study's results, participants were asked whether they could imagine themselves in situations where they are obliged to speak English.

As Tables 23, 24, and 25 demonstrate, the participants 'agreed' that they could imagine themselves living and studying abroad and speaking English as if they were native speakers of it, with 65.5%, 51.7%, and 41.4% agreeing with the aforementioned statements, respectively.

Table 23 : I can imagine living abroad and speaking in English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	3	10.3	10.3
Disagree	2	6.9	17.2
Neither disagree nor agree	5	17.2	34.5
Agree	8	27.6	62.1
Strongly agree	11	37.9	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Table 24 : I can imagine myself studying at a university where all my courses are taught in English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	6	20.7	20.7
Disagree	6	20.7	41.4
Neither disagree nor agree	2	6.9	48.3
Agree	10	34.5	82.8
Strongly agree	5	17.2	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Table 25 : I can imagine myself speaking English as if I were a native speaker of English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	6	20.7	20.7
Disagree	6	20.7	41.4
Neither disagree nor agree	5	17.2	58.6
Agree	9	31.1	89.7
Strongly agree	3	10.3	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

These results are in accordance with the ESL motivations of the participants of this study and the ESL attitudes of those participants who were reportedly willing to expand their efforts regarding ESL acquisition.

However, these results are not in agreement with the ESL attitudes of other participants who were neutral about ESL acquisition. Therefore, bearing in mind that Francophone students have mandatory ESL classes during their primary and secondary levels, participants were asked whether they consider themselves knowledgeable enough to take care of their international, ESL related affairs. As anticipated, a reason for not willing to put more effort into ESL acquisition is that participants claim to be knowledgeable enough to take care of their ESL affairs in their travels and studies, with 58.9% and 44.8% of the participants 'strongly agreeing' with these statements as reported in Tables 26 and 27.

Table 26 : I think I know enough English to be able to take care of my affairs in my travels to the anglophone regions.

Answer	n	Valid %	Cumulative %
Strongly disagree	1	3.4	3.4
Disagree	1	3.4	6.9
Neither disagree nor agree	0	0	6.9
Agree	10	34.5	41.4
Strongly agree	17	58.6	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Table 27 : I think I know enough English to be able to read English books and articles for my studies.

Answer	n	Valid %	Cumulative %
Strongly disagree	1	3.4	3.4
Disagree	3	10.3	13.8
Neither disagree nor agree	2	6.9	20.7
Agree	10	34.5	55.2
Strongly agree	13	44.8	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Audrey's point of view could presume UQAC undergraduate students' ESL attitudes:

English is a great language. It is very effective and advantageous to know. I consider myself lucky to have it as a second language. Fortunately, there are a lot of opportunities to learn English if and when someone wants to be involved with it. For example, with Netflix or with all other online platforms. English is very accessible, and it is precisely easier to deepen as opposed to French.

In conclusion, UQAC undergraduate students in this study have positive attitudes toward ESL acquisition and they are willing to pursue ESL acquisition further, given that they see themselves 'using the language' for their foreign affairs. In other words, they have positive attitudes towards the English language and they consider their actual level of ESL proficiency sufficient to take care of their current English-related affairs. In the event that they have an extrinsic motive to advance their ESL knowledge, they would put time and effort into boosting their ESL proficiency level. Dörnyei (2003) explained this matter and argued that extrinsically motivated learners, like this study's participants, would only consider L2 acquisition in the

presence of an orientation. In the absence of this orientation, learners would lose their L2 motivation.

Moreover, Büyükkarcı (2016), Jain and Sidhu (2013), Muñoz and Tragant (2001), Oroujlou and Vahedi (2011), Yashima et al. (2004) obtained similar results regarding learners' ESL attitudes in their studies and consequently related positive ESL attitudes with efficient ESL acquisition.

5.4   L2 LEARNING ANXIETY

Jain and Sidhu (2013) considered L2 anxiety to correlate negatively with ESL learning attitudes and motivations. Accordingly, participants of this study were asked relevant questions to determine whether L2 anxiety is one of the factors influencing their ESL motivations as well as L2 agency. Recall that 87% of the participants of this study declared that they know and speak English. However, as Tables 28 and 29 demonstrate, participants expressed that they would feel "nervous and confused" as well as "getting uneasy" when they must speak English, with 50% and 46.7% 'agreeing' with these statements, respectively.

Table 28 : I get nervous and confused when I am speaking English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	4	13.3	13.3
Disagree	6	20.0	33.3
Neither disagree nor agree	5	16.7	50.0
Agree	13	43.3	93.3
Strongly agree	2	6.7	100.0

Note. 6 answers were missing for this question, so the percentages are calculated with the available answers.

Table 29 : I usually get uneasy when I must speak in English.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	3	10.0	10.0
Disagree	7	23.3	33.3
Neither disagree nor agree	6	20.0	53.3
Agree	11	36.7	90.0
Strongly agree	3	10.0	100.0

Note. 6 answers were missing for this question, so the percentages are calculated with the available answers.

In this regard, Marie-Kim mentioned that even though her command of English is excellent and that she has taught ESL to Chinese students; she still gets anxious when she has to speak English with a native Anglophone. She described her trip to Ontario as "super embarrassing" and an invitation to "go unnoticed". She further elaborated her reasons for this description due to being perceived as "the Frenchie frog". According to Marie-Kim:

> My teachers always told me that I am a very good student. I always got good grades at school and I was confident that this trip to Ontario would be super easy for me. However, when I got there and was in the native Anglophone community, I realized that I am not as good as I thought I am. I knew I was capable of formulating sentences, but it was the talking and the accent that gave me so much stress!

Marie-Kim added that she felt more comfortable speaking in English in South America and China, where English is the L2, and everyone speaks it "a little bit shabby".

Audrey experienced the same anxiety during her stay in Ontario too. She expressed that living in a native Anglophone community made her realize that she has many gaps in her ESL knowledge. Like Marie-Kim, Audrey claimed that she was an excellent ESL student at school too, but elaborated that:

> We never learn how to 'describe a problem with our cars to a mechanic' at school! The daily contexts such as going to a garage, a grocery store, ordering at a restaurant or talking to a doctor are not what we practice at schools and it is scary when you need to come up with a response spontaneously!

On the contrary, Martin explained that he feels more at ease when speaking English with native Anglophones than with Francophones speaking ESL. He explained:

I feel less discomfort when I have to speak with native Anglophones because they are aware that I am Francophone and even if I speak poorly in English; they cannot judge me because, conversely, they do not speak French! But then I prefer, if I were speaking English, there are no Francophone was around. With Francophones, English is the second language of all of us, so they can judge my English quality and my efforts in speaking ESL.

The survey participants had the same perception as Martin did. As shown in Table 30, 50% of them 'agreed' that they do not find it embarrassing if they were supposed to give directions in English to Anglophone tourists visiting Saguenay-Lac-Saint-Jean. Their logic appears to be the same as Martin's: Anglophone tourists should understand that UQAC undergraduate students are native Francophones and English is their L2.

Table 30 : I do not find it embarrassing at all if I must give directions in English to English-speaking tourists.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	6	20.0	20.0
Disagree	5	16.7	36.7
Neither disagree nor agree	4	13.3	50.0
Agree	12	40.0	90.0
Strongly agree	3	10.0	100.0

Note. 6 answers were missing for this question, so the percentages are calculated with the available answers.

Additionally, L2 anxiety cases observed during the interviews are worth mentioning. To observe whether the interviewees undergo L2 anxiety, they were randomly asked an English question in the middle of the French conducted interview. Their reaction to the English posed question caught the researcher's attention. Josiane and Marie-Kim responded to the question, in English, fluently and almost immediately. They appeared to be confident and comfortable switching between languages. However, Audrey, Marie-Eve and Martin became quiet and uncomfortable. They seemed to be uneasy and confused while trying to gather their thoughts to find the appropriate response to the question. It was not until they were assured that they could respond in French that they felt at ease. Despite the question being posed in English, they were able to understand the question and express their opinions in French. Recall that

interviewees admitted that they could speak English, and had all participated in intensive classes in addition to mandatory ESL courses at schools at the beginning of the interview.

Similar reactions were observed outside of the ESL classes by the researcher. I teach ESL classes to adult Francophones in the Saguenay-Lac-Saint-Jean region and I have participated in many conversations outside the classroom with my students. Except for advanced level students, and even though they can express their thoughts in the classroom, the majority of my students preferred to answer in French to an English question outside of the classroom. They later indicated that they felt more stress when they were asked a spontaneous question outside the classroom context and in being singled out to speak English in the absence of their classmates.

To conclude, it could be said that the source of L2 anxiety of UQAC undergraduate learners in this study appears to be the fear of negative evaluation from other English speakers , in particular, native Anglophones. Similarly, the results of the study of Gomari and Lucas (2013) also revealed L2 anxiety between ESL learners who were extrinsically motivated. Gomari and Lucas (2013) named communication apprehension and the fear of negative evaluation as two influencing factors on learners' L2 anxiety.

5.5   L2 AGENCY

Language agency is defined as the process through which learners personalize different aspects of the L2 according to how they would prefer to learn the L2 (Reeve & Tseng, 2011). The study of Lyrigkou (2019) on the relationship between learners' L2 agency and school performance demonstrated that those who were teacher-independent were more successful in knowledge tests than those who passively follow the teachers' approach. In this section, the participants' ESL agency is reviewed, followed by a discussion of the role of schools on ESL learning agency.

5.5.1 ENGLISH LANGUAGE AGENCY

It was previously discussed under section 5.3., L2 learning attitudes, that UQAC undergraduate students in this study have positive attitudes towards ESL learning. Participants were further asked whether, and in which manner, they would expand their efforts toward language learning.

Martin stated that although he practices grammar with a cellphone application, he emphasizes listening comprehension. For this reason, he watches tv-series and listens to podcasts in English. Marie-Eve also named watching tv-series as an effective manner of boosting listening comprehension. She even expressed that "Netflix" is the medium through which she truly learned ESL. Marie-Kim affirmed the same strategies for enhancing her listening comprehension skills and added that she reads English books frequently to strengthen her reading comprehension skills as well. Audrey argued that even though she uses the media to practice her ESL competencies like other interviewees, her experience in Ontario taught her that no number of grammar-based classes or tv-series would prepare people for being immersed in an Anglophone community. According to Audrey, the most practical manner through which one's ESL competency level increases is to reach out to ESL speakers and engage in spontaneous conversations.

Other survey participants also provided examples of the manners in which they practice ESL:

- I watch TV series and movies in English.
- By using language applications on the cellphone.
- I watch a lot of movies in English; I have English-speaking friends with whom I feel comfortable practicing English.
- I listen, talk, and use English materials for practice and also follow English courses for better understanding the grammar.
- I have already done the immersion program, but I still practice English by reading, listening to music, and watching TV series in English to expand my vocabulary and maintain my knowledge. However, I do not consider the theory lessons to be the most effective option for me since it is spontaneous and context-based use of the language that deepens the learning.
- I participate in vocational English courses.

By exploring these comments, it could be confirmed that UQAC undergraduate students in this study pursue ESL acquisition in an agentive manner and via personal investments. This group prefers to be proactive and invest their efforts in certain aspects of the language, contributing to their ESL goals. Relevantly, Miller (2012) claimed that only learners know their L2 learning histories, struggles and needs. Hence, they are the most qualified to decide the most appropriate methods/strategies to learn a language. Furthermore, Saad et al. (2016) referred to the role of "imagined community" on ESL agency. Accordingly, learners who seek to connect with the L2 community tend to progress more efficiently in L2 acquisition (Saad et al., 2016). Social media plays the same role in the lives of this study's participants as the imagined community mentioned earlier. By partaking in English conversations and taking advantage of English content found on various platforms in an agentive manner, they are integrated into the English community.

5.5.2 SCHOOL'S ROLE IN L2 AGENCY

Except for one of the survey participants who participated in vocational training, none of the other participants indicated any enthusiasm for participating in ESL classes. Seeking to explain this pattern, interviewees were asked what they would have changed schools' ESL curriculum if they had supreme authority.

Josiane stated that the broad criteria of the ESL curriculum at schools would allow the teachers to plan the lessons to suit their own ESL competency and comfort zone. Therefore, according to Josiane, ESL classes could be anywhere from boring long philosophical text readings to paraphrasing a song. The teachers whom she was fonder of were those who played movies and asked the students to summarize what they had seen, allowing them to work more on comprehension. Josiane expressed that if she had the authority, she would have, likewise,

encouraged teachers to engage students in more video comprehension or listening comprehension tasks.

Marie-Eve also commented on the teachers' approach in ESL classes and complained that Francophone teachers who teach ESL often leave a gap in students' ESL knowledge. She elaborated that this gap is often due to teachers' lack of ESL competency. According to Marie-Eve, the best way of learning ESL is by having a native Anglophone as a teacher along with being immersed in an Anglophone community. She completed her statements by adding that if she had the supreme authority, she would have obliged all students to be enrolled in the immersion program where they had to stay with a host family. Being immersed, as she explained, would encourage the students to engage in various conversations with native speakers of the language and therefore learn daily nuances of the language.

Audrey agreed with Marie-Eve's suggestion and added that the English they learn at schools is different from what they should expect in real-life situations. According to Audrey, the ESL curriculum in schools is in an evaluation context. Lessons are organized for controlled exchanges, presentations of the assigned texts, and exams of the previously taught grammar points, whereas, in realistic contexts, people are supposed to make spontaneous exchanges. Audrey proposed placing students in uncomfortable situations to adapt the current curriculum to a more realistic one. She added that students should practice the language in extra-curricular contexts where they are spontaneously presented with a real-life situation and asked to find an appropriate response for it. In her scenario, the students are to be given feedback to deepen their knowledge rather than evaluated.

Martin put more stress on focus groups and speaking comprehension tasks where the students are presented with a topic and are asked to elaborate and exchange spontaneous ideas regarding the topic.

Moreover, Marie-Kim mentioned the idea of adding extra ESL hours to the schools' curriculum to adapt Francophone learners to hearing English out of the context of English-grammar classes. She proposed that students could do anything from playing games to doing science in English to familiarize their ears to "casually" hearing English in the extra hours.

In conclusion, the interviewees suggested more learner-centred approaches for the ESL curriculum as well as demanding more "practical and realistic" situations to be practiced in school. Their suggestions were reflections of their ESL learning struggles and what would have been more helpful in their ESL acquisition journey. These suggestions also affirm that UQAC undergraduate students in this study tend to be agents of their ESL studies, as they know themselves best and their future ESL-related needs.

Likewise, Xu's study (2012) demonstrated that those students who were agents of their ESL acquisition and actively participated in English-speaking communities became more confident and progressed further with their English studies. Moreover, Fox et al. (2014) argued that those students who pursue ESL acquisition for academic purposes had a greater tendency to be structure-oriented and considered classroom activities to be satisfactory. On the contrary, other students who sought ESL acquisition for social interactions also became agents of their learning but chose varied English-mediated activities best suited for their needs outside of the classroom (Fox et al., 2014).

5.6   ROLE OF THE ENVIRONMENT ON ESL ATTITUDES

The learning environment's impact on learners' attitudes has been previously studied by Lev Vygotsky (1980). According to Vygotsky (1980), social interaction is a fundamental factor in learners' cognitive development. Vygotsky considered culture-specific items and knowledgeable others as two influencing concepts on learners' cognitive attitudes and development (Langford, 2004; Vygotsky, 1980). Following Vygotsky's theory and seeking a

relationship between social interactions and learners' attitudes towards learning ESL, Quebecers' perception of the English language, as well as the role of parents, peers and teachers are discussed in the following section.

5.6.1 PERCEPTIONS OF ESL IN SAGUENAY-LAC-ST-JEAN

Interviewees repeatedly emphasized the value of "immersion" in ESL learning. According to the interviewees of this study, since Saguenay-Lac-Saint-Jean is very restricted in terms of exposure to the English language, participating in an immersion program would provide them with better ESL acquisition environments. Participants mentioned that in Saguenay-Lac-Saint-Jean, they can rarely engage in English conversations and hence, have limited possibilities of enhancing their ESL speaking competency. Marie-Kim even mentioned the popular Quebecer expression of "We are Quebecers and in Quebec, we speak French" as the justification for this region's citizens not being motivated in ESL acquisition. These statements accord with the results of the 2016 census indicating that 99% of the citizens of Saguenay-Lac-Saint-Jean are Francophone and are not willing to learn English (Statistics Canada, 2017).

Therefore, seeking a relationship between ESL learner attitudes and Quebecer identity, participants were asked whether ESL acquisition would make them feel less of a Quebecer. The cumulative percentage of disagreement with this statement is 82.8% as reported in Table 31.

Table 31 : Learning foreign languages makes me feel less of a Quebecer.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	12	41.4	41.4
Disagree	12	41.4	82.8
Neither disagree nor agree	3	10.3	93.1
Agree	1	3.4	96.6
Strongly agree	1	3.4	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

A survey participant stated that learning an L2 does not overshadow the Quebecer identity as the Quebecer identity does not exist exclusively in the French language. However, this participant also acknowledged that the English language's universality, at times, would come at the cost of minimizing the French language practice. This participant suggested that by distinguishing the contexts where English is necessary, Quebecers should at least manage to preserve the French language in local contexts.

Josiane also affirmed that the language does not just define the Quebecer identity, yet she considered Anglicisms as a way of Quebecers, themselves, destroying the French language.

Another research participant also declared that the language does not define the Quebecer identity. However, this participant mentioned the diversity of cultures arriving in Quebec, to be an influencing element in modifying the Quebecer identity.

Participants were further asked a complementary question as to whether they think that due to the influence of the English language, the French language is dishonoured. As shown in Table 32, even though 65.5% of the participants disagreed with this statement, they expressed that the French language has "evolved" because of the influence of English.

Table 32 : Because of the influence of the English language, I think the French language is dishonoured.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	6	20.7	20.7
Disagree	13	44.8	65.5
Neither disagree nor agree	2	6.9	72.4
Agree	6	20.7	93.1
Strongly agree	2	6.9	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

One of the survey participants stated that one of the impacts of English being the global language is the increasing number of English words in all other languages, French included. He considered this increase to be an "evolution" in the French language.

Likewise, another survey participant acknowledged this evolution and considered the French language adaptation a "healthy change".

Marie-Eve also pointed out the growing use of Frenglish (French/English) in daily French conversations and indicated:

> Frenglish is a simple way of keeping the French language up to date. It is not uncommon to see the appearance of new words in everyday vocabulary which are derivatives of English-speaking terms. I believe that knowing English is important to promote our culture in the world. I also believe that if Quebecers do not start opening up to the world, the world will simply swallow them up in an Americanization of cultures.

Another participant claimed that although English does not dishonour French, certain restrictions should be put in place, especially in larger cities like Montreal, to preserve the French language. This participant elaborated that these restrictions should not block the curiosity towards other nations or the natural evolution of the language, but rather promote the French language, as an element of the Quebecer culture and identity.

Josiane also admitted that English does not dishonour French and that L2 acquisition is a privilege; however, she brought the 'position of ESL acquisition in Quebec' to attention. Josiane mentioned:

> It is elite to know several languages, but languages should not overshadow each other. If all the senior/executive positions and the best-paid positions have ESL proficiency as their requirement, then there is a problem, that an unbalanced power is favouring the English language. There is a problem if one is not able to work and grow knowing just their French mother-tongue. This does not mean being closed and only interested in Quebecer culture, but to ensure that the English culture does not become dominant over other cultures.

Nevertheless, Audrey blamed Quebecers themselves as threats to the French language. She elaborated that Quebecers should acknowledge that they are a language minority in Canada and elsewhere and start promoting the French language:

> It is not the English that threatens the French language, but us, as Francophones, and our ignorance as a minority language group threaten the French language. We acknowledge that French is a minority language in Canada, but we focus so much on preserving the French language here in Quebec that we are unaware that French is not used and is not promoted elsewhere. I think it is up to us, to promote our language, to find ways to make it more important and more content interesting. I do not think it is other languages that threaten our language, it is only our fault that other people, especially other Canadians, are not interested in our language.

Furthermore, participants were asked whether the rapid growth of globalization has affected Quebecer cultural and artistic values. As reported in Table 33, 65.5% of the participants disagreed with this statement.

Table 33 : I think the cultural and artistic values of English come at the expense of Quebecer values.

Answer	*n*	Valid %	Cumulative %
Strongly disagree	3	10.3	10.3
Disagree	16	55.2	65.5
Neither disagree nor agree	4	13.8	79.3
Agree	5	17.2	96.6
Strongly agree	1	3.4	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Josiane explained that she does not think the cultural values of English are altering Quebecer values; however, she believes that since the French language is not used as vastly around the world, this diminishes foreigners' interest in it. Josiane argued that regardless, it could be beneficial for other nations to learn about the Quebecer language and culture, just as it is beneficial to learn any other culture, and thus promoting multiculturalism.

Audrey also supported multiculturalism and suggested that globalization should not solely result in publicizing/promoting the English culture and that it can be useful in promoting

all cultures. Audrey wishfully added that "Quebecer culture is very rich, and it should shine even more everywhere in the world".

One of the survey participants declared that in the era of globalization, all cultures tend to move towards the same point: westernization in terms of Americanization. They stated:

> I think that some denigrate Quebecer culture in favour of a more powerful - economically speaking- culture: the culture of our neighbours in the south. However, I think it is possible to broaden our culture without denigrating its basics.

Another participant with a similar response also indicated:

> Some people believe that English is more professional than French, perhaps the legacy of English colonization. However, I think that the necessity of us learning the English culture is no more or less than them learning about our culture.

This participant targeted Anglophone Canadians and demanded them to make an effort toward learning the Quebecer culture. This participant suggested that since Quebecer identity is "constantly changing" and ingesting English elements; English Canadians should go through the same process and not only recognize the Quebecer identity but also immerse themselves in its culture.

The same pattern of results could be seen in the study of Sioufi and Bourhis (2017). Undergraduate Francophone Quebecers of the study mentioned earlier were also opposed to the idea of "assimilationism in the Anglophone community of Canada" (Sioufi & Bourhis, 2017). Those participants, much like this study's participants, expressed a great will to export the Francophone culture to the Anglophone community of Canada than to adapt to English culture. However, the English language's usefulness as the language of internationalization was established in these studies and both groups of participants endorsed ESL acquisition.

Conclusively, UQAC Francophone students in this study view language to be only 'one' aspect of culture. Therefore, even though they have positive attitudes toward ESL acquisition and do not consider English to be a threat to Quebecer culture and identity, they still opt for multiculturalism. They accept English as a medium of communication but do not want to assimilate into Western culture. Similar results were reported in the studies of Belmechri and Hummel (1998), as well as Noels et al. (2001) regarding Quebecers' attitudes towards learning the English language and opposing assimilation in the Western culture.

5.6.2 ROLE OF PARENTS, PEERS AND TEACHERS IN ESL ACQUISITION

In his cognitive development theory, Vygotsky (1980) not only considered the role of parents, peers and teachers to be highly influential on learners' development, but also acknowledged their approval and encouragement as partially motivating in learners' self-development. In relation, participants of this study were asked about the role of their family and surrounding people on ESL acquisition.

Correspondingly, 61.1 (cumulative) percent of participants claimed that people surrounding them do not expect them to learn ESL, and 80.6 (cumulative) percent stated that their ESL acquisition efforts are not related to gaining approval of people surrounding them, as reported in Tables 34 and 35, respectively.

Table 34 : I learn English because people surrounding me expect me to.

Answer	N	Valid %	Cumulative %
Strongly disagree	13	36.1	36.1
Disagree	9	25.0	61.1
Neither disagree nor agree	7	19.4	80.6
Agree	6	16.7	97.2
Strongly agree	1	2.8	100.0

Table 35 : I learn English to gain the approval of my peers/teachers/family.

Answer	N	Valid %	Cumulative %
Strongly disagree	21	58.3	58.3
Disagree	8	22.2	80.6
Neither disagree nor agree	6	16.7	97.2
Agree	1	2.8	100.0
Strongly agree	0	0	100.0

Martin explained that his family has never been interested in foreign languages and he had never heard or considered any importance to ESL learning while growing up. He elaborated that despite his mother, a college teacher, having sufficient English knowledge to take care of her job's necessities, Martin has never heard his mother use English outside of her workplace and for fun. He also added that even now that his parents see him motivated to pursue ESL acquisition, he does not get any endorsement from them.

Josiane's parents had similar reactions toward language learning. As Josiane explained, her parents never discussed or valued L2 acquisition and were not motivated to learn any foreign languages either. However, Josiane's parents were not reluctant to see their children pursue ESL learning. She explained that her parents were open to the idea of their children participating in exchange programs with the perspective of enhancing "English as a school subject".

Likewise, as reported in Table 36, 76.6% of the survey participants declared that their parents think foreign languages are essential like any other school subject.

Table 36 : My parents do not consider foreign languages important school subjects.

Answer	N	Valid %	Cumulative %
Strongly disagree	13	43.3	43.3
Disagree	10	33.3	76.7
Neither disagree nor agree	3	10.0	86.7
Agree	3	10.0	96.7
Strongly agree	1	3.3	100.0

Note. 6 answers were missing for this question, so the percentages are calculated with the available answers.

A survey participant stated that while their parents do not speak English themselves, they recognize English as a valuable school subject and encourage their child to pursue ESL to manage their necessary affairs.

Another participant declared that their parents are not motivated to learn ESL themselves but acknowledge the importance of ESL proficiency in today's world. Correspondingly, as shown in Table 37, 89.7% of survey participants admitted that people surrounding them recognize the benefits of foreign language learning.

Table 37 : People around me tend to think that it is a good thing to know foreign languages.

Answer	*N*	Valid %	Cumulative %
Strongly disagree	1	3.4	3.4
Disagree	0	0	3.4
Neither disagree nor agree	2	6.9	10.3
Agree	16	55.2	65.5
Strongly agree	10	34.5	100.0

Note. 7 answers were missing for this question, so the percentages are calculated with the available answers.

Subsequently, Marie-Kim said that her parents encouraged her to learn English as lack of ESL proficiency has always been a barrier for them. Realizing the importance of ESL, Marie-Kim's mother started taking English classes for adults last year.

Similarly, as Marie-Eve told, her mother would like to take English classes after retirement, due to the shortcomings that lack of English knowledge has brought to her.

Furthermore, interviewees were asked about the influence of friends and previous teachers on their ESL motivations.

Marie-Eve explained that she has a group of friends who share the same priorities as she does, such as travelling abroad, and these friends have positive attitudes towards learning ESL.

Marie-Kim stated that most of her friends are not good at English and rely on her for their English demands. Their influence on Marie-Kim's attitude toward ESL is that she wants to avoid an English barrier by putting more effort into ESL acquisition.

Audrey addressed the situation at UQAC and talked about professors who assign English homework to Francophone students. Audrey pointed out that such tasks motivate her and those of her friends who already have English proficiency to some extent, to go beyond the homework and look for related material in English. Therefore, motivated students encourage each other to pursue English content.

Regarding the English teachers, all interviewees affirmed that their teachers emphasized the importance of ESL acquisition during the globalization era, especially from the early ages. Albeit Josiane pointed out a factor of discouragement from her elementary teachers. Josiane stated that often her teachers dismissed guiding her beyond the school curriculum as they considered her "a good student". Josiane expressed that it would have been beneficial for her if she were encouraged by her teachers to push beyond her limits.

In brief, people surrounding the participants of this study, such as their parents and peers, fairly encourage these participants toward ESL learning. UQAC undergraduate students are more motivated to pursue ESL acquisition due to extrinsic factors such as travelling and communicating with other English speakers.

5.7   THE IMPACT OF TRANSLATION DEVICES ON LANGUAGE LEARNING

Participants of this study repeatedly mentioned the role of media on ESL acquisition and denied any aspirations to participate in traditional grammar-based language classes. Therefore, I asked interviewees about the potential impact of translation devices on language learning.

Martin did not consider translation devices to affect language acquisition for those intrinsically motivated to learn the language. He referred to himself as an example and explained that he uses translation applications for learning purposes rather than communication.

Josiane did not think translation devices affect learners' motivation either. She considered translation devices to be "cutting off the human sense in conversations". As Josiane clarified, translation devices help those who are not motivated to pursue language learning but need it for specific urgent purposes. On the other hand, others who are already motivated would force themselves to learn the language because of their intrinsic desire to communicate with others.

Marie-Kim held similar views to Josiane. However, she described translation devices to have both negative and positive aspects on language learning. Marie-Kim viewed translation devices as a reliable source for minimally inspired people and an overwhelming restriction for motivated people. She assumed that motivated people, like herself, would not bore themselves by having to use a medium every time they want to communicate with the L2 community and would prefer to surpass the medium by learning the L2 themselves. Marie-Eve likewise stated:

> It certainly is very easy to have an application doing everything for you and eliminating all the effort you need to put into language learning. But for me, I would like to learn the language myself, especially if I have the chance to learn the language from local speakers of it, even if it is some limited vocabulary from each language.

Audrey viewed the influence of translation devices on language learning from a broader perspective. She distinguished ESL from other foreign languages. According to Audrey, when it comes to ESL, it is a mandatory need to pursue language learning rather than using applications to take care of English-related needs. On the other hand, translation devices are advantageous for travelling purposes to places you will visit only once. Translation devices would be advantageous in showing interest in other people and understanding and communicating with them.

Audrey also pointed out the influence of translation devices on the current beginner learners in schools. She considered a base in the fundamentals of the L2 language to be a necessity before relying on devices for translation assistance. She voiced her concerns that the current generation of students will be the group who would be harmed because of the existence of translation devices. She explained the need for a context during which learners should be taught fundamentals of the English language and later implement translation devices to assist them along with their studies rather than replacing the whole process with quick translated responses. Audrey assumed that the current generation of ESL learners is at times hesitant to put effort into cognitive ESL learning because of the existence of translation devices.

To conclude, this study's interviewees acknowledge the utility of translation devices for urgent L2 translation purposes; however, they believe that translation devices would not replace ESL acquisition for those who are intrinsically motivated to learn an L2 for communication matters.

5.8 SUMMARY

This study explored UQAC francophone undergraduate learners' motivations and justifications in ESL learning. This chapter sought to draw out corresponding themes to answer the research questions by investigating the obtained data. The first theme that arises is ESL

necessity. Participants in this study agreed on ESL being a necessity for those who pursue international affairs. Second, this group is found to be intrinsically motivated to follow ESL acquisition as it would broaden their outlook and extrinsically motivated to learn English for travelling purposes, future studies and engaging in the English media. Third, participants showed positive attitudes and willingness to pursue ESL acquisition, provided that they see themselves using their knowledge for their future goals. Fourth, the source of L2 anxiety for this group is seemingly to be the fear of negative evaluation by other English speakers, predominantly English Canadian speakers. Fifth, participants declared their preference in following agent-oriented methods for their language studies as they find these methods to be more practical compared to traditional grammar-based methods. Sixth, in this study, UQAC undergraduate students' motivations in ESL acquisition tend to be defined by their future goals rather than the influence and encouragement of people surrounding them. Finally, this study's interviewees acknowledged the efficiency of devices for translation purposes but did not consider them a replacement for ESL acquisition intended for communication purposes.

The following section, the conclusion, synthesizes this study's findings and results, offers advice to Francophones seeking ESL acquisition and explores future directions in research on ESL motivation.

CONCLUSION

With the extensive usage and prevalence of social media, travelling abroad, and the growing number of international businesses, the process of internationalization has accelerated. In accord with the internationalized globe, there is a crucial need for a common language that would overcome intercultural and interlingual differences and unite different communities around the world. Due to its widespread use, English has become the most popularly accepted L2 to be learned in many countries (Smokotin et al., 2014).

Aside from being the global language, English is one of Canada's two official languages alongside French. Since French is the official L1 of Quebec, English is expected to be the most popular L2 to be learned by this province's citizens. This study set out to investigate to what extent the earlier mentioned expectation was accurate. Moreover, this study intended to explore the attitudes and motivations of Francophone undergraduate students of UQAC towards ESL acquisition. This population was chosen as this study's participants since the use of ESL in the region of Saguenay-Lac-Saint-Jean is limited and the exposure of this population to the English language is mainly constrained to people's personal needs and desires.

This section seeks to revisit this study's findings in the light of concepts highlighted in the theoretical framework. This conclusion is followed by a discussion of the implications and recommendations that emerged from this study's results. Finally, suggestions for future research on the topic of ESL motivation are offered and the limitations of this study are reviewed.

Concluding Remarks

This study intended to explore the motivations of UQAC Francophone undergraduate students towards ESL acquisition. Recall that the research questions are:

1) Do the undergraduate students of UQAC sense the necessity of L2 learning?

2) If yes, to what extent do they choose 'English' as an L2 to be learned?

3) What are the motivations and justifications for learning this language by this community?

The target participants were chosen from the local citizens of Saguenay-Lac-Saint-Jean studying at the bachelor's degree level. These students were selected randomly to answer an online questionnaire and subsequently, five of those participants were chosen to participate in a follow-up interview. The interview questions were in regards to the topics of "ESL necessity" and "ESL acquisition attitudes". The questions selected were meant to achieve the following objectives:

- Identify whether L2 acquisition is considered a necessity among Francophone students at UQAC;

- Identify whether the English language is considered the most desired language to be learned as an L2 among this group of participants;

- Examine the relationship between ESL acquisition and Quebecer identity;

- Explore the type of ESL motivations among undergraduate students at UQAC;

- Explore the methods and approaches this group follows towards ESL acquisition;

- Investigate the role of social media in ESL motivation; and,

- Study the role of surrounding people in ESL motivation.

This study's findings were analyzed via an in-depth case studies, narrative analysis and thematic content analysis to respond to the research questions. The first research question concerned ESL necessity and the importance of ESL knowledge: Do the undergraduate students of UQAC sense the necessity of L2 learning?

Interview participants acknowledged the growing influence of English in different aspects of their lives. Audrey, Marie-Kim and Martin referred to their previous experiences in non-francophone regions and stated that without ESL knowledge, they would not have been able to manage their daily needs. Marie-Kim also mentioned her previous experiences in South America and Asia - where English was not the countries' official language - and claimed that it was through English that people with different L1 and from different cultures could connect. Like Marie-Kim, 52.8% of the survey participants agreed on the importance of ESL knowledge because of its instrumental advantages, particularly due to its role in facilitating communication.

The second research question addressed ESL attitudes and the extent to which the participants considered learning "English" as an L2: To what extent do UQAC Francophone undergraduates choose 'English' as an L2 to be learned?

To respond to this question, participants' attitudes towards ESL were studied. In accordance with participants' perception of the English language and considering the language being the lingua franca, positive attitudes were reported toward ESL acquisition. Survey participants stated that they would consider expanding their efforts toward ESL acquisition, providing that they foresee themselves using it for their English-related affairs, such as studies or travelling. Of the survey participants, 51.7% confirmed that they would even consider participating in ESL classes, provided they were offered at the university.

Nevertheless, Spanish, Mandarin and German were suggested by the participants as valuable L2s to be learned. Spanish was suggested as a communication facilitator for travelling to Spanish-speaking countries like Cuba, and Mandarin was thought to be the future language of commerce. However, 62.1% of the participants argued that it is more rational to master the English language, being one of Canada's official languages as well as a global language, and only then pursue learning another instrumentally advantageous L2.

The position of English in Saguenay-Lac-Saint-Jean was also studied. Participants were asked whether they consider a conflict between ESL acquisition and Quebecer culture, with which a cumulative of 82.8% of the participants disagreed. They rationalized that language is only one aspect of Quebecer culture and L2 acquisition would not dishonour this culture. Nonetheless, 65.5% of the participants elaborated that the impact of ELF has developped the Quebecer culture to some extent. Marie-Eve explained that the daily presence of a global language, such as English, has resulted in Quebecers becoming more welcoming and accepting towards other cultures. Audrey also discussed that after her experience in the Odyssey program, she realized that as much as Quebecers should respect the language and culture of Anglophone Canadians, they should put time and effort into promoting the Quebecer language and culture in other Canadian provinces. Like Audrey, other survey participants opted for multiculturalism and preserving every culture in Canada, instead of assimilation into one language and one culture.

Furthermore, in this study, UQAC Francophone undergraduate students' motivations towards ESL acquisition were discussed to answer the third research question: What are this groups' motivations and justifications for ESL learning?

According to the survey results, 38.9% of the participants were open to ESL acquisition, due to an intrinsic motivation to broaden their horizons and learn about different communities and cultures.

Other participants, nevertheless, considered ESL acquisition because of extrinsic orientations. Travel goals was agreed by 77.1% of the participants to be one of the orientations to pursue ESL acquisition. Martin reflected on his motivation to travel around the world and mentioned ESL proficiency to be the stepping stone in reaching this goal.

Subsequently, 33.3% of the participants also agreed on the importance of ESL proficiency in higher education. Despite these results demonstrating a small percentage, higher education has been argued to be one of the crucial extrinsic motivations to pursue ESL acquisition (Ghazvini & Khajehpour, 2011; Gomari & Lucas, 2013; Taguchi et al., 2009; You et al., 2016).

The instrumentality of ESL proficiency was further discussed with the participants. They mentioned their motivation towards ESL acquisition to understand and benefit from the English content in social media, books and music. Marie-Eve stated that it is impossible to ignore everyone's daily exposure to English media, so the tendency to follow that content would motivate one to pursue ESL acquisition. She also claimed that English's instrumentality has an interactive influence on learners' motivation. As argued by Marie-Eve, the English learned via this content is more practical for real-life conversations than those practiced in the schools' current ESL curriculum. Therefore, learners are highly motivated to learn English via media.

Additionally, career goals were debated by this study's participants. Thirty-nine percent of the participants disagreed that ESL proficiency would help earn a higher salary or find a better position. These participants did not consider career goals as extrinsic motivations to pursue ESL acquisition. Contrary to these results, international studies on the subject of ESL motivating factors mentioned career goals as one of the highly influential factors in pursuing ESL acquisition (Azabdaftari et al., 2014; Belmechri & Hummel, 1998; Dörnyei, 2003; Ghazvini & Khajehpour, 2011; You & Dörnyei, 2016).

Since participants were considered motivated to pursue ESL acquisition, L2 agency and their language acquisition methods were studied. Participants were asked to what extent they consider themselves teacher - or class-oriented when it came to L2 acquisition. All interview participants argued that they had learned far more by being immersed in the ESL community and as a part of the "immersion program" than learning ESL at school. Audrey

referred to her previous experience in Ontario. She explained that even though she was considered an "excellent ESL student" at school, she had often needed specific practical vocabulary for her daily routines in the Anglophone community that were never practiced in school. Marie-Kim and Martin also confirmed that immersion had helped them learn daily expressions and practical sentences which were not part of the school ESL curriculum. Further, Marie-Eve claimed that all her ESL knowledge comes from following English TV series, movies and music, and the grammar that she had learned at school was not helpful in English conversations. Interview participants stated that they are agents of their ESL acquisition and would rather pursue the contents that they find more suitable to their English-related needs themselves than participate in traditional grammar-based English classes.

Interview participants were also asked about the potential role of translation devices on L2 acquisition, considering that they have pointed out "media" to be an effective medium in language learning. To answer this question, they differentiated between the role of translation devices as a translation aid and a communication one. According to this study's participants, for learners who are self-motivated to pursue a language, translation devices would be helpful for translation purposes. They elaborated that motivated learners would prefer not to restrict themselves to applications and would prefer to communicate with other speakers by themselves. However, they pointed out that for amotivated learners, who would like to convey their meaning using limited sentences solely, translation devices are sufficient.

To explore participants' justifications in pursuing ESL acquisition, the role of people surrounding them and L2 anxiety factors were examined. According to a cumulative of 61.1% of this study's participants, their surrounding people such as parents, peers, and teachers do not drastically influence ESL acquisition. Josiane declared that English is a school subject like any other subject for her parents. Therefore, even though her parents do not neglect this subject matter, they do not motivate Josiane to prioritize it. Martin also stated that he is better off motivating himself through social media to pursue ESL acquisition than to be motivated by

his parents. Marie-Eve also referred to this point and indicated that this lack of encouragement comes from her parents not being good at English.

Moreover, participants mentioned the role of other English speakers in their L2 anxiety. According to 43.3% of survey participants, communicating with Anglophones causes discomfort and anxiety. Survey participants declared that they are comfortable writing and reading in English, but they would get "uneasy" when speaking in English. Marie-Kim elaborated on this matter and declared that she felt stressed among native Anglophones to the point that she would rather not engage in conversations with them. This debilitating L2 anxiety was experienced by Martin when speaking with native Anglophones as well. Conversely, both of these participants declared that they felt more at ease in conversations with non-native English speakers. As Marie-Kim stated, the anxiety when communicating with people, who are all using an L2, is facilitative and encouraging as they are not afraid to make mistakes, but rather pushed further to advance their knowledge. The facilitative L2 anxiety could be justified through L2 orientations and future goals. Learners who are motivated to pursue L2 acquisition would overcome the L2 anxiety and imperfections in L2 usage.

Implications and Recommendations

The majority of the participants of this study do not currently participate in any ESL classes. Moreover, none of the participants pursues ESL acquisition for an upcoming means, such as an academic exam or job requirement. Besides, the role of surrounding people in motivating these participants is not adequate or persuasive. Therefore, as stated by the participants themselves, engaging in future ESL classes and pursuing greater ESL proficiency is merely a personal choice and aligned with extrinsic orientations and future goals. UQAC Francophone undergraduate students seek ESL education to enhance their L2 Ideal Self (Dörnyei & Ushioda, 2009) and so, they have found appropriate means and activities that would

prepare them for their future ESL needs. As agents of their L2 studies, this study's participants have offered recommendations for future ESL learners.

The impracticality of the school ESL curriculum in Quebec and the importance of immersion in the L2 community were among the most important and most frequent suggestions offered by the participants of this study. Interview participants recalled different immersion occasions where they were faced with an ESL situation not prepared for in school ESL classes. Audrey's example of taking her car to a garage was one of those situations. Audrey insisted that had it not been because of the immersion experience, she would not have learned how to handle her car's problem at the garage. Other participants referred to similar situations and stated that school ESL classes do not prepare them for future ESL daily needs. The previously mentioned statement raises two concerns, shortcomings in the Quebec ESL curriculum and favouring immersion programs.

Regarding the shortcomings of the ESL curriculum in Quebec and participants' experiences and perceptions, it should be noted that what is a mandated curriculum does not necessarily match how students are taught in schools. It could vary from teacher to teacher, depending on their teaching methods and the materials they use. The Ministry of Education of Quebec has overviewed and changed the ESL program in graduated stages since 2004 (Charter of the French Language, 2004). The updated program is more teacher-oriented than syllabus-oriented, giving teachers more space to choose the appropriate materials based on their students' needs. The participants of this study had attended secondary school after the reformation of the ESL curriculum in Quebec. Therefore, the inadaptability of the materials to their daily ESL needs could be due to teachers' lack of preparation. In this regard, Martin mentioned that even though listening and reading comprehension were included in their ESL classes at school, he would have appreciated it if teachers had added more discussion groups and speaking activities to practice speaking skills. Audrey referred to certain daily expressions and essential vocabulary that could have been added to the ESL programs at school to prepare

them for routine conversations. The impression received from the interviewees of this study was that the teachers often stressed grammar and mastering reading and writing skills. It is therefore recommended for ESL teachers to prepare topic-oriented conversation exercises to work on daily routines as well as role-playing conversations that would come in handy for all L2 speakers. These exercises could consist of topics such as banking, making hotel reservations, making flight reservations, doctors' and hospitals' appointments, ordering food, housing, negotiations, essential mechanics and car reparation vocabulary. As an ESL learner and teacher, it should be stated that these ESL situations, which are inevitable for every L2 user, are often neglected in teachers' lessons. L2 learners are often caught off guard when mandated to use such vocabulary in an unforeseen situation; hence, having practiced them beforehand in a controlled ESL conversation in class would result in less L2 anxiety and greater L2 confidence.

Another feature of Josiane, Marie-Kim and Audrey's statements regarding ESL classes were teachers' attitudes. These interviewees pointed out that teachers often overlooked their efforts, as they were perceived as "already good enough" students. Josiane argued that she did not appreciate being passed over by her teachers; on the contrary, she would have liked to have been challenged and encouraged to achieve more. ESL school teachers are obliged to commit to the curriculum. Even though the updated ESL programs at the secondary level allow teachers to plan lessons more freely, they are required to meet certain objectives and develop certain competencies. To side with ESL teachers, as an ESL teacher myself, it is understandable for a teacher to want to concentrate more on students who are behind the mandatory curriculum first. However, as an ESL student myself, I emphasize that the influence of surrounding people on learners' motivations should not be neglected either. Therefore, it is suggested that teachers come up with strategies to balance their attention among all students with different learning capacities and different levels of motivation. A suggestion would be to give peer correction responsibilities on specific class exercises to students who perform better to help other students. In correcting others' responses and mistakes, forgotten grammatical

points are revisited and restudied. Moreover, as agents of their studies, motivated students often ask for supplementary exercises, and in demanding so, they are often matched to the type of material that suits their needs better. ESL teachers are advised to take their students' suggestions into account and implement them in lesson plan preparations.

Favouring the immersion program was another topic raised by the interviewees of this study. According to the Ministry of Education of Quebec, Immersion programs are not obligatory in Quebec (MEES, 2004); nevertheless, more and more schools favour intensive programs due to their effectiveness on learners' ESL proficiencies. Participants stated that even though being immersed in the L2 community resulted in more L2 anxiety than participating in an ESL class, immersion programs have numerous advantages. As stated by this studies' interviewees, the greatest benefit of immersion programs was the immediate enhancement in learners' ESL proficiency. Martin claimed that in New Brunswick, he had no choice but to immediately enhance his English since English was the only language used in the military camp. Martin was gracious of this unpredicted opportunity and mentioned that had it not been for this experience, reaching a level of proficiency and confidence to open up a conversation with an Anglophone in English would have taken him years of practice in regular ESL classes.

Schools' ESL classes cannot replace the immersion programs since the duration of ESL classes' is significantly shorter than learners' experience in an immersed environment. Moreover, as previously mentioned by the interviewees, practiced exercises in ESL classes are often controlled and corrected, which would not resemble the same experience as being immersed in an Anglophone environment. However, lesson plans could be adapted to accommodate the needs of the students better. The most crucial change in lesson plans should be for the teachers to direct the classes to be more conversation-based and less grammar-based. The Communicative Approach[14] would help students develop greater proficiency and

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[14] The Communicative Approach is based on the idea of presenting grammar within meaningful context that mirrors real life communication. https://ontesol.com/communicative-approach/

competency in English. ESL classes should be designed to reflect the requirements and expectations of the learners. Therefore, students should be invited to provide feedback on the materials presented in the classroom. Furthermore, blended teaching should be included as a regular feature of ESL classes and teachers should benefit more from online tools and media resources in lesson planning. Participants repeatedly emphasized the role of media resources in their ESL acquisition, as they declared media to be an abundant resource in learning practical ESL vocabulary. Media could be a helpful resource to teach about the culture of the target language as well as rehearsing the practical vocabulary and expressions used in everyday conversations. Moreover, the media-related content is most frequently followed during learners' leisure time as a pleasurable activity. Thus, using English media would help teachers motivate learners to practice ESL while enjoying the presented materials.

Limitations of the Study

This study is limited in its nature since it presents the exploration and examination of the vast phenomenon of language learning motivation in a relatively brief account. Therefore, this study does not claim to be comprehensive on all aspects of the topic. Nonetheless, the findings of this study can contribute to a much deeper understanding of the factors influencing English language learning motivation among a sample of Francophone university students in Saguenay-Lac-Saint-Jean as well as providing new ideas for future more in-depth studies.

It must be further acknowledged that this study intended to explore the ESL motivations and justifications of bachelor students at UQAC via a qualitative approach. Considering that participation in the surveys was voluntary and non-coerced, and due to the absence of a large enough sample, the findings are not generalizable to all university students.

This study's data collection consisted of an online survey followed by an online interview. For future studies, a third data collection instrument, a focus group, is recommended

by the researcher to allow the participants to discuss their opinion regarding the subject matter of this study. The researcher suggests specific questions regarding different ESL acquisition approaches to be discussed during the focus group. Furthermore, ESL proficiency as a school or job requirement, along with ESL as a school subject, and suggestions for its efficiency and enhancement are suggested to be discussed in a group. The researcher anticipates that the debates would lead to challenging statements that the interviewer may have neglected or overlooked.

Future Directions

With the conjunction of the data analysis of this study with the COVID19 period, new alternatives related to ESL acquisition and online education have arisen. Participants of this study were hesitant to participate in traditional ESL classrooms unless major changes occur in teaching methods. Due to COVID19 restrictions, ESL classes underwent online education for a mandatory temporary period. It is therefore recommended for future researchers to study whether ESL learners find this transformation to be an agreeable change. A study on the aspects of online education that are found most motivating for learners is proposed. It is also suggested for future researchers to explore whether learners consider a blended learning approach[15], a suitable permanent alternative to traditional ESL classes.

Moreover, qualitative research with a larger population, examining the perception of ESL learners regarding the improvement of online ESL classes is proposed. It is crucial to reflect learners' perspectives and views in future ESL programs. Their propositions address the motivating aspects of ESL classes that should be encouraged, as well as shortcomings that ought to be improved.

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[15] Blended or hybrid learning approach refers to a combination of traditional teaching approaches and online educational materials. In Blended teaching courses, students are responsible for self-education using the online material provided by the teachers. The teacher's role is defined as the supervisor of learners' education, as well as the provider of appropriate traditional and online materials (Caulfield, 2012).

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APPENDIX 1

ETHICS APPROBATION CERTIFICATE

UQAC
Université du Québec
à Chicoutimi

CERTIFICAT D'APPROBATION ÉTHIQUE

La présente atteste que le projet de recherche décrit ci-dessous a fait l'objet d'une évaluation en matière d'éthique de la recherche avec des êtres humains et qu'il satisfait aux exigences de la politique de l'UQAC en cette matière. De plus, à la lumière de l'évaluation faite, le projet rencontre les critères d'une recherche à risque minimal.

Projet # : 2021-462

Titre du projet de recherche : Motivations of learning English as a second language for the francophone undergraduate students of the University of Quebec at Chicoutimi/ Motivations de l'apprentissage de l'anglais langue seconde pour les étudiants francophones de premier cycle de l'Université du Québec à Chicoutimi

Chercheur principal à l'UQAC
Parinaz Heidari Monfared, étudiante
département des sciences de l'éducation, UQAC

Direction / Codirection de recherche
En provenance de l'UQAC: Natalie Jayne Rublik

Date d'approbation du projet : 25 août 2020
Date d'entrée en vigueur du certificat : 25 août 2020
Date d'échéance du certificat : 25 août 2021
N.B. Un rappel automatique vous sera envoyé par courriel quelques semaines avant l'échéance de votre certificat afin de remplir le formulaire F7 - Renouvellement annuel.

- Si votre projet se termine avant la date du prochain renouvellement, veuillez remplir le formulaire *F9 - Fin de projet*.
- Si des modifications sont apportées à votre projet avant l'échéance du certificat, veuillez remplir le formulaire *F8 - Modification de projet*.
- Tout nouveau membre de votre équipe de recherche devra être déclaré au CER-UQAC lors de votre prochaine demande de renouvellement ou lors de la fin de votre projet si le renouvellement n'est pas requis. ATTENTION: Vous devez faire signer une déclaration d'honneur aux personnes ayant accès aux participants (ou à des données nominatives sur les participants) et la conserver dans vos dossiers de recherche.

Stéphane Allaire

NAGANO Approbation du projet par le comité d'éthique suite à l'approbation conditionnelle
Université du Québec à Chicoutimi - 555, boulevard de l'Université, Chicoutimi (Québec), G7H 2B1   3 / 3

Second Language Motivation Questionnaire

We are currently gathering information about "second language learning motivations". To do so, we have prepared the following online questionnaire, to better understand the thoughts and beliefs of UQAC's undergraduate students of second language learning motivations. To achieve the objectives of this study, you are first asked to complete the online questionnaire (via Lime Survey), a questionnaire that you will have access to by agreeing to participate in this study.

This is not a test so there are no "right" or "wrong" answers. We are simply interested in your perspective. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

First, please check the following statements in the case that you agree with them and you approve of them:

- I am 18 years old or older and I am a university student.

- I understand that I can stop participating in this study at any moment in time, and that refusal to participate or discontinuing participation at any time will involve no penalty.

- I understand that information collected through this survey will be treated confidentially.

- I understand the purpose and nature of this study.

- I grant permission for the data generated from this survey to be used for the research objectives of the study.

The required data for the purpose of this study is going to be gathered in two steps, via an online questionnaire and a follow-up interview. The questionnaire will take approximately twenty minutes of your time and it will be anonymous.

Later on, there is a second optional step to this survey, a follow-up virtual interview. The interview would take approximately one hour of your time, the date, and the time of which is going to be in your best interest and according to your schedule. It will be conducted on the ZOOM platform; therefore, your audio will be recorded and the transcript of what you say will be written. You will later have access to this transcript if you would like to modify or eliminate parts from your transcripts. Moreover, please note that, even if the questionnaire data is anonymous, if you are willing to be contacted for the interview, you will have to give us contact information to further contact you. For this matter, and the fact that we will record your voice in the interview, this step is voluntary and optional.

Would you agree to be contacted for a follow-up interview based upon your answers? If so, please leave your email or your telephone number for the researchers to contact you later.

For the initial phase of the questionnaire, I would kindly ask you for your personal information assuring me that you are within my research criteria:

1. Please indicate what is your gender: Male Female   Other

2. How old are you? 18-30

3. Where would you say your hometown is?

4. Were you born and raised in the region of Saguenay-Lac-Saint-Jean?

5. What language is your mother tongue? French, Other

6. Do you speak any other languages rather than French? If so, what is that?

7. What language is your maternal language? French, Other

8. What language is your paternal language? French, Other

9. Have you ever lived abroad for more than six months? If so, where?

10. Have you ever lived/studied in a non-francophone community? If so, where?

11. Which department of UQAC are you currently studying at?

Thank you for patiently answering the above part. Following are a few statements with which some people agree, and others disagree. I would like you to indicate your opinion after each statement by choosing one of the scalers that best describes the extent to which you agree or disagree with the statement.

Strongly disagree Disagree   Neither agree nor disagree   Agree   Strongly Agree

Knowing the English language can be important to me . . .

1. because it will enable me to get to know new people from different parts of the world.

2. so that I can keep in touch with foreign friends and acquaintances.

3. because I would like to learn as many foreign languages as possible.

4. because it will help me when travelling.

5. because it will enable me to learn more about the English world.

6. so that I can be a more knowledgeable person.

7. so that I can broaden my outlook.

8. because I may need it later (for job, studies).

9. so that I can understand English-speaking films, videos, or TV.

10. so that I can understand English music.

11. so that I can read English books, newspapers, or magazines.

12. because I would like to travel to countries where English is used.

13. to know the life of the English-speaking nations.

14. to better understand the English-speaking nations' behaviour and problems.

15. because I genuinely enjoy the language.

16. because people surrounding me expect me to.

17. to gain the approval of my peers/teachers/family/boss.

18. because an educated person is supposed to be able to speak English.

19. because with English I can work globally.

20. because I think it will someday be useful in getting a good job.

21. because with a high level of English proficiency I will be able to make a lot of money.

22. because I think I will need it for further studies on my major.

23. because I think I will need it for further studies.

The followings are more general questions:

1. I enjoy hard work.

2. I easily give up goals which prove hard to reach.

3. I hate to do a job with less than my best effort.

4. In my work I seldom do more than is necessary.

5. I get nervous and confused when I am speaking English.

6. I usually get uneasy when I must speak in English.

7. I feel calm and confident in the company of English-speaking people.

8. I do not find it embarrassing at all if I must give directions in English to English-speaking tourists.

9. When I must speak English on the phone, I easily become confused.

10. I am sure I will be able to learn a foreign language well.

11. I think I am the type who would feel anxious and ill at ease if I had to speak to someone in a foreign language.

12. People around me tend to think that it is a good thing to know foreign languages.

13. I do not think that foreign languages are important school subjects.

14. I often watch satellite programs on TV.

15. My parents do not consider foreign languages important school subjects. Could you elaborate?

16. Learning foreign languages makes me fear that I will feel less Quebecer because of it.

17. Learning a foreign language is a difficult task.

18. If an English course were offered at university, I would like to take it.

19. I would like to study English even if I were not required.

20. I am prepared to expend a lot of effort in learning English. If you agree, how do you plan to proceed?

21. I can imagine myself living abroad and having a discussion in English.

22. I can imagine myself studying in a university where all my courses are taught in English.

23. Whenever I think of my future career, I imagine myself using English.

24. I can imagine myself speaking English as if I were a native speaker of English.

25. I imagine myself as someone who can speak English.

26. I can imagine myself writing English e-mails fluently.

27. The things I want to do in the future require me to use English.

28. I think that there is a danger that Quebecer people may forget the importance of Quebecer culture, because of the unnecessary focus on English language.

29. Because of the influence of the English language, I think the French language is dishonoured. Could you elaborate?

30. I think the cultural and artistic values of English are going at the expense of Quebecer values.

31. I think that, as internationalisation advances, there is a danger of losing the Quebecer identity. Could you elaborate?

32. I think I would be happy if other cultures were more like Quebec's.

33. Other cultures should learn more from my culture. Could you elaborate?

34. I am proud to be a Quebecer.

35. I see no conflict in living abroad and not communicating in English.

36. I do not think I will have any problems on my trips abroad if I only speak French.

37. I do not think English is the most desired language for me to learn as a second language.

38. I find other languages more important to learn than English. Could you elaborate?

39. I think I can easily find a job not speaking English.

40. I do not think English acquisition should be a job requirement. Could you elaborate?

41. I think I know enough English to be able to take care of my affairs in my travels to the anglophone regions.

42. I think I know enough English to be able to read English books and articles for my studies.

43. I think I know enough English to be able to enjoy the English content on social media.

By submitting this questionnaire, I agree that my answers, which I have given voluntarily, can be used for research purposes. However, I also understand that I can withdraw my data from this study, later on, if I want to, and to do so, I should contact the researcher responsible, Parinaz Heidari-Monfared:

Via email: Parinaz.heidari-monfared1@uqac.ca

Questionnaire sur la motivation pour l'apprentissage d'une langue seconde

Nous recueillons actuellement de l'information sur les « motivations à apprendre une langue seconde ». Pour ce faire, nous avons préparé le questionnaire en ligne suivant, afin de mieux comprendre les pensées et les croyances des étudiants et étudiantes de premier cycle de l'UQAC quant à leur motivation à apprendre une langue seconde. Pour atteindre les objectifs de cette étude, il vous est d'abord demandé de remplir le questionnaire en ligne (via Lime Survey), questionnaire auquel vous aurez accès en acceptant de participer à la recherche.

Ceci n'est pas un test, il n'y a donc pas de « bonnes » ou de « mauvaises » réponses, seule votre opinion nous intéresse. Veuillez donner vos réponses honnêtement, car cela car cela assurera la qualité de l'enquête. Merci beaucoup pour votre aide.

Tout d'abord, veuillez vous assurer que vous êtes d'accord avec les affirmations suivantes :

- J'ai 18 ans ou plus et je suis étudiant.e de 1er cycle universitaire à l'UQAC.

- Je comprends que je peux cesser de participer à cette étude à tout moment et que le refus de participer ou l'interruption de ma participation à tout moment n'entraînera aucune pénalité.

- Je comprends que les informations recueillies dans le cadre de cette enquête seront traitées de manière confidentielle.

- Je comprends le but et la nature de cette étude.

- J'autorise l'utilisation des données générées par cette enquête à des fins de recherche.

Les données requises aux fins de cette étude seront recueillies en deux étapes, soit par le biais d'un questionnaire en ligne et d'un entretien de suivi (facultatif). Le questionnaire prendra environ vingt minutes de votre temps et il sera anonyme.

Par la suite, il y a une deuxième étape facultative à ce sondage, un entretien virtuel de suivi. Cet entretien prendrait environ une heure de votre temps, et serait réalisé au moment qui vous conviendra le mieux. Il sera effectué sur la plateforme Zoom. Pour faciliter l'analyse des données, l'entretien sera enregistré (audio seulement) et une transcription (verbatim) en sera faite. Vous aurez accès à cette transcription afin de valider vos propos. En outre, veuillez noter que, même si les données du questionnaire sont anonymes, si vous souhaitez être contacté.e pour l'entretien, vous devrez nous donner des coordonnées pour vous contacter plus tard. En raison de l'accès à vos coordonnées et du fait que nous enregistrerons l'entretien, cette partie est facultative et volontaire.

Accepteriez-vous d'être contacté.e pour un entretien de suivi en fonction de vos réponses ?

Si tel est le cas, veuillez laisser votre courriel ou votre numéro de téléphone pour que la chercheuse vous contacte ultérieurement.

Pour la phase initiale du questionnaire, bien vouloir répondre aux questions suivantes pour confirmer que vous respectez les critères de recherche:

1. À quell genre vous identifiez-vous? Homme, Femme, Autre

2. Quel âge avez-vous? 18-30

3. Quelle est votre ville natale?

4. Avez-vous grandi dans la région du Saguenay-Lac-Saint-Jean?

5. Quelle est votre langue maternelle? Français, Autre

6. Parlez-vous d'autres langues que le français? Si oui, lesquelles?

7. Quelle est la langue maternelle de votre mère? Français, Autre

8. Quelle est la langue maternelle de votre père? Français, Autre

9. Avez-vous déjà vécu à l'étranger pendant plus de six mois? (Si oui, à quel endroit)

10. Avez-vous déjà vécu / étudié dans une communauté non francophone?

11. Dans quel département de l'UQAC étudiez-vous actuellement?

Merci d'avoir répondu patiemment à la partie ci-dessus. Dans la prochaine section, vous trouverez différentes affirmations avec lesquelles certaines personnes sont d'accord et d'autres en désaccord. Veuillez indiquer dans quelle mesure vous êtes d'accord ou en désaccord avec chaque affirmation en choisissant l'énoncé qui correspond le mieux.

Connaître la langue anglaise peut être important pour moi. . .

1. Parce que cela me permettra de faire connaissance avec de nouvelles personnes de différentes régions du monde.

2. Afin que je puisse rester en contact avec des amis et connaissances étrangers.

3. Parce que je voudrais apprendre autant de langues étrangères que possible.

4. Parce que ça sera utile dans mes voyages.

5. Parce que cela me permettra d'en savoir plus sur le monde anglophone.

6. Afin que je puisse être une personne plus compétente.

7. Afin que je puisse élargir mes perspectives.

8. Parce que j'en aurai peut-être besoin plus tard (pour le travail, les études).

9. Pour que je puisse comprendre les films, les vidéos, ou la télévision anglophones.

10. Pour que je puisse comprendre la musique anglophone.

11. Pour que je puisse lire des livres, des journaux ou des magazines en anglais.

12. Parce que je voudrais voyager dans des pays où l'anglais est utilisé.

13. Pour connaître la vie des nations anglophones.

14. Pour mieux comprendre le comportement et les problèmes des nations anglophones.

15. Parce que j'apprécie vraiment cette langue.

16. Parce que ma famille ou mes amis/professeurs/supérieurs veulent que j'apprenne l'anglais.

17. Pour obtenir l'acceptation de ma famille ou de mes amis/professeurs/supérieurs.

18. Parce qu'une personne éduquée est censée être capable de parler anglais.

19. Parce qu'avec l'anglais, je peux travailler dans le monde entier.

20. Parce que je pense que ce sera un jour utile pour obtenir un bon emploi.

21. Parce qu'avec un niveau élevé de maîtrise de l'anglais, je pourrai gagner beaucoup d'argent.

22. Parce que je pense que j'en aurai besoin pour poursuivre mes études actuelles.

23. Parce que je pense que j'en aurai besoin pour des études avancées.

Passons maintenant à des questions plus générales:

1. J'apprécie le travail acharné.

2. J'abandonne facilement des objectifs qui s'avèrent difficiles à atteindre.

3. Je déteste faire un travail en fournissant moins que mes meilleurs efforts.

4. Dans mon travail, je fais rarement plus que nécessaire.

5. Je deviens nerveux.se et confus.e lorsque je parle anglais.

6. Je suis généralement mal à l'aise lorsque je dois parler en anglais.

7. Je me sens calme et confiant.e en compagnie des anglophones.

8. Je ne trouve pas gênant du tout de donner des instructions en anglais aux touristes anglophones.

9. Quand je dois parler anglais au téléphone, je deviens facilement confus.e.

10. Je suis certain.e que je pourrai bien apprendre une langue étrangère.

11. Je pense que je serais du genre à me sentir anxieux.se et mal à l'aise si je devais parler à quelqu'un dans une langue étrangère.

12. Les gens autour de moi ont tendance à penser que c'est une bonne chose de connaître des langues étrangères.

13. Je ne pense pas que les langues étrangères soient des matières scolaires importantes.

14. Je regarde souvent des télévision.

15. Mes parents ne considèrent pas les langues étrangères comme des matières scolaires importantes. Précisez.

16. L'apprentissage des langues étrangères met en péril mon identité de québécois/québécoise.

17. Apprendre une langue étrangère est une tâche difficile.

18. Si un cours d'anglais était offert à l'université, j'aimerais le suivre.

19. J'aimerais étudier l'anglais même si je ne suis pas tenu.e de le faire.

20. Je suis prêt.e à consacrer beaucoup d'efforts à l'apprentissage de l'anglais. Si vous êtes d'accord ou tout à fait d'accord, comment comptez-vous procéder?

21. Je peux m'imaginer vivre à l'étranger et avoir une discussion en anglais.

22. Je peux m'imaginer étudier dans une université où tous mes cours sont dispensés en anglais.

23. Chaque fois que je pense à ma future carrière, je m'imagine utiliser l'anglais.

24. Je peux m'imaginer parler anglais comme si c'était ma langue maternelle.

25. Je me considère comme quelqu'un qui parle anglais.

26. Je peux m'imaginer écrire couramment des courriels en anglais.

27. Les choses que je veux faire à l'avenir m'obligent à utiliser l'anglais.

28. Je pense qu'il y a un risque que les Québécois oublient l'importance de la culture québécoise, à cause de l'accent inutile porté sur la langue anglaise.

29. En raison de l'influence de la langue anglaise, je pense que la langue française est déshonorée. Précisez.

30. Je pense que les valeurs culturelles et artistiques de l'anglais vont au détriment des valeurs québécoises. Précisez.

31. Je pense qu'à mesure que l'internationalisation progresse, il y a un risque de perdre l'identité québécoise. Précisez.

32. Je pense que je serais heureux.se si d'autres cultures ressemblaient davantage à celles du Québec.

33. Les autres cultures devraient apprendre davantage de ma culture. Précisez.

34. Je suis fier d'être Québécois/Québécoise.

35. Je ne vois aucun conflit à vivre à l'étranger et à ne pas communiquer en anglais.

36. Je ne pense pas avoir de problème lors de mes voyages à l'étranger si je ne parle que le français.

37. L'anglais n'est pas la langue seconde que je désire le plus apprendre.

38. Je trouve que d'autres langues sont plus importantes à apprendre que l'anglais. Précisez.

39. Je pense que je peux facilement trouver un emploi en ne parlant pas anglais.

40. Je ne pense pas que l'acquisition de l'anglais devrait être une exigence d'emploi. Précisez.

41. Je pense que je connais suffisamment l'anglais pour pouvoir me débrouiller lors de mes voyages dans les régions anglophones.

42. Je pense que je connais suffisamment l'anglais pour pouvoir lire des livres et des articles en anglais pour mes études.

43. Je pense que je connais suffisamment l'anglais pour pouvoir profiter du contenu anglais sur les réseaux sociaux.

En soumettant ce questionnaire, je suis d'accord que mes réponses, que j'ai données volontairement, peuvent être utilisées à des fins de recherche. Cependant, je comprends aussi que je peux retirer mes données de cette étude en tout temps si je le veux. Pour ce faire, je devrai contacter la chercheuse responsable, Parinaz Heidari-Monfared, par courriel (parinaz.heidari-monfared1@uqac.ca).

LETTER OF INVITATION

PARTICIPANT(E)S RECHERCHÉ(E)S

TITRE DU PROJET: Motivations des étudiants.es francophones de premier cycle de l'UQAC à apprendre l'anglais langue seconde

RESPONSABLES DU PROJET : Heidari Monfared, Parinaz (phmonfared@etu.uqac.ca), étudiante à la maîtrise en éducation, département des sciences de l'éducation; Rublik, Natalie (natalie_rublik@uqac.ca), Professeure agrégée en sciences du langage et communication, département des arts et lettres.

Nous recherchons actuellement des étudiants et étudiantes originaires du Saguenay-Lac-St-Jean pour participer à un projet de recherche portant sur la motivation à apprendre une langue seconde.

La participation à ce projet de recherche implique de remplir un questionnaire en ligne, puis si vous le désirez, à réaliser un entretien virtuel, facultative, d'une durée approximative d'une heure.

Pour participer à cette recherche, vous devez répondre aux critères d'inclusion suivants :
• Être inscrit.e à l'un des programmes du baccalauréat de l'UQAC
• Être francophone (au moins un de vos parents doit être francophone)
• Être né.e et avoir grandi dans la région du Saguenay-Lac-Saint-Jean
• Avoir entre 18 et 30 ans
Vous correspondez à ces critères? Nous avons besoin de vous!

Si vous êtes intéressé.e à participer à cette étude, cliquez sur le lien suivant:
https://sondages.uqac.ca/index.php/299497?lang=fr

Si vous avez des questions, veuillez contacter la personne responsable du projet, Parinaz Heidari-Monfared
- **Par courriel : parinaz.heidari-monfared1@uqac.ca**
- **Par téléphone : 581-574-3378**

Nous vous remercions de l'intérêt que vous portez à la recherche et espérons vous compter parmi nos participants!
Les résultats de cette recherche seront diffusés dans le mémoire du chercheur via le dépôt institutionnel de l'UQAC, nommé Constellation, accessible à partir du lien suivant: https://constellation.uqac.ca/view/. Lors de cette diffusion, l'identification des

participants ne sera pas possible puisqu'aucun nom ne sera divulgué et que rien dans la description de la population ne permettra d'identifier les participants.

PROJET DE RECHERCHE
PARTICIPANT(E)S RECHERCHÉ(E)S

Nous sollicitons votre participation à un projet de recherche intitulé :
Motivation des étudiants.es francophones de premier cycle de l'UQAC à apprendre l'anglais langue seconde

Pour plus de détails, consultez en ligne l'appel de participation.
https://sondages.uqac.ca/index.php/299497?lang=fr

Approuvé par le Comité d'éthique de la recherche (CER) de l'UQAC
No. de référence: 2021-462

TRANSCRIPTION OF THE INTERVIEW WITH MARTIN

Interview number: 1
Time: October 13, 2020, 2:00 p.m.
Interview by: Parinaz Heidari-Monfared
Code of participant: JA03

Start questions on the audiotape at 5:10.

What do you think of English as a subject taught in school?

Are we talking in elementary school, or at what stage? Secondary, primary?

Yes, at school in general, the whole process...

Clearly, it's not enough pressure there. In the background, if I can talk a little bit about my background, I have always been bad at English in elementary and high school. Then after high school, I started college, but I gave up because I joined the army. I did 3 years in the regular, so it made me learn English there in New Brunswick... Well, I learned that's a great world there... I started to manage there a little bit, you know I learned the basics [...]. I went from a guy ... who was spending all the time "on the buttocks" at 60 to a guy who was able to manage to pull 70-80. I just learned the basics to get by.

Then, when I came back from New Brunswick to work in Quebec City, I started practicing my English more regularly at the Valcartier base. Then, since I went back to university, I have plans to travel well, so I work a lot on my own time, but I think it's not enough in demand in schools right now. It does not matter enough because nowadays English is necessary, even for Quebecers, even if we are in a French-speaking place, because there are several jobs (sic) that ask for it. Then, it's always good for any place, especially even... Yes we are in Quebec, but in Canada it speaks more English than French almost in general. I think it's just important to know both, without necessarily neglecting French. Just putting a little more importance on English would not be the worst thing, I think. [...]

So, if I summarize [..], you find that English is not put forward enough in school. You are saying that maybe what you learned in school was not enough in relation to your goals?

Well you know, I have never been very good at English. I've always had trouble learning a language, even in French I have a lot of difficulties. But you know, I came to New Brunswick, when I got back to my room in the back, because how it works there is that I go into a row with 8 other people, and I was the only one who actually spoke French. I knew I was going to have to stay there for six months, so I had to manage, but I wasn't even able to ask where my bed was, or my *locker*.

Being immersed is why I learned so quickly, of course. I think maybe I did not care enough about it when I was young. I think at primary/secondary, maybe we had enough classes before, but after that, we could even continue English classes at the university level, because it could not be ... It might be good for everyone to still have English courses. Then for those who are already bilingual, well, good for them,

it's just going to be easier for them [to follow the courses] and it's going to be a good *refresh* for us because we don't always get the chance to speak English here in Quebec. It does a good practice for those who do not speak often enough. Then for those who are not yet competent at English, .. well it will give them the chance to become competent, I think. [...] No motivations are confirmed at the university there, we know where we are going and we know what we want to do, it's a good decision for everyone. [...]

Thank you. So we talked a little bit about your vision of English as a school subject, I'd like you to tell us maybe a little more about English in general. How do you see English? How do you feel about the English language? What do you think in general? [...]

I see it as the master of the keys because we agree that it is the most spoken language. [...] I intend to go around the world after my bac or my master's degree. I would like to backpack for one or two years. So it's necessary for me to learn English for that reason. And you know, it's something that can "start" us at any time. It can be useful for anyone at any time. Well ... it will allow us to open our horizons because more knowledge is often in English. So it allows us [...] to follow the material accessible to anyone, if you understand English well or if you speak it well too. I put a lot of emphasis on understanding, because I [...] I'm working on understanding right now and not on talking. But yes, I think it's really important.

We've talked a little bit before, but maybe there are things you'll want to add. The next question was could you tell us more about your history of learning English? [explanations]

Basically, in primary school [...] I never started on the right foot in my English classes in fact, as in my French classes. I think I was holding back, I knew I wasn't good, so I didn't like it very much. But then for sure in New Brunswick, that's where I learned it. And after that, right now, how I'm learning it is …. at university there are probably courses that are possible for me to take, but aren't in my bac program. So how I slowly learn English is that I follow a lot of series, I force myself to watch movies, when I work I listen to podcasts in English, I downloaded an app to practice my English. I try to communicate in writing with people who are interested in communicating with me in English. I put a lot of weight right now to practice my English. As soon as I have free time, I try to practice. [...]

We were wondering if you had the same attitude to learning English as when you started your apprenticeship? So I clearly understand that not, but how did that change happen?

Really not, but I think it also goes with my visions of my projects that have changed over time. I think that's really what made me change my view of things. Because what happened was that at first, I was really not interested in English because I saw myself [...] spending my life in Saguenay. Then with the army, they put me at the foot of the wall and forced me to learn English in a way, because you know I was with 60 people and we were just the minority who spoke French, so we had no choice, everything was in English. Then, well there I had projects. Then my English abilities became a little better [...], I saw myself perhaps being able to do something else, do just big projects like travel around the world, register for courses in English or go discover the language, and read articles in English. You know, the me before would not have accepted these changes, but now I am ok. But it is really for my tasks that I have to learn English. Then the projects that I have to do, determine my motivation at the moment to learn English.

What do you think of the English curriculum at school? You've already given us suggestions... If you had the authority to do what you want about teaching English in school, would you change things in the way it's done?

That's a good question, I don't remember my classes very well when I was young. I didn't get the chance to get me taught in English at the college, which is probably a place where it would have been useful to learn, so it's very hard to say. But I think if I changed … what it would be… I would have added a lot of listening. You know, we do oral presentations, but I think [...] the teacher made us listen to programs in English just from high school. I thought it was relevant because everyone was telling me that it was the best way to learn English. And it's motivating for a student, because he sees it as a reward. After all, you know it's a show, it's not homework, but basically, that's where we practice a lot. It's a good thing about oral presentations.

But with the oral presentations the problem is that often, we go with memory and not the unannounced (sic). So that's what makes us work a little less. Maybe more focus groups would be better than oral presentations, [...] I think that's what I did in Secondary 5 if I remember right there. I was really a fan of focus groups, because you can't memorize a conversation you're going to have with someone. It makes you think, it forces you to try to express yourself, as she said [the teacher], if you don't try to express yourself, you're going to get zero, it forces you to try to say something. So it's sure it's not easy all the time, because you have to think how you're going to say things. That's my problem most of the time. It doesn't come out naturally. But I think that's really what I would advise with what little I know of the school.

I'd like to give a little bit of a thumbs-up to what you said about the English focus groups, I think it's a nice idea that you bring us. Then maybe by your experience or what you think, what kind of topics, either you have addressed, or that you would propose to address in these groups?

That's a good question. [...] It would be really everyday things actually. It really wouldn't be a matter of debate . . . it would really be more explaining what we like and all that. Because when I started learning English, it was in New Brunswick as I told you with the guys in my room, and it was a given that when I started learning it with the guys in my room, well I just had to express myself about really mundane things, about very everyday stuff you know, like "Are you going to take a shower?", " Are you helping me clean up?", "How do you do it out there?", "Can you turn off the light?"

Then, if I can go further, I think I have had less difficulty learning English with English speakers than with French people, for the simple reason that I felt I had less discomfort of speaking English with people who speak English, if there was no French who heard me around. Because they are aware that I am French, so even if I spoke poorly in English, I thought to myself, "They can't judge me because, conversely, they don't speak French". I was like, "You can't judge the effort I make." But when I was talking with French people, you know people... When we speak in English with French people around, I thought maybe they judged my English quality. So I really tried to speak more with Anglophones, I really felt more comfortable. The things I remember the most, what struck me the most was when I had conversations and we were fighting with an English man, because I didn't understand a word he said. I give you two examples that really shook me: it was a towel. He just wanted to have his towel, and towel!! .. I didn't know what it was. So that even if he repeated *towel* ten thousand times, I would not get it, it gave me nothing, until he went to get it and he pointed it to me you know. Then, I said "Ah yes, a towel, ok.". Then a *pop,* a beverage there. A *pop*, it's still a good joke. He was ordering on the phone and he was asking me for a pop but I didn't know what to say because I didn't know what it was.

Yes, I totally understand. So if I recap all this a little bit, when you were requesting more conversations at schools, it was the conversations about everyday topics.

That's right.

You know it's not about doing a course, for example, about the content or the argument behind it all, but just practicing talking.

I don't think so because, you know, If we talk about a psychological debate, we're going to have to use the vocabulary of psychological terms and such. when you travel, you're not going to start by saying "hi, hello" and talk about psychology with the person. I think that what we need is really the basis of the base: to present ourselves, to talk about ourselves, in fact that's how the applications that I am using right now work. That's what they start with, just really mundane daily sentences, reminding us of how we talk with our parents. When we introduce ourselves, we do not talk about a psychological debate: what do you think of Freud there..

Actually. I understand. It's good that you're talking a little bit about apps. We would like to know exactly what tools you use to help you learn English [...] and about how often, why, how?

Right now I'm using Netflix. That's not that frequent though, but let's say I try to follow one show a day if I'm able, depending on the time I have. After that, when I work I listen to podcasts on Google Podcast actually. When I work, I can listen for about 2-3 hours of podcasts in English until my concentration gets so low that I understand really nothing. If not, I use Busuu, the app to learn English, actually languages, any language, like a little Babel. I try every day to do a little 20 minutes long lesson. The Busuu application presents really small courses of 10-15 minutes that ask us small questions, make us think, teach us concepts, phrases, and after that they really give us the real certificates, that's what I like about them, the level of English A1, A2, B1, B2 [...] . That's what I like, we see our progress with the real certificates, that we can print and keep. You can really say, "Okay, I'm bilingual" because you know it's hard to determine when you're bilingual and when you're not bilingual. I try to do at least 20 minutes a day, minimum, Busuu, yes. Oh recently I ordered a book also in English. It's going to force me to read in English, which will be a little different from just listening. I try to talk with people too. I try to interact with a person in the U.S. in English, you know I talk to him about everyday life normally. That's *up and down,* it depends on my time. It's by email, it's not always easy to put time. Sometimes, if I have the possibility, we try to contact just on Zoom or Google Duo to have the chance to speak in English in fact, to practice to speak. It really bothers me less to talk to a native English speaker [...] yes, scientific articles too. I'm starting to do this in my field, in psychology, to practice psychological terms. So I started this, but it's not easy [...]

Thank you, now we would like to talk about your parents. So what do they think of English?

Yes, I think there's no point in learning it for them [laughs]. There are far from being bilingual and they have never been interested in English. My father was never really interested. And my mother is a teacher at the college, and I think she knows a little, she knows some words, she is able to manage a mini conversation, but I will never hear her speak English for fun. In fact, I don't even know if she's able to speak English, and she doesn't understand exactly I think. If she sees words she's going to be able to understand *basic* words there, but nothing more.

So do you think your parents influenced, in any way, your motivation to learn English?

[...] I think it's sure that if you have bilingual parents, it will help you learn English and French [laughs]. Obviously, having never heard English in my family... I think I have no English speaker in my family, that's really another... I never needed to speak English with my family, no. So I think that yes, it

influenced me because, you know according to the child's psychology when we are in the womb of our mothers and we hear sounds in English, it can help us learn English, clearly I did not learn there [laughs]. I clearly think I didn't get a chance to hear sounds in English when I was in my mother's womb, and neither after nor in my development. Yes, it influenced me.

And have you already discussed together about the importance of learning English, or not at all?

Yes, recently [...] I told her [his mother] about my motivations for my future goals and so on.... She doesn't necessarily find it wrong that I'm learning or not learning English, it's just something else for her there. You know it is not an important topic for her. It doesn't matter to her if I don't learn it.

Is Music in English something you listen to?

I think there are not a lot of people who listen to music in French these days [laughs]. Yes, I listen to it a lot. Obviously, I listen every day when I go to the gym, for example, or in my car. I listen to the radio in English, it's just to help me [integrate]. Sometimes I don't focus on what it is saying, but it's just for getting used to hearing words in English. [...] I rarely watch tv [laughs]. I don't have much time for that. Then books, I have not yet started to read much there, I started recently. But let's say it's going to be once every 1 week or 2 weeks. I think... I would have to try, to really focus and try to translate words. It's going to be a little more complicated than listening.

Do you think English is a necessity in your daily life?

No, I don't see that as a necessity... I could say that... In my opinion, my vision in saying "necessity" is like saying that I wouldn't be able to live if I didn't learn [English]. And I don't agree with that, because I think I'm able to live without English. But I see for myself a necessity in the sense that I feel the desire for my future projects. [...] I don't think it's a necessity for anyone. But for my own projects, yes.

I understand. Do you like to learn other languages? Do you have an interest in languages other than English?

Right now no. But I want to start learning Spanish after Christmas. Again, it's for my goals, for the world tour, to write in my bucket *list,* that I'm actually trilingual. That's one of my goals in my life in general, just because I find it really nice to be able to communicate in three types of languages.

So you still have an interest in languages in general.

Yes. I think we have the constraint of time, and the memory and the practice that limits us to not being quadrilingual or [...] to become multilingual I think the constraint of time comes to play also there, and practice.

Certainly, being students at university, we all have constraints.

That's right.

[...] **Do you think the existence of translation devices will affect language learning? Or your language learning?** [Explanations]

[...] No. I don't think it's going to affect for those who really want to learn it. I think it depends on your motivation to learn it. But I understand. You know, I use it a lot [Google Translate], but I use it as a tool more than a way to talk. I use it more as a learning tool than as a communication tool. I think it's like a dictionary. It's just faster. I often use it to write in English, so it translates into French and makes sure my writing makes sense the way I write it. Instead of writing it in French... Except if there are words I don't know..

TRANSCRIPTION OF THE INTERVIEW WITH JOSIANE

Interview number: 2
Time: October 20, 2020, 2:00 p.m.
Interview by: Parinaz Heidari-Monfared
Code du participant : CA23

Start questions on the audiotape at 5:20.

Could you tell us a little more about your history of learning the English language: when you started, until today. How did it go, what was your attitude towards language?

I was born in Lac-St-Jean, so I studied at school in Lac-St-Jean. In elementary school, you start learning English in the first year. I remember, it was very difficult in the first year because I had broken an arm and I had missed school, and then I had surgery for the tonsils and I had missed school, and when I came back, it was difficult. Everyone spoke English and I didn't understand anything. It was really, really hard for me. Then, I didn't like English. I didn't like it because I had a bad experience because everyone was more advanced than me. Then it got better. I think I had a lot of support from my mother there. Then, in sixth grade, I did intensive English and I really liked it.

On a voluntary basis or was it for everyone at that time?

It was for everyone, it was mandatory in my school. But it was a really good experience, and I would say on behalf of everyone in my class, that it helped them develop their interest in the English language. It was really good. Then it made English very easy for me in high school, so it helped me to like it. Often, people do not like English, from what I have noticed, because they are not proficient enough. But I saw that once I had done intensive English, I had no difficulty, so I liked my classes. Then, I did another intensive English course in secondary 2 or 3, I remember. That I found it difficult, I did not do intensive English again after. But I still liked it. My interest hasn't stopped. Then, I lived with an English speaker for two years afterwards.

Here in Quebec?

Yes, exactly. He was my sister's boyfriend. So at home, we spoke English a little bit. Then, my interest hasn't diminished. I would say today my interest has turned more to other languages. When I started Cégep, I did a session in Arts-Letters-Communications, but there was a Modern Languages option in Montreal. So there I learned Spanish and German, that I really enjoyed. I discovered a passion, I would say. It was my sixth year, in intensive English, it changed everything for me.

Today, are you still oriented towards other languages? To English? Tell me a little bit about your interest in languages?

I really have an interest in all languages. I'd like to speak them all [laughs]. It sounds a little unrealistic, but it's actually a good way to learn more about other cultures, other countries. For me it's really an opening that I have, that I want to develop more and more, because learning a language is really learning ... Since every sentence structure in languages changes … well, there's always a story to that. It's fun to know that. I don't learn a language just to learn the language, I really try to push further.

It's perfect. I'm a bit of a thumbs up on several of the topics you discussed in the introduction. We're going to go on the school side for a while. What do you think of English as a school subject that is taught in schools at all levels?

Well I think it's good, but personally, I'd like it if there was a choice of languages, not just English. English is very much required here in Canada because we are predominantly English-speaking in Canada. But the fact remains that other languages are important too, I don't think it's English that is the most important language to learn. It's not a language that's disappearing, it's not the only language you need to travel either. French is spoken a lot, so it's really a good base as English and Spanish are. But I want to have a choice. I know that in other provinces, there is a choice. I do not see why in Quebec we would not have it[a second language choice] as well. It's a slight lack that I think we have. But it's good to have another compulsory language... A second language is essential.

[...] **If you had the supreme authority, would there be things you would change, what would you do for teaching English for example in schools?**

At every level?

Yes, you can go there in general or level by level, as you feel.

I would say in elementary school, it went really well. Then intensive English I think it should be mandatory everywhere. Because it's really... It changed everything, I think it's really important because if it influenced me, it should influence others too. I don't think I'm an exception to the rule.

It's true that in your attitude before and after, there's been a significant change.

Yes, exactly. Of course, when I did intensive English, my teacher was really nice, I really had a good experience. Then there was a good approach with us too, it was really good. It was in the beginnings, in the trial periods. Then in high school, I would say teachers... That would have to be changed. Often, high school teachers are not very competent. Or sometimes they don't seem to want to be there necessarily. It happens a lot... You know I had English teachers who were mean to those who weren't good. It's sad, because normally it's them that are supposed to be the nicest, the most available there to answer questions. But often, it was like a romp on them. I'd say I've seen it quite a bit throughout my high school, it's continued in College too. So you know, I'd say teachers have a job to do.... I know it's not just in English [classes], but many teachers favoured certain students, precisely the students who were better or the students who corresponded to a certain criterion that pleased them there. I think it would be the most important thing to change because it harms students, even those who don't necessarily have an interest in English, well for sure having a teacher like that is not... It doesn't make you want to keep going. Then for those who love English, who like to learn languages, well it's smooth because it's easy. You know, I would have liked to have had teachers pushing me further, but I always had good grades [the intensity of the tone goes up]. I didn't get as corrected. It was just like "You're okay, we're making you pass and it's good", but I would have liked to have been corrected perhaps more severely to push me to go further.

So the situation was not in favour of those in extreme ends, those who had difficulty and those who were too good...

Yes, exactly. Both were not treated great there. But that's the only thing I would say that would be to improve. Otherwise, I think in English there's not really any specific criteria... for students [Uncertain] ... I mean, you have not ... The goal at the end of the course is not as precise as for example science classes or stuff. It takes more to know how to write, to know how to speak. There's a plain field on what they do, and I find it interesting. Because all teachers bring it differently, often they give very interesting courses. I had teachers that their pedagogy was with... Sometimes it was movies and we wrote summaries. Sometimes they were songs, and we wrote summaries. That way, there were still new stuff for people who liked it and people who didn't. It's still stuff that keeps us interested.. It's not like reading a long philosophical text or something. That was still good at that level.. I don't know if I'm answering the question correctly.

Yes, it is very detailed.

So you would like to have the choice to choose between languages like English, Spanish, German, etc. But at the same time you want intensive English?

Intensive English, or Spanish, no matter what language you choose, it is good that you have a period of immersion, no matter the language. Of course, it's difficult if you have 5 students in German, 5 students in Spanish, it's hard to manage...

If you were offered another language like Spanish or German or Mandarin or any other language, would you still choose to learn English in immersion or not?

No, I would not

Which other language would you choose?

That's difficult. I think when I was in 6th grade, I would have chosen Spanish. At this time, I already had an interest in Spanish. And after that, in secondary, I was already learning German, so I would have chosen German.

And why do these languages rather than English?

Because English... Everyone values English. That's what makes me a little reluctant. Why is this language so important? I have an interest in learning Aboriginal languages because it is a language that tends to die in a way, I would like to bring it back to life. But English, everyone speaks it, why would we go there? You know, it's a little bit tanning to encourage it... It's like encouraging big business. You know we should encourage locals, so it's kind of the same principle.

You mentioned that in your questionnaire as well, that people idealized the English language and you don't like it.
It just allows me to slide to our next question. It was how you feel about English as a language. Maybe you can elaborate on what Parinaz just said. You said that it was much idealized or valued for no reason, maybe you can explain to us more what you think on that side?

It's really in all spheres of our lives, that English is always there, and I find it tanning. You know, we've got a lot of Anglicisms. We can start with that, all the Anglicisms we use, why? [Tone a little more intense]. Why are we doing this? Of course, we are surrounded by English speakers, you know the rest of Canada is English, after that it's the United States, English speakers... But at the same time, why is this language so important? It's really... I have a reluctance with that. I love English, but at the same time I do not want to encourage this kind of invasion.

Do you feel that this is a bit of a threat to Quebec culture or to other cultures?

No, because culture... I don't think my culture is just my language. My culture is my way of life. My culture is a lot of things. I keep my tongue, it is rare that I use Anglicisms. Well, it's rare... I use it because, it's really a habit that we have, it's really rooted in society, but I do my best to use as little as possible. But I don't feel particularly threatened. It's just that I find it boring to see that others get on board so easily. It's kind of like some kind of American propaganda. [Shy laugh] I feel a little bit like that, but not necessarily threatened.

Then on your parents' side, what do they think of English? Did they influence your motivation?

No, not at all. I have never heard my parents speak of a second language in general. My parents always told me that school was important. It takes diplomas to make a life, therefore school is important to them. But a second language, they never discussed it with my sister and me. And my parents, I've never seen them speak English. And my grandparents don't either.... But they've never been reluctant to hear it either. For example, I wasn't so lucky there, but my sister did an exchange during high school, and my parents were super open to that idea. They didn't say, "No, there's no way". We had that open-mindedness from them, but we didn't have to do that either. They were really neutral, I'd say.

Then on the side of the rest of your entourage, your friends, your colleagues, even your teachers, do you feel ... Do they encourage you towards English? Do you feel influenced by other people around you?

I'd say teachers do. Teachers say a lot that English is important. Then at university, it gets worse I would say because often the teachers will give us articles in English to read. That I find it intimidating because... I don't know why. I speak English, there's no problem. But what about another student who doesn't speak English well? He's less likely to understand the subject [in a more accentuated tone]! I think it's really boring for them, it shouldn't happen. I disagree with that. I would say at the university level, the teachers find English more important I guess. That must be why they give us articles in English to read. But yes, throughout my career, the teachers emphasized that it was necessary, I'd say.

Even your elementary/secondary teachers, you mean?

Primary level teachers, I do not really remember, but secondary yes.... I know that my English teacher in elementary school kept telling us that it is important. It's important to start young. She told us all the time. But the other teachers I don't really remember.

Are you often in contact with the English-speaking community? How often do you have contact with people who speak English? Earlier you were telling me about your sister's spouse… Do you still have contact with English-speaking people like that or...?

Yes, my sister prefers to speak English. It sometimes happens that she speaks to me in English. She works in English, and she still has her boyfriend who is English-speaking. I often go to her house, and we speak English. But if I don't like it, we also speak in French there... She still speaks French well. But if not, not really. Sometimes at work. I work in the hospital, so sometimes we have patients who speak English, but it's still very rare.

Are you in contact with other communities? Spanish or German ones? Maybe even online so you talk with them in other languages?

Well, I got some people at work that spoke Spanish and only one group that spoke German.

Did you prefer to talk with them in Spanish or German? Or did you speak with them in French?

Yes, actually, I'm always shy. But I speak a little bit and it starts.

I understand.

But I'm always proud like "yes I can speak your language".

You should be.

Now, in terms of your hobbies or life in general, how often do you listen to movies, read books or listen to music in English? Or are you following English content on any media or social media? Tell us a little bit about this; what place does it take in your life?

I don't listen to a lot of music in general. I would say I listen to about an hour of music per week, but I would say that it's like 30 minutes in French, and the other 30 minutes is mixed: I have English, I have Spanish, I have German, I have Arabic ... But I would say I have about 15 minutes of songs in English.

Then for the films, if I have an option to watch in French, I watch them in French.

Netflix?

Yes, but I usually watch everything in French. I always have one series in French, one in Spanish and one in English.

Do you read books in other languages?

Well I would say I don't really have time for reading. But I have books in English. When I have time, I read a little bit because reading in English is what I have the hardest time with. It's much harder to follow novels. It's not a language I'm used to reading in. Because we didn't do a lot of reading, in elementary school, in high school, even in College, we don't do a lot of reading. We are really more focused on talking and listening. So, reading, not so much. But I don't read much in French either.

In terms of social media, current events, these things, it's always in French. But it happens that I see stuff on Facebook like memes in English.

Do you plan to use English for your studies, work or other circumstances in the future?

I don't particularly think so. Maybe it would be more if I was travelling. But again, I don't have the desire to travel to the United States, so the other countries I can manage in other languages. I do not know if I will really use English or more French.

Suppose you had the opportunity to travel to a country where they spoke an X language and English. Would you naturally be motivated to use the English you know or learn a few words in the country's language?

I'd be inclined to go and learn the words of the country. Because if you visit a place, you have to know the language of where you visit... If you don't know the language well you'll discover just half of the place. You'll never know in full.

The ultimate question was, "Is there another language that you are more motivated and determined to learn than English?" So, you told us a little bit about your interest in other languages. Today, which one would you rank as the top of the list?

Well, I have a spouse who speaks Arabic, so that would be my priority. This is the one I'm learning. It's on Arabic that I focus the most so that I can one day visit his country, and that I can know him better too. So, I can understand him when he's talking to his family, his friends. I'm focusing on that right now. It accords with my needs, I'd say.

Did you start learning Arabic?

Well, a little bit. I'm learning the alphabet and it's really hard. That's a beginning.

We have reached to our last question about translation devices. [explanations] Do you think the existence of translation devices like this will affect how people learn languages? Or will it affect their motivation to learn languages?

Yes, I think it's going to affect motivation, but again, I'm not sure. Because the people who are going to use it are likely to be the people who are going to have a hard time with learning languages. For example, I see my grandmother using this or my father... You know they're really having trouble with English and they're at a level where they don't want to start learning a new language. It's convenient for this kind of people. But for example, my mother ... She speaks a little bit of English, but she's super embarrassed. I don't think she would be motivated to use it. She will force herself more because she wants to communicate with people herself. It cuts off the human sense of conversation, so it really depends on the kind of person... Maybe if we offer this from a young age, then it will affect the motivation ... But if I'm offered today, if you offer it to people in my class, I think people will be able to make an informed choice. "Do I want to use technology to communicate with someone, or do I want to push myself to learn their language?" It really depends on which age group we're going to propose it to.

TRANSCRIPTION OF THE INTERVIEW WITH AUDREY

Interview number: 3
Time: October 15, 2020, 3:00 p.m.
Interview by: Parinaz Heidari-Monfared
Code du participant : JO11

Start questions on the audiotape at 5:30.

Could you tell us a little bit about your history of learning English? How did it start, how did it go from childhood until this point, today?

First, I was born here in Saguenay which is very French-speaking. There are very few contexts to speak English in my daily life. So English started in elementary school, and it was great. I never had a problem, I liked to learn English and I was interested in learning it. Then it was going great. In fact, in elementary school, in Grade 6, I did the intensive English program, so half the year in English and half the year in French. It helped me a lot to progress in English, to improve.

Was it mandatory or optional?

No, it was not mandatory. My sister had done it before me there, so it was still [impossible to understand]. But it was very encouraged in my house. My parents are very bad at English, I'll admit it. Because they have always seen it as a certain disability compared to outside of Quebec, they have encouraged us a lot to develop English by ourselves because they could not help us. So intensive English was a great opportunity. It was by choice, I did it, it was great, Then it was just a good ... It gave me a good chance for high school because intensive English makes it like raising the level super quickly, and after that in high school, it was still super easy. At the end of high school, I participated in the Explore program, an immersion program. I was in Ottawa, a very bilingual environment. The slightest accent in English was enough for people to find out and then they would speak to us in French because we had an accent. So on this point, it was not my best experience being immersed in Ottawa, because most of the time I was answered in French, but still more opportunities to speak English than here in Saguenay. I was in a foster family that was totally English-speaking, who didn't speak French at all, so I also had to get by and speak in English when I was with them. So it was another experience that allowed me to maintain my English skills, because, hey, um I couldn't keep them here [laughs]. Then, after my Cégep, I participated in the Odyssey program that was a bit the opposite: promoting the French language in English Canada. So I worked at a French school in Niagara Falls. [...] I also understood the importance of the French language. Being here in Saguenay, often we do not realize how much it can be threatened elsewhere because we have the impression that everyone speaks French. Then when I went somewhere else, I realized that *"OK, wow,* not everyone speaks French!" So it's really important to keep the French language. But I was really also super happy to be able to speak English because there it is not with French that I could have obtained... all the services, even in the services, restaurant, grocery store, when my vehicle was broken in the garage, explaining what the problem was, even worse explaining the sounds I heard… Well it was not something I was used to doing in English because it's not what we do in school contexts either..

There wasn't organized contexts for discussion there, so it pushed me to deepen my English, even though I worked mostly in French.

Then, after that, I'm back here and I'm back to the box where I don't have many contexts to practice English, but I have a boyfriend whose father is English-speaking, and he's been to English school all his life. When I'm with him, I often switch naturally to English, despite being French-speaking. You know he lives his whole life in French, but it gives me an opportunity to talk to someone in English that I don't have here at home with my parents who are completely French-speaking and don't understand anything I speak to them in English. So it seems that over time, I realized the importance of the two languages, not only French, not only English, but both languages because I also saw both sides of the coin: completely Francophone side and more completely English-speaking side too.

Would you say that you have the same attitude towards the English language today as when you started your journey?

Yes, but basically, I would say that it has changed a lot, my perception of languages in general, precisely because of the contexts in which I have experienced them. You know before I was more ... ignorant about... at high school, there were often people who said, "Ah, we'd like to speak just English because it's cool to speak English because you can speak English all over the world", and I did not necessarily disagree to that but my parents spoke only French, and I was like "It's okay, we can manage just speaking French". Then, over time, I understood the usefulness of speaking English, but I would never give up my French language to speak just English because I also understand the usefulness of the French language, but I actually understood the usefulness of all the languages in the world there. So I wouldn't be willing to give up one language for another, and I attach so much importance to both languages. Yes, I am still super optimistic and enthusiastic about learning English and about deepening my knowledge, certainly, but never at the expense of another language.

And then in relation to English as a school subject, what do you think? How do you feel about that?

Well, for sure that is more, perhaps, complex, because everyone knows it's in an evaluation context. Students are aware... So it can be an additional source of stress. Because it's good in some cases, I think, when you're used to it always being organized, prepared, that you make planned exchanges, it can be reassuring at a certain point, but it's really not realistic to always practice English in this context because after when you arrive in a daily context, well you're really ... because we didn't practice and we didn't prepare our conversation. So I think it would be nice that there will be some evolution in English courses over time because I feel that it is quite *basic*. It is always the same formula, we prepare, for example, an oral presentation or we prepare the reading of a text, and we can practice all the time and repeat the experience, whereas in real life, we would not necessarily have the chance to practice or prepare for the experiment. So it would be nice if, over time, through the school years, we would learn to be a little more [finger-snapping] spontaneous and to do unexpected exercises so that we are better prepared after doing discussions in extra-curricular context

Okay, so if you had things to change, if you had the ultimate authority and could change the way English is taught in schools, what would you propose?

Hey me, I would change business at school! [Laughs] Well, it would be just maybe not bad if students are in uncomfortable situations. It's like bad at the time, it sounds a bit cruel, but it would be less nasty to put them in uncomfortable situations when it's a controlled context like school than when they arrive

after in a situation where they are on a trip, and never had a spontaneous discussion with someone and not able to manage, even if they obtained 95 in class, cause it is not representative of reality. So I think it might be to put students in uncomfortable situations, even if it's formative, not necessarily to evaluate them all the time but to learn to deal with each other more spontaneously there. So, putting the students in surprising situations, you know, and give advice and instruction too. To deepen the knowledge, not just restrict them to a pool of words required in a particular school year. Perhaps going further with students who can go further without cognitive overload to those who have difficulty. I think that sometimes in school we stay a lot in the comfort zone and it restricts the students from getting better. You know they stay in the same comfort zone all the time and they think they are good because they have 100%, but ultimately having 100% in school is not necessarily being competent bilingual in real life, because the expectations at school are also... A 100%, let's say in 4th grade, does not make you a bilingual person because the expectations in 4th grade also do not represent all the knowledge you could have of the English language. So I think it would be to go outside the scope of what is expected in a school year for students who can learn more. It would allow them to improve more and be better prepared to practice the language in these extra-curricular contexts.

So there we talked a lot about English at school, then we're going to change a little orientation, so what do you think... Do you feel like you like the English language in general? You know, not as a subject but in everyday life.

I think the English language is still... Well, it's a beautiful language, like all languages ... I don't have a preference for one language or another. But there is no denying that English is a more useful language than other languages, because hey it is still quite universal there, the language of business seems to be said [...] So it's still a language with which you can manage everywhere... relatively anywhere, in the world. So I think everyone wants to speak this language. I think it's a great language, indeed, very effective, and it's advantageous when you speak French before speaking English because hey French is so complicated, everyone thinks it's so complicated, even we Francophones perceive it so complicated that when you learn English [in a humorous tone] don't look easy! You know we have a lot of opportunities to practice English when we get involved a little bit there ... Precisely, for example, with Netflix or with all other online platforms, English is very accessible and there's a lot of content available in English. So it's advantageous versus the other way around, if you're an Englishman trying to learn French, well there's maybe less content available. I think English is a super beautiful language and one is lucky... I consider myself lucky to have it as a second language because it is easier to deepen it.

What do your parents think of the language? Did they influence you in your journey?

Well, for sure my parents are not people who speak English. So they may be a little... It wouldn't be the proper term to say that, but they may be a little hypocritical when it comes to English, in the sense that they sell it to us like it's really important, but they see it as really difficult. You know it's really a big hurdle to overcome at their age to learn English, and then they wouldn't make an effort to learn English. They are not hypocrites for real, but in the sense that it is a big obstacle in their lives, that they sell it to us as something important. But they are not ready, let's admit, to put all the necessary efforts to learn English themselves. So it's sure that in my family English is as important, but [emphasized] perceived as something difficult and complicated and worse an obstacle. [...] It's like both sides of the coin there, the positive side "Take it, it's going to be very useful", negative side "It's a big obstacle".

Would you say that it influenced your motivation, positively or negatively, in terms of learning?

Yes, that's for sure. When I was young, I was not aware of it... So I just followed the encouragement of "Learn, it's important." Then, the older I get, the more I see how it can be an obstacle and how true it can even lead to the extreme, let's admit I would really get anxious not to be able to speak English or not be able to care for myself elsewhere, well you know it could even prevent you, for example, from having job opportunities or travelling. So I think at some point I realized that, and it increased my motivation not to be caught in that trap... I was lucky to have started early and have a good base in English and maintain it and use it to my advantage.

In your entourage, your friends, your teachers, your colleagues, can they play on your motivation, on your attitude towards learning English?

Yes, that's for sure. At some point, I think it is a bit assumed that everyone speaks English, for example, at university. Teachers sometimes ask that we get information from English-language platforms or see videos shown to us in class in English. This can both contribute to motivation by thinking, "Hey, I want to understand and I want to learn it." But at the same time, it can be a little discouraging. We all know the famous phrase "We are in Quebec and here we speak French", sometimes there are people who are like, "I do not understand why I am supposed to receive my education in French and I have articles or videos in English". So it could not be very encouraging for someone, for example, who understands nothing at all in English. I think ... Well for my part, it results in motivation, because I am aware that I could just access more information on the school level if I improve my English. But I'm not sure how demotivating it could be if I have to make extra effort to dig in my head to understand English every time I want to get information. My friends don't speak English too. Sometimes I try to motivate them to learn English because I'm like "Oh, it's very easy to learn!" But you know, learning a language, it's not done by snapping fingers, I understand that it requires time and a lot of effort.

Thank you. When we talked in the first question about your journey, you told us about your experience in Niagara Falls. Is there anything you'd like to add to that? I know you worked in French, but did it change things in your English language experience or in your motivations for English? How did that experience affect you?

Well, yes certainly, it made me realize that I wasn't bilingual [laughs], that was the first thing. Sometimes you manage to talk about small things, every once in a while, and it's fine, but when you have to spend the life speaking English, it's more difficult. I tried to say what I was thinking, and I had to dig in my head to find the words I really wanted to say and were accurate. Yes, it made me realize that I was not bilingual and that I had a lot of .. [emphasized] a lot of work to do to be comfortable speaking English. Then, if I were lucky enough to be with someone who spoke English, I would let the English person speak because I was embarrassed to speak English. You know... When it's not the first language, we're less comfortable, it's normal, but that's it, we're always afraid of the judgment of others. I know I have an accent, I know that when I speak English, everyone is like: "Ah, you speak French!" Yes, I speak French, but you know I try so much to speak English now. At times though, I do not want to use my English. Because that's when you know, you become aware of some small gaps that you have when you are immersed in the English-speaking environment 24 hours a day. That's what I'm talking about. I don't think it contributed to my demotivation, for example. It really made me want to learn more and ask more questions too. I had the chance to rub shoulders with bilingual people and when I heard things I did not understand or when I wanted to say things that I was not able to say, I had a lot of people around me who were able to understand both languages help me. So it was a good upgrade for me to have this entourage. It was a very nice experience, positive, motivating on learning a second language.

Super. [..] We would like to hear a little more about what you think of the importance that is given to the English language in Quebec in relation to French culture.

My God, that's a big question. It's a GOOD [emphasized] issue though. I think in Quebec... Well maybe I'm wrong, but that's my opinion, especially since we're in this region here... I think that in the province, at least the people around me give me the impression that we may be more aware of the fact that we need a second language outside our borders, which can be an advantage when I compare to when I went to Ontario, students who already spoke English did not want to speak a second language because English can be used everywhere. So I think, in Quebec, we are lucky to speak French and to be aware that we are a bit of a minority in Canada and elsewhere speaking French because it leads us to understand perhaps the importance of learning a second language. Montreal is very bilingual and I imagine that the multicultural context there has a great influence on the language, but Montreal versus all the other regions .. well all the other regions are very very very Francophone ... I think it can compensate for the English that is really used in Montreal precisely to adapt to the multiculturality and the context that exists there. So I think it's still pretty balanced. I don't think one language is being neglected to promote another. You know, I don't see why we would speak more English at Saguenay Lac-St-Jean, there are no English speakers... Ben there are English speakers in Saguenay Lac-St-Jean, but it is a minority of English speakers, and then I think they are still able to get an understanding and some service in English because, as I said earlier, we are aware that we are a minority and that we need English. Then, on the other hand, we must respect the fact that it is another context in Montreal and that English is as important there as well. I would say that I think it's balanced, and I don't feel that there is one language that is seen better than another or that there is one language that is more favoured than another. I don't see much of a problem. I'm not alarmed by the situation. Although sometimes I feel like it's a bit of a war of languages, you know: English versus French, who's right? "In Quebec, we speak French, and the English are not welcome" is beyond me, I'm like "Everyone is welcome". But everyone is welcome with respect to others. We must respect that there are English speakers who speak English and English people must respect that there are Francophones who speak French, and make an effort to meet in the middle, not say "Ah it's me who's right and I want everything" and "You're right and you want everything". I think that, at the moment, in my opinion, it still looks good, it's quite 50-50 and we're able to get along and live together.

So do you feel that English is some threat to the identity of Quebecers or not?

I think maybe it's the way it's brought in that it gives the impression that it's like the war between the two, you know to say, "Ah the English take all the place" or "Ah the French take all the place"... It is not that one language threatens the other language, it is perhaps the ignorance of people that threatens the language. I did the Odyssey program and I saw the perception of the French language by other people. I understood that it was not true that French is used everywhere ... You know they say Canada is bilingual, but it is not Canada that is bilingual. It is Quebec that is bilingual because... Why would people in British Columbia learn French if there are perhaps two or three Francophone communities across the province? I understand their point ... When I leave my house, I understand why people feel that the French language is under threat. I understand that we are a minority. But it's not the English that threatens the French language, it's... We, as Francophones, we are unaware, it seems that the French language is not used or is not promoted elsewhere. So it would be up to us to promote it [...] to find ways to make it important and ... I don't know, make the content interesting. I think that if we were more aware of the situation of our language, we could perhaps make it travel elsewhere and promote it. But I don't think it's the other people who threaten our language. I think it is ourselves who should be informed about the situation. The people around me, my parents, my friends and my teachers speak French, well it's okay, everyone speaks French and it's not necessarily threatened, but that's not necessarily the reality.

What do you think of the existence of translation devices? Do you think it will affect language learning?

Yes and no. I'm not able to position myself, but that's because you know the context is changing. If you look ...… If we go back in time, people were born in a place and they stayed there. They farmed their land and had their little house, and there was not necessarily an opportunity to go far, go somewhere else, travel, and come into contact with people who spoke other languages. Obviously, this context was not beneficial for promoting languages, for learning other languages. But now we're at a time when we travel everywhere, and we travel all the time. We are in contact with people who speak other languages. You know, for my part, I opt for English because hey, it is the second language that seems the most useful to me. But at the same time, am I going to go to Portugal and I'm going to learn Portuguese? Am I going to go to Brazil, am I going to go to Peru, and am I going to learn the languages of all these countries because I am travelling? So I think that applications like that can be very useful too, for example, show interest to the other people and say "Look, I'm making an effort to understand you", it makes a nice tool for us to communicate. So yes, it can be advantageous... and yes, it can influence negatively too because there are probably people who will never learn a second language thinking that they can depend on the app. But I also think it would be more people .. I'm thinking of my parents right now, who are thinking, "Ah I'm too old, and I need to make so much effort to learn a language" and ok, maybe that would be a way of looking at things. You know, "It's such a big obstacle that I'm going to use that." But I also think that from an early age, for everyone who attends the school environment, we already learn a second language and we are introduced to it, it also facilitates the introduction to the second language and perceives the importance of the second language. Yes, you could use the app, but at the same time, the more you learn when you start early and the more you are introduced at young ages to this, the more the obstacle is reduced. So I think that with the context, all the rules that govern us right now, whether it's the subjects in school, the age we have to attend school, and the way English is brought in, yes, the applications can influence, but I don't think it's necessarily going to discourage the generations of the future. I think it influences the generations that are right now, who have not necessarily had any context to learn the language and now they are caught off guard with what they have. I'm divided... I'm sorry, I don't know if it's like completely harmful or completely good. I think it can be shared.

Do you think that you will consider learning a third language sometime?

I'm fascinated by people who speak several languages, I think it's crazy to think that there are all these words in their heads, I flip [laughs]. When I was younger, I wanted to be a translator. I still have an interest in languages. I learned to speak sign language, so I know how to speak sign language, which is considered a language even though it is not oral. I find it fascinating, but I understand now... Well it seems that as I get older, I'm more realistic about how much time it takes to learn a language. Well, you know, I limit myself to learning the languages that will be useful to me, for now. It's also going to depend on the opportunities I have, the time I have to invest, all the projects I'm going to have in my life. I'm interested, but I know learning a language requires a lot of time so it's not my number 1 project at the moment [laughs].

Interview number: 4
When: October 16, 2020, 3:30 p.m.
Interview by: Parinaz Heidari-Monfared
Code du participant : LI17

Start questions on the audiotape at 5:35.

To begin with, we would like to know your history of learning English, from when you started younger until today. How did it go? What was your attitude towards English?

Fairly general courses (sic) in high school and elementary school too. I had applied to be in intensive English, but it didn't work. Then, at 17, I did Explore, so I went to Ottawa to learn English. Then after that, I was put in English-Fort at Cégep. Then, I'd say it was Netflix that really really taught me English.

When you said that you had applied for intensive English, it had not been accepted, was it based on the results at the time?

It was based on academic results in general, not necessarily on my English results.

Ok. Then what prompted you to go and do the Explore program? It was high school, wasn't it?

Uh, it was secondary 5 in Cégep. I was always attracted to languages, adventure in general. I knew it was something I wanted to learn and could use it afterwards, and on the side, also taking a little trip interested me.

Super. So what I understand is that both intensive English as Explore were with personal initiatives, so you still had an interest to go ...

Yes.

I know that you also speak Spanish, could you tell me a little bit about your history of learning Spanish?

Yes, it was... [hesitation] I wanted to go to Ecuador for a QSF *with* the ISC of Saguenay Lac-St-Jean, International Solidarity Center.

You can express yourself in French if you like it better too, no worries..

Okay [laughs]. I did that in 2017. A year before I went to Ecuador, I started taking... It was mandatory to take at least one course, one session in the background. I immediately started in the fall to be able to take a second course in the winter to really improve my Spanish. I also had Duolingo to learn. So there,

I still had a base that was not bad. I pretty much learned the basics in a year. When I came back, I also took two Spanish courses at the university.

And then, if we compare the two experiences, let's say, in English and Spanish. Do you think your motivation was more the desire for languages, the desire to travel? Is there one you had more interest in than the other?

I think I had more interest in Spanish and it was really specific to a type of trip that interested me. English was more natural because I'm overwhelmed with English, whether with the Internet (sic), with TV or with *Netflix*, with the music I listen to, everything is in English because it really happened naturally, I didn't have to make any real effort to learn it. While for Spanish, there were efforts that had to be put, but precisely I was motivated to put them.

Would you say that English... Do you see it as a necessity in your life right now?

Yes, I think so. As... [hesitation] a young activist also to inform me about everything that is going on in the world, most of what I see is in English. I think it's super important to be able to interact with people from all over the world too, and that it's a language that's related, well that most people understand and speak. Also everything in the level of scientific research, like in my case, I study psychology, I need to know English to read studies or things like that. So yes, I think it's a necessity.

We're going to go back a little bit on the school course in fact, English as it is taught in school, as a school subject. What do you think of English as a school subject?

I think there are sometimes gaps in what they teach us, especially when it is French teachers who teach us English and that their accent is terrible or that even their notions are *so-so*. So I think it should be someone native or a person with a perfect English competency due to living a few years in an English-speaking environment. At the Cégep level, on the other hand, I really appreciated the quality of the teaching I received. I thought it was really an upgrade, I found it really stimulating and interesting to go further.

If you had the authority, like the Ministry, to change what you want in the programs, in the way English is taught, what changes would you make to make?

I think I'd live it all for the whole thing with an immersion. I think I would prepare young people or I don't know how old... From a trip of at least 2-3 weeks, to host families where they can really communicate with the family and all that, because I think it's the best way to learn a language there, to be immersed (sic).

There has been a lot of talk about English as a subject, the way it is taught in school, but as a language in general, in everyday life, what do you think of English? How do you feel about English?

I think it is practical precisely because almost everyone speaks it. So you can meet people from all over, and [searches for proper words] you can understand each other. But what annoys me a little sometimes with English is that it invisibles all the other languages, because for example if someone speaks English, we will all start speaking English at a party and no effort is going to be made about other languages. [Hesitation]

We see a slightly ambivalent side, so it's useful, but sometimes you say it takes a little place of other languages as well.

Yes, well it's ubiquitous in the world, but at the same time I think it takes a language too that has this role to be the link between people. But you know, there's also the side that is associated a lot with a culture, mostly from the United States. That's also the fact that the United States' culture picks up everywhere and it becomes a bit abusive globalization in my opinion. But there is also the idea that it brings everyone together on one point. It's that it's both.

I'm going to jump on what you just told us. In the questionnaire, there was a question as to whether globalization, and the pervasiveness of English, had affected Quebec culture. You wrote that you agreed with that statement. So you mentioned, "yes that it changed Quebec culture, but that it wasn't necessarily a bad thing". Can you tell us a little more about that?

Yes, it is a bit of the same answer there. I think... I am not against globalization because there is a natural process that is finally being done, and I think it is beneficial that we have access to culture elsewhere. I think it can sometimes be problematic when it's that culture that becomes dominant and we don't have access to what we produce because all we see is American movies or American songs. At the same time, there is also something beautiful about having access to everything done in English in the world there.

So we talked a little bit about you, what do you think about English and all that... Besides, we'd like to see in your entourage, so what is your parents' opinion of English? Do you think they influenced your view of things?

Well I think for my parents it's important to learn English, but they personally don't speak it very well. So I think they also realize the shortcomings they have about that. They always pushed me to learn English or do *Explore* or things like that. They encouraged me in my projects. But... as you know my mother would like to take English lessons in retirement or things like that.

Perfect, then your friends, your co-workers, your teachers, do you feel there's any influence on that side?

Well I have friends who speak English and others who don't. Of course my friends who share the same values as me and want to travel, want to discover what is happening in the world. I think for them, English is important. I have completely bilingual friends, I find it very convenient to be able to speak with them in English. Then, I have friends of the left party who really want to preserve Quebec culture and language, so I'm in relation with a bit of both [laughs].

Do you think the existence of translation devices... [explanations], do **you think it's going to affect how we learn languages or people's motivation to learn languages?**

Yes, I think that is certain because it can replace the effort to learn the language. It's easy to have an app to do it. At some point, I think that English has a bit of that effect – because we're going to learn English rather than learning Spanish to travel, let's go to Cuba or the Dominican Republic and we're going to be okay with our English. I think there is also this side of not trying to learn a language that is local or even just the basic words to be able to communicate. But yes, I think it could actually have an impact on language learning.

And do you think it's going to have an impact on how you learn languages for now or for the future?

No, I don't think so at the moment because I really have this passion for going and learning vocabulary words... I had a Greek colleague, I had learned the alphabet, to count ... I don't know, I find it nicer to contact and speak with people in their native language.

Do you plan to learn other languages in the future?

Yes. Eventually, I had started to learn Portuguese a little bit, but it's really embryonic. The German a little bit too. I've touched on a few things, but I think it's going to be more accurate with immersion or travel projects there, that's how I really push myself to learn.

And is that what made you try these languages, adventure?

For fun. I am interested in Latin languages in general because it is still close to French, so it is learned quickly, especially when you already master two languages. But it also depends on the people around me, you know, because I had a Greek colleague I had the interest to learn that without necessarily wanting to go to Greece.

TRANSCRIPTION OF THE INTERVIEW WITH MARIE-KIM

Interview number: 6
When: October 16, 2020, 2:30 p.m.
Interview by: Parinaz Heidari-Monfared
Participant code: DO12

Start questions on the audiotape at 5:15.

To set the table on what is coming, we would like you to give us perhaps a portrait of your history of learning English, at the very beginning how it started? What was your attitude and how has it evolved to this day?

Yes, neither of my parents speak English, it's mostly my father there, he understands absolutely nothing. My mother has always had an interest in wanting to speak English in order to travel, but being at Saguenay-Lac-St-Jean, it is super francophone. So she didn't have the opportunity to... And I .. My dream, when I was little, was to travel and then become a traveller. It was the job I wanted to do. It's not really a job... Some people want to be an astronaut, a police, a doctor or whatever, I wanted to be a traveller. Then, to become a traveller, you have to be good at English. So I was very much looking forward to getting to the fourth grade to start speaking, to have English lessons because English was just starting in the fourth grade at the time. I was really super excited when I started my English classes. Then it was super easy, I was like a sponge. Then it was always easy for that. After that, in sixth grade, I went to intensive English, and then I really just remember the part I did in English. I have no recollection of what I learned in my French part. I have no recollection of that. After high school, I was in advanced English, and then it was super easy too. My teachers used to tell me all the time, "Oh, you're really good." I always had almost perfect grades. After that, I made small, small school trips as soon as I had the opportunity, but we never made family trips abroad because we could not afford to do that. The only time I could integrate into an English-speaking world was when I went to Ottawa and Toronto in high school. After that, when I went to Cégep, I went to study tourism in Saint-Félicien to be able to travel again and be more in the field of travel. Then I started to travel more by myself. And then I went to work in Ontario for a summer. This is the first time I was really in an English-speaking environment. But it really bothered me, because you know I was good at writing and in my English classes, but I really didn't speak it technically. That's when I realized I wasn't that good at English. That's when it denied me. After that, I went to Alberta to work again. As soon as I had the opportunity, I went to Argentina, Mexico, and I worked with the American clients and then all that. Then, at university, I did the bac in modern languages. Then, after my bac, just in the spirit of wanting to travel, I sent my CV like that to a school to be a primary English teacher, and then I got the job. So I was a primary school English teacher in China for a year. So there, again, I taught English. Now I'm coming back here. Then my job, before I came back to university, I worked in a travel agency. I was very much with the American Canadian clients because I was selling the Saguenay-Lac-Saint-Jean region. The international clients who wanted to come on holiday to Saguenay-Lac-Saint-Jean. That's not bad.

Look, that brings a lot of questions to my mind. Just a little clarification, you say that you did intensive English in sixth grade, at that time, was it by choice or was it mandatory?

By choice.

What made you go towards this?

[She's thinking]. Not my friends because I lost all my friends certainly. It was really... [hesitation]. I really wanted to go and I was super super stressed about whether I was going to be taken or not because they are based a lot on the notes, and I was not necessarily good in French. So I really just wanted to learn English.

It was the rest of your motivation that accompanied you in elementary school, as I understand it.

Yes.

Then, after that, you told me that you had worked in Ontario, Alberta, so in English-speaking provinces. Did it influence your motivation to learn English or your attitude towards the English language? What did these experiences bring you from a language perspective?

Definitely. In Ontario, that's when I got my big flash that "My God! I need to get better." That's where I got my... Because I was going there and I was like, "Ah I'm good at English", you know, "it's going to be easy my summer in Ontario." Then that's where... I think I spent a month easily not talking to anyone the first month because I was super embarrassed [laughs]. I was just too embarrassed to talk, and I wasn't able to formulate a sentence. I knew I was capable, but it was really talking, and the accent, and all that. It was really to perfect my talk to be as fluid as possible. Then it was mostly not to be labelled the "*Frenchie* Frog". That's what motivated me to go unnoticed.

After that you told me about jobs, but in Latin America, Argentina, Mexico and all that. Did it still interest you from the point of view of using English? I think you also spoke a little Spanish. What was your job there? Was it more English, more Spanish?

I went there to learn Spanish, took classes there, but also because they needed someone who spoke English to welcome the more international clients. In the evenings, I went to Spanish classes and during the day, I worked to welcome international customers because they had more difficulty with English. That's pretty much what I was doing. In Mexico, it was funny a little bit, I was concierge in a four-star hotel and I worked a lot with American clients. Concierge, like not washing there, but in the sense of answering questions. Then they thought I was Mexican, and they would say, "Ah, you speak good English for a Mexican woman." I was like, "thanks!!» [laughs]. That's right, in Argentina, well there I was in a hostel. I was at the front desk and I was just checking in, checking out and giving some information about what was going on around.

So, as I understand, these experiences have brought you as much from the Spanish point of view as from the English point of view.

That's right, well I was talking a little with anyone, and it was a little less stressful because there you're not necessarily in an English-speaking environment, and then everyone speaks a little "boboche"/shabby in English. When I got there, it was more me who was like really good at English, and everyone was like, "Wow, you're from Canada!" I was labeled an Anglo, even though I'm French-speaking.

After, I go around your experience a little bit because it's really rich, it's really interesting. Then you said you applied for a job offer in China to teach English. Is that something you were looking for to teach English?

I got caught at my own game. I just wanted to travel and then go to Asia. Eventually, I fell in love with teaching. That's why I am doing a bachelor's degree in teaching now. That's why I'm at university. Finally... I realized that I want to teach here in Quebec, I have abandoned English a little. I'm not getting too much of interaction these days. But it made me learn even more about the language, and I had to ask myself a lot of questions because they speak English. I was like, "How can I teach them how to understand the basics, the alphabet and the little phrases and lots of little things?". There, I had to put myself in their shoes, it was really super interesting.

Indeed, it's really interesting. It's a bit of a tour, I'd say, of your experience in English, but you also said in the questionnaire that you speak a little Spanish and Mandarin. So your experience with these two languages there... you learned them by being immersed ...

[She starts answering right away]. Spanish I continued a little with the bac in modern languages because Spanish courses are mandatory with this bac. But after the bac, I completely... I didn't use it. If you ask me to make a sentence in Spanish, I'll have to think about it really much. But if I get back, you know it's in a drawer somewhere in my head, it's going to be able to come out. Same thing in Mandarin, it's going to be... I know my basic Mandarin .. I am able .. if you leave me in China I will be able to survive and move, order me food, and then have discussions with children because my knowledge is really Mandarin of... I was with kids. I learned the vocabulary as a child. I don't know how to say "go to the restroom", I say "go pee pee". That's the vocabulary I know.

Then when you were living in China, did you find it difficult to be a Francophone in China or did your English help you? How did it go? I guess you didn't speak Mandarin before you went?

No, I didn't speak any Mandarin. There was another Quebecer there when I arrived. He was there at the end of his contract. So there were two months left on his contract, so we were like two months together. He really showed me everything. It felt good to have a Quebecer with me and everything. After that when he was gone, well there I really felt alone ... The difference in culture, then everything. But if not, at the level of... learning the language is not that difficult because the grammar, the sentence structure, is the same as in English or French, well more in French. You know you put your subject, after that you put your verb, after that you put your rest of the sentence. Once you learned a few verbs, your pronouns and then a few things, I was able to formulate my sentence. It is not like other languages such as Korean that the whole sentence structure is completely different.

Besides Mandarin, did you communicate in another languages, in English or French, with other people, other than the Quebecer who was there?

It was in English because all the staff... There were a lot of South Africans as teachers there. There was a teacher from Argentina, there was a teacher from England and a teacher from Kenya.

So you ended up using English, which was the language that everyone spoke, as I understand it.

Exactly, yes.

How long did you stay in China?

Just one year, cause it happened when the Government of Canada and China started to have conflict together. So I decided to come back because it started to get really complicated. I wasn't able to take out money at the bank and stuff like that so ... I was like "Oh I should just go back".

It's a very rich journey. So we're going to refocus a little on English... So, what do you think of English as a subject that is taught at school?

I think that, in the region, it could be pushed a little bit because in the big cities, people have more interactions in English. You know that young people use more vocabulary, speak English for fun, and then use expressions. Here... I find that... It does not matter enough or we do not value English enough in general, in comparison with French at school. But we put a lot of emphasis on English after, for employment. So as soon as you get out of high school there, you're going to do vocational training... I find that in Quebec, as much as we consider French to be massacred by other Canadians, English is set aside, and we do not see the importance of that language, and I think it's a shame for both languages.

If you had the authority to change what you would like in the English curriculum. What would you change and what would you propose?

More hours of English, spending more time just to speak English, just so that the students bathe in it, and develop their ears, but not necessarily learn grammar like it can be a game in English, we can do science in English, for example ... To get used to it, so it's not strange to their ears and they're like "Oh no English!"

All right. And then we talked a little bit about English as a school subject, but English in general as a language. How does it perceive it? How do you feel about that?

[Hesitation] Well it's a... Tool... to communicate with everyone everywhere... I find it fun that there's not too much ... That may be my perception there, but there's less stress on the accent when you speak English than when you speak French.

What you're actually saying is that, for example, our Quebecer accent or Saguenay-Lac-St-Jean, we get a lot of criticism, but that it would be less in English?

Yes, well I'm sure there are people who get criticized there, like in Texas ... the accent makes others laugh. But I feel like in general, it is easier you know, there's no good English! Like the argument with France, and then Quebec, ah for sure it's us that have good French! While England or the United States or Australia, everyone has their accent in English, and that's acceptable.

And would you say English is a necessity in your life?

Well, with my work, yes. With my future teaching work, no, it will not be a necessity because I will not be an English teacher. I want to be a primary school teacher... unless I'm doing a substitute in English, maybe [laughs]. But I can say yes, for now, yes, right now, I have no choice but to speak in English.

Your current job, is it still for the travel agency?

Yes.

Ok. And then, what tools do you use to learn languages, especially English?

I watch *Netflix* in English, I'm really intolerant of everything that is French dubbed. I was unable to listen to anything in translation. My study is done by listening to original versions of documents. Otherwise, reading in English too... when I see a word or term that I don't know, well, then I go on *Linguee*. It's not bad. Otherwise, I do not really put myself into "English classes".

Well, no, no problem. Then, how often would you say you're watching TV or reading in English?

Reading in English may be a book out of 3 in English, a book out of 2 maybe even in my library. I still read a lot, maybe about 20 books a year. Then *Netflix,* well there, it's a little bit every day, *YouTube* too. I do not watch much in French, honestly.

So you're still immersed in the English language.

yes, yes.

All right. So now we talked a lot about your perspective, we're going to slide a little into your parents' perspective. So what do your parents think about learning languages or learning English?

Well they always encouraged me, that's for sure because they always wanted to learn English, even my mother, who enrolled this spring just before the pandemic, in adult courses to learn English. She was super excited and she called me on the phone to tell me short little phrases. And then she was like, "What's going on?" like[laughs]. I'm glad she's excited to learn English. I think we got motivated together, to see that I was good at English there, it motivated her. For me... being young ..well I think it motivated me also to see that my parents did not speak English. Then, the fact that they always wanted to talk in English, but that it was like a barrier, you could not go on a trip to such a place because you could not speak English or you could not go to such a place because you did not speak English. You know I thought, I want to speak English so I can go anywhere, it's never going to be a limit.

I understand. And what about your friends, your co-workers, classmates, teachers, did you feel any influence in learning English in your career or...?

Not really. My friends, there are a lot of them that are really not good at English, so they turn to me when there are specific or special needs in English, so that's okay. Level of my romantic relationships, well it's always been important for me to have a boyfriend who speaks English, I think it's important. And my boyfriend also there, he always wanted a girlfriend who speaks English to be able .. well it's silly there, but watch movies in English because we are both intolerant about French translations. At the same time, well it's better there, I don't know, it's education... maybe it's stereotyped there... but in any case! That's what it is. In my academic journey... Well my teachers always encouraged me to continue. In high school, they were well satisfied with my grades. Even in primary school too, it was like "Ah you're good!".

Today, are you still in contact with English-speaking communities, people...

No, not really. Apart from the clients who come here that I welcome during the summer .. but I do not stay in touch with them.

All right. So, as I look at our interview outline a little bit, you gave us a lot of details. We'd get to the last question, but if you have something to add after that, there's no problem. So the last question in fact is whether you think, in your life or in society in general, that translation devices, and I explain to you what they are immediately after, will affect language learning? [Explanations]

It can affect, I think, in a negative and positive way. Some people can rely on it and say, "Well I have this, so it's not worth too much to push me, for sure I can always trust that." Then there are others, on the contrary, that it can motivate them because they find that it is always boring to rely on a small bebelle (thing/device), to want to motivate them to learn for themselves, not to rely on this medium.

How do you find yourself in the two extremes when you learn a new language?

I would like to learn it for myself so I don't have to trust that bebelle.