UNIVERSITÉ DU QUÉBEC À MONTRÉAL

"I'M NOT ENGLISH, I JUST SPEAK IT"
QUEBECERS AND SECOND LANGUAGE MOTIVATION

THESIS SUBMITTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

BY

TROY DAVIDSON

OCTOBER 2012

UNIVERSITÉ DU QUÉBEC À MONTRÉAL

«JE NE SUIS PAS ANGLO, MAIS JE PARLE ANGLAIS»
LES QUÉBÉCOIS ET LA MOTIVATION POUR APPRENDRE LA LANGUE SECONDE

MÉMOIRE PRÉSENTÉ
COMME EXIGENCE PARTIELLE
DE LA MAÎTRISE ÈS ARTS

PAR

TROY DAVIDSON

OCTOBRE 2012

REMERCIEMENTS

La réalisation de ce mémoire reflète la collaboration de plusieurs personnes à qui je voudrais adresser mes sincères remerciements.

En premier lieu, j'exprime ma plus profonde gratitude à la directrice de ce mémoire, Madame Danielle Guénette, d'avoir accepté d'encadrer cette recherche et de m'avoir guidé tout au long de ce parcours. Sa patience, son écoute attentive, sa grande disponibilité malgré un emploi du temps chargé, ainsi que le temps qu'elle a consacré à ses multiples lectures et ses corrections rigoureuses ont été d'une aide inestimable, tant sur le plan intellectuel que celui moral. Thank you, Danielle, you are truly an inspiration.

J'adresse ma très grande reconnaissance à Madame Daphnée Simard pour la confiance qu'elle m'a témoignée dès notre première rencontre. Votre encouragement inébranlable et vos conseils généreux m'ont rappelé de croire en moi-même et en la réalisation de ce projet.

I would like to extend my heartfelt thanks to Professor Tom Cobb, whose insight and rich feedback helped nurture this research project from a spindly seedling to a blossoming tree.

J'adresse une pensée particulière à Monsieur Bertrand Fournier pour son aide précieuse en analyses statistiques.

Je souhaiterais également rendre hommage aux professeurs du Département de didactique des langues et du Département de linguistique de l'UQAM ; leurs efforts collectifs m'ont fourni les outils nécessaires à la réussite de ces études.

Enfin, mes remerciements s'adressent à l'administration et aux étudiants de l'Institut de tourisme et d'hôtellerie du Québec. Merci d'avoir permis la réalisation de ce travail de recherche en m'autorisant à examiner vos attitudes par rapport à l'apprentissage de l'anglais langue seconde.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Table Page

LIST OF ABBREVIATIONS

AMTB	Attitude/Motivation Test Battery
CÉGEP	Collège d'enseignement général et professionnel
ESL	English as a second language
L1	first language
L2	second language
SE	Socio-Educational
SEM	structural equation modelling
SLA	second language acquisition

RÉSUMÉ

Selon le modèle de motivation L2 de Gardner (1985), dominant dans le domaine depuis plusieurs années, une orientation intégrative, c'est-à-dire des attitudes positives envers la communauté L2 et un désir de s'intégrer à celle-ci, soutient l'apprentissage réussi de la L2. L'universalité de l'orientation intégrative a été remise en question dans certains contextes socioculturels, notamment chez les francophones au Canada, pour qui la peur de l'assimilation et de la perte de l'identité première pourrait empêcher le développement d'un désir d'intégration à la communauté anglophone. Récemment, Dörnyei (2005) a proposé un nouveau modèle de la structure interne de la motivation L2, selon lequel l'apprenant L2 motivé serait celui qui désire incorporer la L2 à son concept du « soi ». Cette étude a vérifié la fidélité interne du modèle de motivation de Dörnyei auprès d'une cohorte d'étudiants francophones au Québec (n=68). Au moyen d'un questionnaire, le premier objectif de cette étude a été de confirmer le lien entre le construit central du modèle de Gardner, la dimension intégrative, et celui de Dörnyei, le soi L2 idéal. Ensuite, l'étude a examiné lequel de ces deux construits était l'indicateur le plus fiable de l'intention d'effort de l'apprenant. Les résultats ont confirmé la corrélation entre le soi L2 idéal et la dimension intégrative ; de plus, ils ont soutenu l'intégrité du modèle de Dörnyei dans le contexte québécois, à savoir que son construit central, le soi L2 idéal, était un prédicteur fiable de l'intention de l'apprenant de déployer des efforts pour apprendre la L2. Par la suite, les attitudes envers l'apprentissage de l'anglais ont été examinées ainsi que la relation entre l'instrumentalité et l'intention d'effort. Les résultats ont confirmé que ces deux derniers construits sont également des indicateurs de l'intention d'effort. Ces résultats sont discutés en référence à la pertinence de resituer la motivation dans un cadre psychologique du soi, ce qui permettrait d'explorer la motivation L2 dans une ère de mondialisation, où l'anglais n'est plus associé à des communautés précises, mais constitue plutôt une *lingua franca*.

Mots clefs : acquisition des langues secondes, motivation, soi L2 idéal, dimension intégrative, francophone

ABSTRACT

According to Gardner's (1985) L2 motivation model, which has been dominant in the field for many years, an integrative orientation, defined as positive attitudes towards the target language community and a desire to become a member of it, sustains successful L2 learning. The universality of the integrative orientation has been questioned, in particular amongst Canadian Francophones, for whom the fear of assimilation and primary language identity loss could hinder a desire to integrate with Anglophones. More recently, Dörnyei (2005) proposed a new model to describe the internal structure of L2 motivation, according to which the motivated L2 learner aims to incorporate the L2 into his or her self-concept. This study examined the internal consistency of Dörnyei's motivation model amongst a cohort of Francophone students in Quebec (n=68). By means of a questionnaire, the first goal of this study was to examine the relationship between the central construct of Gardner's model, namely integrativeness, and that of Dörnyei's model, the ideal L2 self. The study then aimed to examine which of these two constructs was the more reliable indicator of intended learning effort. The findings confirmed the correlation between the ideal L2 self and integrativeness; moreover, they supported the integrity of Dörnyei's model in the Québécois context, namely that its central construct, the ideal L2 self, was indeed a reliable predictor of a learner's intention to put effort into learning an L2. Following this, attitudes towards learning English as well as instrumentality were examined. Results indicated that both constructs were indicators of intended effort. These results are discussed in reference to the pertinence of reframing L2 motivation within the psychological concept of the self, thus allowing the exploration of motivation within an era of globalization, in which English has been uncoupled from defined communities and constitutes a *lingua franca*.

Keywords: second language acquisition, motivation, ideal L2 self, integrativeness, Francophone

INTRODUCTION

Examining *why* an individual learns a second language (henceforth L2) has been a well-researched focus in second language acquisition (henceforth SLA) (Ortega, 2009). This seemingly simple question carries much weight, for it may determine the degree to which that individual achieves L2 proficiency (Dörnyei, 2005; Gardner, 1985; Gardner & Masgoret, 2003). More recent studies (e.g. Dörnyei, Csizér, & Németh, 2006; Taguchi, Magid, & Papi, 2009) suggest that the operative question to ask an L2 learner is still, "*Why* are you learning that language?", but that equal attention should be paid to all parts of the question, namely, "you" and "that language." In other words, the learner's language identity (i.e. "you") and the language being learned (i.e. "that language") may indeed shape motivation. A central researcher in SLA, Dörnyei, has recently proposed a model that considers the self-concept to describe L2 motivation (2005). According to Dörnyei, motivated learners are able to idealize becoming proficient L2 users, thus driving them to narrow the discrepancy between who they are in the present (their actual selves) and who they would like to become (their ideal selves). The validity of this model has been the object of theoretical debate and empirical research (e.g. Csizér & Kormos, 2009; Dörnyei & Ushioda, 2009c; Ryan, 2009; Taguchi et al., 2009). It is also the central focus of the present study. By means of a survey, college-level Francophones were asked to report their reasons for learning English as a second language and how much effort they are willing to put into reaching their goals. A quantitative analysis of survey responses was used to help determine the extent to which Dörnyei's new model is a reliable tool to frame L2 motivation for Quebecers learning English.

The current study outlines the theoretical framework and previous research findings on L2 motivation, followed by the research questions to be examined. Information on the study's research methodology will be detailed. The study's results will then be presented, followed by a discussion and directions for future research.

RATIONALE

SLA researchers concur that the specific set of cognitive abilities that constitute language aptitude cannot entirely explain an L2 learner's degree of proficiency in that language (Ortega, 2009). In addition to language aptitude, defined by Carroll (1974, 1981) as comprising phonetic memory, grammatical awareness, vocabulary memory, and inductive language pattern recognition, SLA research must also consider individual differences in learners' motivation to learn an L2 in order to explain their degree of proficiency in that language (Gardner, 1985). Motivation, however, is a complex concept that is difficult to define (Dörnyei, 1998; Dörnyei et al., 2006). Not only is it used in various branches of psychology, education and applied linguistics, but it also attempts to "explain nothing less than the reasons for human behaviour" (Dörnyei et al., 2006, p. 9). Because motivation is such a broad concept, there is little consensus on its definition (Dörnyei et al., 2006). Most motivation researchers will concede, however, that it is a multifaceted construct that involves the efforts expended by an organism to attain a chosen goal (e.g. Dörnyei et al., 2006; Gardner, 1985). Moreover, motivation involves an individual's attitudes, or evaluative thoughts and beliefs (Gardner, 1985), therefore rendering it difficult to operationalize and measure.

Corder (1967) contended over forty years ago that "*given motivation*, a human being will learn a second language if he or she is exposed to the language data" (emphasis in original p. 164). Similarly, without motivation, ample language aptitude and well-designed curricula may not ensure learner achievement. Perhaps because of this, motivation is one of the most researched aspects of SLA, as noted by

Ortega (2009). Working within a social psychological framework, Gardner and Lambert (1959) conducted pioneering research on L2 motivation. Collaborating with different researchers over several decades, Gardner went on to devote his career to the field of motivation, developing in the mid 1980s the influential Socio-Educational (SE) model to describe L2 motivation. Over the last five decades, the field of L2 motivation has been dominated by the social psychological tradition spearheaded by Gardner and his associates (e.g. Dörnyei, 2005; Gardner, 2001b; Gardner, 2009). This line of research contends that a motivated L2 learner undergoes an identification process with native speakers of the target language, termed an *integrative orientation* (Gardner & Lambert, 1959). While L2 learners may demonstrate an interest in learning a language for practical reasons, termed an *instrumental orientation*, in multiple studies (e.g. Gardner & Lambert, 1959, 1972; Gardner & Masgoret, 2003) *integrativeness*, which encompasses an integrative orientation, positive attitudes towards L2 speakers and a general interest in languages, was found to correlate more strongly with L2 *achievement*, defined as communicative proficiency and accuracy in the four basic skills of reading, writing, speaking and listening (Gardner, 1985).

Gardner's SE model came under close scrutiny in the SLA community in the 1990s, with calls to expand its framework to align with developments in motivation psychology (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994). A major criticism levelled against the model targeted its central construct, integrativeness, which several researchers have argued to be untenable in certain sociocultural contexts (e.g. Dörnyei, 1994; Noels, Clément, & Pelletier, 2001; Oxford & Shearin, 1994; Pavlenko, 2002).

In response to these criticisms, following the largest study on L2 motivation to date, Dörnyei proposed a new model for understanding the internal structure of motivation, shifting from Gardner's social psychological framework to the psychological concept of the "self" (Dörnyei, 2005). Dörnyei developed this model drawing from the personality theory of the possible self (Markus & Nurius, 1986),

in which the *self* is defined as an individual's conceptualization of "what they might become, what they would like to become and what they are afraid of becoming" (p. 157). Dörnyei (2005) has posited that the motivated language learner experiences an internalization of the L2 into his or her self-concept, rather than seeks membership into the target language cultural group. In many cases, foreign language learners do not necessarily have opportunities for contact with an actual community of L2 speakers. Moreover, issues of ownership of English are nebulous, as it is not limited to native speakers of British or American varieties of English, but is rather a global language, used by native and non-native speakers alike (Widdowson, 1994). Hence, while both Gardner and Dörnyei view L2 motivation as an identification process, the Gardnerian SE model conceptualizes motivation as a desire to integrate within a specific but external reference group, whereas Dörnyei's L2 self model considers motivation as the desire to make the L2 part of one's self-identity. In short, in the SE model, the locus of motivation is focused on an external target community, whereas with the L2 self model, the target language is integrated into one's self. The central construct of Dörnyei's model, the ideal L2 self, builds on the Gardnerian traditions of integrativeness and instrumentality, but not as distinct types of motivation. With the ideal L2 self, Dörnyei proposes that integrativeness and instrumentality are part and parcel of a composite antecedent to motivated behaviour, whereby the language learner idealizes using the L2 for personal *and* pragmatic incentives. The ideal self therefore considers who an individual is from a multifaceted perspective, encompassing professional, personal and social identities.

The reframing of L2 motivation into a "self" perspective is significant for several reasons. Firstly, it builds a link between L2 motivation and an established current of mainstream psychology, namely Self-Discrepancy Theory and Possible-Selves Theory (e.g. Higgins, 1987; Markus & Nurius, 1986; Markus & Ruvolo, 1989), providing an alignment with other branches of psychology that had been missing from Gardner's SE model. Secondly, as mentioned, the ownership of global

languages, in particular English, is certainly not restricted to a homogeneous community of native speakers. Moreover, as noted by several researchers (e.g. Arnett, 2002; Dörnyei, 2005; Dörnyei & Ushioda, 2009c), most of the world's citizens are not monolinguals, but bilinguals with hybrid ethnolinguistic identities. These blurred boundaries of language ownership and identity have led some researchers to argue that Gardner's conceptualization of integrativeness as seeking membership to an actual L2 community is untenable in a globalized world (e.g. Lamb, 2004; Pavlenko, 2002). By describing the motivated L2 learner as someone who incorporates the L2 to his or her self, Dörnyei expands the integrative concept to situations that are not determined by geographical boundaries or ethnolinguistic affiliation. Thirdly, a learner's perception of the relative usefulness of the L2 is shaped by the L2 community's vitality, defined as its "perceived importance and wealth" (Dörnyei, 2009, p. 26). In the case of English, which currently reigns as the *lingua franca* in a globalized world (Crystal, 2003), its relative usefulness for non-Anglophones may be robust. Furthermore, as Csizér and Kormos (2008) point out, in the 21st century, many people learning English may be doing so in order to communicate with other non-native, rather than native, speakers of English.

Both Gardner (1985) and Dörnyei (2005) have commented that learning an L2 is not a psychologically neutral task, as the L2 learner's attitudes are shaped by sociocultural and geopolitical realities. How the learner perceives the L2's usefulness is a reflection of its global political and economic status. By extension, how the learner perceives L2 speakers is a result of a complex relationship between the relative status of his or her primary cultural identity in relation to the L2. While Gardner's SE model does indeed focus on the L2 learner's attitudes towards the people who speak the target language, it fails to account for the impact of neither the L1 nor the L2's geopolitical status, thereby making it blind to the L2's relative instrumentality or to how threatening or desirable integrativeness may appear to an L2 learner. Given that the bulk of Gardner's research participants were Anglophones in North America (e.g. Gardner & Lambert, 1972; Gardner & Masgoret,

2003) who already spoke a dominant global language, the most successful L2 learners amongst them may have been driven by more than the L2's usefulness, hence accounting for the robustness of integrativeness in those contexts.

Research into the motivation of Canadian Francophones learning English, however, has not consistently pointed towards integrativeness as a reliable predictor of L2 achievement. One of Gardner's associates, Clément, contended that the minority status of Francophones in Canada could hinder the development of a Gardnerian integrative orientation because it subsumes membership into an actual community, a path that could be equated with the erosion of primary language identity (e.g. Clément, 1978; Clément & Kruidenier, 1983). In the case of Francophone Quebecers learning English, it is essential that a motivation model be able to take into consideration English's dominant position in North America for two reasons. Firstly, the ubiquitous presence of English in North America renders it useful for non-Anglophones. Secondly, this same ubiquitous presence justifies a protectionist stance towards the French language as a means to counterbalance English's linguistic hegemony. The minority status of French in North America may explain results from studies on L2 motivation amongst Francophone Quebecers that reveal little evidence of an integrative orientation (e.g. Belmechri & Hummel, 1998; Clément, 1978; Clément & Kruidenier, 1983; Gagnon, 1972; Noels et al., 2001; Oakes, 2010), despite the fact that, statistically, Francophones in Canada, including Quebecers, report higher levels of French-English bilingualism than their Anglophone counterparts (Gardner, 2001b). These statistics on bilingualism amongst Francophones may not reveal a high level of integrative motivation, but could rather reflect the dominant status of English in North America and globally, which thereby enhances how Francophones perceive its instrumentality.

By incorporating instrumentality as a contributing factor to motivated L2 learning and by conceptualizing motivation to learn English as a passport to global citizenship rather than a specific ethnolinguistic community, Dörnyei's L2 self model may provide a more reliable portrait of Quebecers' reasons for L2 learning.

While the model's validity has been attested in several English as-a-foreign-language contexts (i.e. China, Hungary, Iran and Japan), it has yet to be tested in an L2 setting, that is to say in a setting where the target language is present in the learner's environment or has the status of an official language. Should the internal consistency of Dörnyei's model be validated in the Quebec context, not only would it steer L2 motivation towards a major stream of psychology (i.e. the "self"), but it would lend credence to the model's universality, all the while helping to interpret previous findings pointing towards a lack of integrativeness amongst Francophones.

The goal of this study is to investigate the validity of Dörnyei's L2 Motivational Self System model among college-level Francophone students learning English. Participants will be invited to complete a survey that contains items operationalizing both the Gardnerian construct of integrativeness and Dörnyei's ideal L2 self. Consistent with two previous studies (Ryan, 2009; Taguchi et al., 2009) on the internal consistency of Dörnyei's L2 self model, correlational analyses will then be conducted on survey responses to determine the associative strength between the two aforementioned concepts in order to determine the compatibility of Dörnyei's L2 self with Gardner's integrativeness. Both constructs will be correlated with the criterion measure of the learner's self-reported intended effort to learn English, thereby determining their respective strengths in predicting learner effort. In addition to the L2 self and integrativeness, other factors of the L2 Motivational Self System will be correlated with the criterion measure of intended learning effort in order to provide a clearer understanding of the L2 motivation of this study's population.

CHAPTER I

THEORETICAL FRAMEWORK

This study's objective is to investigate the validity of Dörnyei's L2 Motivational Self System amongst college-level Francophones studying English as second language (ESL) in Quebec. The following chapter focuses on the theory framing L2 motivation and its evolution from a social psychological to a "self" perspective. Key concepts of Gardner's L2 motivation model will be outlined in section 1.1, followed by a summary of the calls from various SLA researchers to expand the model in section 1.2. An overview of Dörnyei's L2 Motivational Self System will follow in section 1.3, as well as a review of two studies that aimed to examine the transcultural validity of Dörnyei's model in 1.4. An overview of the purpose of the present study is provided in 1.5 and the study's research questions are presented in section 1.6.

1.1 Motivation within a Social Psychological Framework

In their ground-breaking study linking motivational variables to L2 achievement, Gardner and Lambert drew on Mowrer's (1950, cited in Gardner & Lambert, 1959) theories of identification processes in first language (L1) acquisition to explain L2 motivation. According to Mowrer, children come to associate their caregivers' behaviours, including speech, with the satisfaction of their primary needs. It followed that language was an imitative behaviour fuelled by a child's desire to become like those who gratified these needs. Gardner and Lambert also cited Ervin's (1954, cited in Gardner & Lambert, 1959) hypothesis that the motivated L2 learner identifies with valued members of the other linguistic community, adopting their behaviours, including language. Consistent with Ervin, Gardner and Lambert (1959) argued that L2 achievement was determined in part by this identification process.

Gardner and Lambert's (1959) motivation construct hinged upon the notions of a learner's aims, or *orientations*, as well as the "various degrees of drive strength" with which he or she approaches the learning task, otherwise known as *intensity* (p. 267). As Clément (1978) commented, these two components, orientations and intensity, corresponded respectively to the directionality and effort constructs of psychological theory. The latter construct, effort, is rooted in the behaviourist concept of *drive*, proposed by Tolman (1925, cited in Clément, 1978) and Hull (1943, cited in Clément, 1978), who defined the term as an organism's observable response towards attaining a goal. When applied to L2 learning, Gardner defined drive as intensity, or the degree of effort an L2 learner is willing to expend (Gardner & Smythe, 1975). The former component of drive, relating to goals, stemmed from Lewin's (1938, cited in Clément, 1978) social psychological theory, according to which an individual tends to demonstrate behaviours based on their attractiveness, or *valence*. Building on Lewin's valence theory, much of Gardner's model of L2 motivation has focused on measuring which goals or orientations an L2 learner values.

Gardner and Lambert's original study among Anglophone learners of French L2 in Montreal labelled two such orientations, which then informed Gardner's subsequent research: an *instrumental* orientation involves the pragmatic reasons for learning a L2, while an *integrative* orientation reveals an individual's desire to "learn more about the other cultural community as if he desired to become a potential member of that group" (Lambert, 1963, p. 114). While Gardner (1985) conceded that other orientations to L2 learning exist, he has extensively investigated instrumental and integrative orientations, and has maintained that the latter precedes and sustains L2 motivation (2001a, 2001b, 2009).

Prior to Gardner and Lambert's pioneering study, L2 achievement had largely been explained through measures of language aptitude (Gardner & Lambert, 1959). Correlational analyses of achievement scores and aptitude measures, however, had provided an incomplete and somewhat contradictory portrait of L2

learning, leading some researchers in the field to posit that other factors, such as motivation, also played a role in L2 acquisition (e.g. Carroll, 1962, cited in Clément, 1978; Dunkel, 1948, cited in Gardner & Lambert, 1959; Todd, 1929, cited in Gardner & Lambert, 1959). Gardner and Lambert set out to develop a system to test this hypothesis.

Working with 43 male and 32 female Grade 11 Anglophones learning French as an L2 in Montréal, Gardner and Lambert aimed to examine how L2 achievement related to motivation to learn the language. The students' French instructor provided achievement ratings based on speaking and listening skills, using a five-point scale. An aptitude test, made up of the Psi-Lambda Foreign Language Aptitude Battery, in addition to two sections from a 1943 college entrance examination, was administered to determine L2 achievement. These scores were then correlated with a self-reported motivational appraisal, including the following: an orientation index, identifying the learner's goals as more integrative or instrumental; a scale assessing a learner's attitudes towards Francophones; and a motivational intensity scale, assessing intended and actual learning effort.

Gardner and Lambert (1959) submitted their data to a factor analysis, a statistical method used to group together individual questionnaire items into similar clusters or factors. The variables that correlated most strongly with L2 achievement were language aptitude and integrative motivation, thus validating their L2 motivational model from both a theoretical and empirical basis. The researchers thus concluded that students who demonstrated an integrative orientation were "*characterized by a willingness to be like valued members of the language community*" (emphasis in the original, 1959, p. 271) and were "... more successful in acquiring French than those who are instrumentally oriented" (1959, p. 271). Importantly, motivation was found to be an indicator of L2 achievement independent of aptitude.

After decades of L2 motivation research and continued collaboration with Lambert and other Canadian psychologists (e.g. Gardner, Clément, & Symthe, 1979;

Gardner & Smythe, 1975; Gardner, Smythe, Clément, & Gliksman, 1976), this distinction between integrative and instrumental orientations would remain central to Gardner's concept of L2 motivation. It remained largely unchanged and continued to inform subsequent research, up to and beyond the creation of the most influential motivational measure in L2 acquisition: the Attitude/Motivation Test Battery, or AMTB (Gardner, 1985, See 1.1.2.1e). With 75 studies, only 10 of which were from outside Canada, involving 10 489 participants using versions of the AMTB, Gardner and Masgoret (2003) conducted a meta-analysis of L2 motivational research, confirming the relationship between L2 achievement, integrative orientation and high motivational intensity.

As both Gardner (1985) and Dörnyei (2005) later pointed out, the results from Gardner and Lambert's early work in L2 motivation had a far-reaching impact not only on L2 motivation theory, but also on L2 education in general. From a theoretical standpoint, L2 learning was now socio-culturally and geopolitically anchored, hence influenced by factors outside the classroom. This then positioned languages taught in school as different from other subjects that may be more affected by classroom influences, whereas learning an L2 intersects with a learner's attitudinal baggage towards ethnolinguistic communities, which is shaped by sociocultural and geopolitical realities outside the classroom (Gardner, 1985).

1.1.2 The Socio-Educational Model of Second Language Acquisition

Gardner went on to devote his career to studying L2 motivation, proposing in 1985 his own model of SLA, the SE model, which stemmed from Gardner and Lambert's (1959, 1972) early social psychological model linking L2 motivation to achievement. While the model attempts to describe the many constructs supporting SLA, the focus here will be limited to its motivational components.

1.1.2.1 Motivational Concepts in the Socio-Educational Model

In his SE model, Gardner (1985) posits that L2 achievement hinges upon both aptitude and motivation. Also central to Gardner's model is the nature of a language

learner's goals or orientations, which lead to motivated behaviour. In the subsections that follow, these motivational concepts from the SE model will be outlined: attitudes, motivation, orientations and integrativeness. The order in which the concepts are presented parallels that used by Gardner when he formally unveiled the model in 1985.

1.1.2.1a Attitudes

In the SE model, *attitudes* emerge in three distinct classifications that contribute to motivation both directly and indirectly. These are also known as the *antecedents* that make up the motivational structure. Gardner (1985) defines attitudes as "*an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinion about the referent*" (emphasis in original, p. 9). An L2 learner's attitudes are comprised of *cognitive*, *affective* and *conative* components. Gardner (1985) explains that "[t]he cognitive component refers to the individual's belief structure, the affective to the emotional reactions, and the conative to the tendency to behave toward the attitude object" (p. 8). Direct antecedents to motivation in the SE model are *attitudes toward learning the L2*, which focus on the enjoyment, or lack thereof, of learning a specific L2, and *attitudes toward the learning situation*, which include an appraisal of the language teacher and course. The indirect antecedent to motivation includes *attitudes toward the L2 community*, or emotional reactions towards the target language group, which feed into the construct of *integrativeness* as a direct antecedent to motivation (see 1.1.2.1.d).

1.1.2.1b Motivation

Motivation is the focal point of the SE model. Gardner (1985) defines motivation as having four components: "a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question" (p. 50). The goal refers to an L2 learner's reasons for studying the L2, or *orientations* (see 1.1.2.1c), while the other three components (i.e. effort, desire, attitudes) are measured in the SE model through the direct antecedents contributing to

motivation, namely *intensity,* or the amount of effort expended by a L2 learner, *desire to learn the L2,* and *attitudes towards learning the L2* (see 1.1.2.1.a).

1.1.2.1c Orientations

Orientations refer to an individual's goals for studying an L2. The terms first introduced by Gardner and Lambert (1959) to classify orientations were instrumental and integrative. An instrumentally-orientated individual emphasizes learning an L2 for utilitarian purposes, such as enhancing career opportunities, while an integratively-orientated individual places greater importance on interacting with members of the target language community for social and emotional reasons (Gardner, 1985). Since the original study in 1959, Gardner has held the integrative orientation to be more predictive of an L2 learner's achievement (e.g. Gardner, 2001a; Gardner, 2009; Gardner & Masgoret, 2003). Gardner (1985) and Dörnyei (2005) have both stressed that these orientations are not opposing, but complementary. It is important to note that while orientations refer to a learner's reasons for studying, they do not include attitudes, nor do they constitute motivation itself, which, as mentioned above, is defined as attitudes toward learning the L2, desire to learn the L2 and intensity. Gardner did, however, propose the empirically-supported concept of *integrative motive,* which was characterized by positive attitudes *and* a high desire to learn the L2. Without the integrative motive, an integratively-orientated learner has a goal without the drive to attain it.

Gardner's original SE model did not account for how an instrumental orientation interacted with other components. It was not until over a decade later that Gardner conceded that instrumental orientation may lead to motivation, adding it under the heading of the "other support" in a slightly revised version of the model (Gardner, 2001a). The role that "other support" played in the model was not defined.

1.1.2.1d Integrativeness

As mentioned in 1.1.2.1b, the SE model is comprised of antecedents that contribute to motivation. Of these, integrativeness is not only the central construct of Gardner's model, but also the source of much debate amongst motivation scholars. *Integrativeness* is comprised of three dimensions: an integrative orientation (1.1.2.1c), a general interest in foreign and second languages, and positive attitudes towards L2 speakers (1.1.2.1a). When an individual scores high on these three dimensions, that is to say he or she identifies with and holds favourable opinions of the L2 community in addition to demonstrating an interest in language learning, then he or she is considered to demonstrate a high level of integrativeness. The most extreme form of integrativeness would be a complete identification with the target language community, fuelled by *anomie*, or feelings of dissatisfaction with one's own ethnolinguistic group to the point of detachment (Gardner & Lambert, 1972).

1.1.2.1e Summary of Concepts and Components of the Model

The Gardnerian construct of motivation is multifaceted. It is comprised of attitudes towards learning the L2, motivational intensity and a desire to learn the L2. According to Gardner, integrativeness is the principal antecedent towards motivation; this construct includes a desire or willingness to interact with members of the L2 community for social and personal reasons, in addition to positive attitudes towards the target language speakers. As mentioned in 1.1.2.1c, Gardner distinguished between two orientations or goals, namely integrative or instrumental. Gardner has continued to maintain that an integrative orientation is predictive of a learner's L2 achievement, whereas the contribution of instrumentality towards an L2 learner's motivation is not accounted for in the SE model. Table 1.1 below displays the construct of the model along with the corresponding components that make up each construct.

Table 1.1

Concepts and Components of Gardner's Socio-Educational Model

Concepts	*Components*
Attitudes towards the learning situation	Appraisal of language teacher Appraisal of language course
Integrativeness	Integrative orientation Interest in foreign languages Attitudes towards the L2 community
Motivation	Motivational Intensity Desire to learn the L2 Attitudes towards learning the language
Instrumentality	Integrative orientation

As part of the SE model, Gardner formalized a self-report instrument to assess L2 motivation, the Attitude/Motivation Test Battery, or AMTB, which went on to be one of the most widely-used L2 motivation tests around the world (Dörnyei, 2005). The AMTB comprised over 130 items intended to measure three motivational dimensions, namely intensity, attitudes towards learning the L2 and desire to learn the L2. AMTB participants respond to given statements about their L2 attitudes and motivation using a Likert scale and multiple-choice responses. It is important to note that the AMTB was validated amongst Anglophones learning French, although it has been used in multiple socio-cultural contexts (Gardner, 1985). A complete version of the AMTB can be found in Appendix A.

1.2 Calls for an Expanded L2 Motivation Model

In the period surrounding and following the formalization of Gardner's SE model, a growing number of L2 researchers began to question some of the model's theoretical underpinnings (e.g. Clément & Kruidenier, 1983; Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994). Some researchers pointed out that Gardner's model had neglected to consider influential advances in motivational theory in psychology, while others cited the need to further investigate the role of

the language classroom in L2 motivation research, since much L2 and foreign language learning takes place within a classroom. Importantly, some researchers contended that the model's central construct, namely integrativeness, was too narrowly defined to explain all motivation leading to successful L2 learning. The criticisms levelled against the model will be explored in the sections that follow. It is important to note that these researchers did not voice a desire to dispose of or denigrate Gardner's model, but rather sought ways to expand the theoretical framework to accommodate underrepresented areas of L2 motivation. Gardner himself joined in on this debate, calling it a "motivational renaissance" (Gardner & Tremblay, 1994, p. 526) and responded to the aforementioned authors' concerns by encouraging change, provided that it was rooted in empirical findings, keeping with his views on "the importance of empiricism and scientific rigour" (Gardner, 1985, p. 5). Although Gardner conducted many studies in L2 motivation, his SE model's theoretical foundations had remained largely unchanged since his initial study with Lambert in 1959. In the nearly thirty years spanning the initial study and the formalized model, mainstream and educational psychology had proposed other frameworks to account for motivation.

In their call to "reopen the L2 motivation research agenda," Crookes and Schmidt (1991) cited that Gardner's definition of motivation diverged from that of L2 educators, who generally describe a learner as being motivated when he or she engages in learning tasks; these researchers thereby identified a need for more classroom-based motivation research. They also contended that the SE model remained isolated from major motivation trends in psychology, which made a tripartite distinction between cognition, motivation and affect; this last notion encompasses various aspects of personality, including emotion and attitudes. Gardner's model, however, explains motivation through a learner's identification process to an actual L2 community, thereby lumping affect, in particular attitudes, and motivation together. Moreover, the model neglected to take into account a major influence in psychology, namely Deci and Ryan's Self-Determination Theory

(1985), which conceptualized motivation according to its locus, either within (intrinsic) or outside of (extrinsic) the learner.

Oxford and Shearin (1994) echoed these concerns, claiming that L2 motivation theory, as defined through Gardner's model, diverged from other major psychological and educational motivation frameworks. In particular, while Gardner's social psychological framework focussed on the L2 learner with the broader context of a group, Oxford and Shearin (1994) posited that, "some reasons for L2 learning are not tied to relations between individuals and groups" (p. 15). Moreover, Oxford and Shearin cited terminological difficulties as an obstacle to Gardner's model: the term integrative appears three times in the model (i.e. integrative orientation, integrativeness, integrative motive), leading to confusion.

In addition to these terminological and conceptual challenges, Dörnyei (1994) voiced a similar need to realign Gardner's dominant model with other psychological trends in motivation, while anchoring L2 motivation within the classroom. Until that point, motivation research reflected its social psychological heritage and had largely been concerned with linking a learner's attitudes towards an actual L2 community, hence through a macro perspective. Dörnyei (1994) argued that since much of L2 learning occurred within a classroom, a greater emphasis should be placed on understanding the influence of the L2 teacher, class activities and group dynamics on the learner's motivation, hence an investigation of motivation from a micro perspective. Dörnyei (2005) later pointed out one of the shortcomings of Gardner's AMTB, citing incidents of overlapping between subscales, leading to multicollinearity. Dörnyei drew attention to the inclusion of items pertaining to motivated behaviour itself, namely: "When it comes to French homework, I a) put some effort in to it, but not as much as I could, b) work very carefully, making sure I understand everything, c) just skim over it" (Gardner, 1985). Dörnyei argued that this item measures the consequences of being motivated rather than the leaner's internal mental processes. As Dörnyei contends, test items that ask for students to report their effort put into homework, such as the

one cited from the AMTB's subscale of "Motivational Intensity", do not measure unobservable mental processes, but rather measure behaviour criteria used to establish motivation-effort correlations. Also noteworthy is that the first item measuring instrumentality in the AMTB, "Studying French can be important for me only because I will need it for my future career" (see Appendix A for the full version of the AMTB), specifically limits the study of French for career enhancement by use of the word "only", whereas no item from the integrativeness measure excludes other possibilities.

1.2.1 Reinterpreting Integrativeness

Of all the criticisms levelled against Gardner's model, the one that would prove to be most resilient was the desire to revisit its central construct: integrativeness. On the one hand, the concept had no clear equivalent in other branches of psychology, while on the other, several researchers claimed the notion of integrating into a specific community did not account for all motivated L2 learning. In the subsections that follow, studies examining the validity of integrativeness will be outlined.

1.2.1.1 Francophone L2 Learners and Integrativeness

One of the first challenges to the concept of integrativeness was put forth by Gardner's associate, Clément (1978), who identified a need to investigate the generalizability of the integrative motive, pointing out that the concept had been validated in studies amongst Anglophones in North America learning French, in other words speakers of a dominant language learning a minority language. Previous large-scale studies by Gagnon (1970, 1972, 1973, 1975) into the attitudes of Canadian Francophones towards learning English had revealed that instrumental orientations were more prevalent than integrative ones. Clément (1978) posited that, "the traditional nationalistic orientation of Québec Francophones might be antithetical to any willingness to integrate with the English speaking community"

(p. 12), indicating that instrumental orientations may be reliable L2 achievement predictors amongst Francophones. Noting that the integrative orientation central to Gardner's model involved a desire for membership within an L2 community, Clément questioned the validity of this construct among French L1 speakers in a minority context, who may resist the notion of integrating to the dominant Anglophone community, equating it with assimilation:

> ...chez les francophones, la peur d'assimilation pourrait nuire au développement du motif 'intégrationnel'. Chez les francophones, la peur de perdre l'identité culturelle première pourrait donc empêcher le développement d'attitudes positives à l'égard du groupe anglophone et de la motivation à apprendre l'anglais. (Clément, 1977, p. 8)

Clément teamed up with another Canadian psychologist, Kruidenier, in order to assess the influence of ethnicity and milieu on motivational orientations. Clément and Kruidenier (1983) posited that "1) ambiguities in the definitions of the concepts of integrative and instrumental orientations and 2) the influence of the linguistic milieu on the individual's orientation" (p. 274) were at the source of discrepancies in results obtained in L2 motivation studies involving non-Anglophone participants. The researchers also cited difficulties in categorizing certain orientations, such as travel or self-knowledge, within instrumental or integrative categories. Moreover, they cited conflicting results from L2 motivation studies in contexts other than English-speaking North America. In Cohen's (1975, cited in Clément & Kruidenier, 1983) study involving Mexican Americans learning both Spanish as a heritage language and English as a study language, he found that motivation was typically more integrative when learning Spanish, but more utilitarian when learning English. Even in Gardner and Santos's (1970, cited in Gardner & Lambert, 1972) study of English L2 learners in the Philippines, pragmatic rather than integrative goals were found to be reliable predictors of L2 achievement in that context. Certain researchers had begun to question whether the sociocultural setting in which the target language was learned could explain the link between L2 motivation and proficiency (e.g. Chihara & Oller, 1978; Lukmani,

1972, cited in Clément and Kruidenier, 1983). These issues led Clément and Kruidenier (1983) to posit that, "relationships between orientations and achievement in a second language might vary as a function of context" (p. 276). When applied to the Canadian context, this meant that Francophones and Anglophones could succeed in learning the other's language while demonstrating different motivational orientations.

To test this hypothesis, Clément and Kruidenier (1983) surveyed 871 Canadian Grade 11 and Québécois Secondary V students actively learning an official or foreign language. The study's participants had either Francophone or Anglophone ethnicity and lived in either a unicultural or multicultural setting. Students were: Anglophones from the unilingual setting of London, Ontario, learning either French as a second language or Spanish as a foreign language; Anglophones from the multicultural setting of Ottawa, learning either French or Spanish; Francophones from Ottawa learning English or Spanish; and Francophones from the unilingual setting of Québec City, learning English as a second language or Spanish as a foreign language. The instrument for this study was a questionnaire, in either English or French, including 37 orientation items describing reasons for studying a language. The answers to the questionnaires were submitted to a factor analysis.

The factors that emerged as common goals to all groups were classified into four groups: instrumentality, travel, friendship and general knowledge. This led the researchers to two conclusions: firstly, that these four goals "should be considered as independent orientations in future studies" (Clément & Kruidenier, 1983, p. 286), secondly, that a general integrative orientation did not exist amongst L2 learners. An integrative orientation was only found in a specific sociocultural setting, namely among Anglophones in Ottawa. The researchers thus confirmed that a learner's sociocultural context and ethnolinguistic affiliation did indeed influence the emergence of an integrative orientation, leading them to conclude that, "[l]earning a L2 in order to identify with valued members of another group

apparently requires individuals who are assured of their L1 and culture and have immediate access to the target language group" (p. 287).

Clément and Kruidenier's (1983) study constituted the first challenge to Gardner's L2 motivation model, suggesting that hitherto understudied L2 orientations, other than instrumental and integrative, could also be reliable predictors for motivation. This study was later replicated with 93 Secondary V ESL students in Québec City by Belmechri and Hummel (1998). The results were similar to those from the original study, with the four main L2 orientations being travel, school achievement (instrumentality), friendship and career (instrumentality). The integrative orientation was once again absent from these learners' motivational profile.

When another Canadian research team led by Noels (2000) sought to find the relationship between orientations and self-determination theory (intrinsic and extrinsic motivation), the researchers confirmed Clément and Kruidenier's conclusions, suggesting that an integrative orientation was not necessary to L2 achievement:

> Although it was originally suggested that the desire for contact and identification with members of the L2 group [integrative orientation] would be critical for L2 acquisition, it would now appear that it is not fundamental to the motivational process, but has relevance only in specific sociocultural contexts. Rather four other orientations may be seen to sustain motivation. (Noels, Pelletier, Clément, & Vallerand, 2000, p. 60)

These four other orientations were instrumentality, travel, friendship and general knowledge, thereby echoing Clément and Kruidenier's (1983) findings.

1.2.2.2 Motivation Within the Global Community

Both Oxford and Shearin (1994) and Dörnyei (1994) pointed out that Gardner's SE model, in linking motivation with attitudes towards an actual L2 community, was reflective of the sociocultural context of Montréal from which it originated, with vital Anglophone and Francophone communities and many opportunities for intercultural contact. In many cases around the world, however,

foreign language learners have little or no opportunities to interact with a real L2 community, thereby skewing the premise for integrativeness, whereby positive attitudes towards and a desire to identify with L2 speakers serve as antecedents to motivation. Moreover, Gardner's model tended to view individuals as having a single ethnolinguistic affiliation, with L2 learning as a means of gaining membership into another homogeneous ethnolinguistic community. As Dörnyei (1994) rightly contended, this view of social organization is not congruous with current realities around the globe, where the majority of people are bilingual or multilingual, and possess hybrid, rather than monocultural identities. The failure to account for the lack of opportunities for integrativeness in foreign language contexts and the monocultural bias of Gardner's constructs led L2 researchers on a path to expand the SE model, seeking alternative frameworks to explain the internal structure of L2 motivation.

Working in Hungary in a period spanning a decade of sweeping social change following the dissolution of communism and the country's entry into the European Union, Dörnyei and his colleagues set out to evaluate language learning motivation amongst Hungarian youth in state schools (e.g. Dörnyei & Clément, 2001; Dörnyei & Csizér, 2003, 2005a, 2005b; Dörnyei et al., 2006). From 1949 to 1989, compulsory foreign language education in Hungary was limited to Russian, with limited access to English and German at the secondary school level beginning in the 1970s (Dörnyei et al., 2006). By the early 1990s, changes to Hungary's political landscape were reflected in educational reform, which included greater access to foreign language education, mostly English and German, and less emphasis on Russian. At the same time, Hungary began to play host to international tourism and business, resulting in increased intercultural contact.

Within this context, Dörnyei and his colleagues set out to investigate the effects of intercultural contact on language learning motivation. Working within Gardner's social psychological L2 motivation framework, Dörnyei teamed up with Gardner's colleague, Clément, to design a questionnaire that would be used to probe

the evolving language learning attitudes of 13 391 Hungarian youths aged 13 to 14 at three different times: 1993, 1999, and 2004. The questionnaire contained items to explore both integrative and instrumental L2 dimensions, as well as attitudes towards L2 speakers, linguistic self-confidence, cultural interest and perceived L2 ethnolinguistic vitality. Dörnyei's research coincided with Hungary's new-found openness to the rest of Europe and its education system's response with a more varied language curriculum. Hence, the questionnaire was designed to probe students' attitudes towards multiple languages: English, German, French, Italian and Russian. Dörnyei's questionnaire was administered to students from Hungary's capital, Budapest, and five main regions in the country, thus ensuring a representative sampling of subjects.

Data from Dörnyei's questionnaires were first submitted to a factor analysis, grouping individual survey items into common clusters. This then allowed the researchers to confirm correlations between various factors. Gardner's construct of integrativeness did indeed emerge as being correlated with two criteria measures of motivated language behaviour, namely the language students would choose to study and intended learning effort. The factor analysis also revealed, however, strong interrelationships and overlap between other motivational factors. Because of the closely interrelated data, the factor analysis did not allow researchers to determine clear relationships between individual factors, and did not allow for observation of cause and effect links. This prevented the researchers from providing an accurate portrayal of L2 motivation.

Due to this situation, Dörnyei and his colleagues (2006) conducted structural equation modelling (SEM), a statistical approach that tests the interrelationship of multiple variables. The advantage of SEM is that it provides more information than factor analysis on how various survey items cluster together. SEM allows for analysis of correlations amongst variables, in addition to determining directions between variables, thus suggesting causes and effects. In short, SEM provides empirical support to explain how multiple factors interact, in

this case, providing a model of L2 motivation. In the study completed by Dörnyei and his colleagues, SEM was used to confirm the validity of a new theoretical model for the internal structure of L2 motivation, the "L2 Motivational Self System" (Dörnyei et al., 2006, p. 74).

Figure 1.1 (below) provides a graphic representation based on Dörnyei's structural equation model findings (Dörnyei & Ushioda, 2009c, p. 27). As seen below, common factors are classified under headings and represented by circles, with arrows indicating how each factor lead to the criteria measures of intended effort and language choice, which are the self-reported manifestations of the learner's motivation. The closer the circle appears to the criteria measures, the stronger the correlation. Also, the arrows and order of circles indicate how the various factors are correlated amongst each other, not just to the criteria measures. Further explanation follows the figure below.

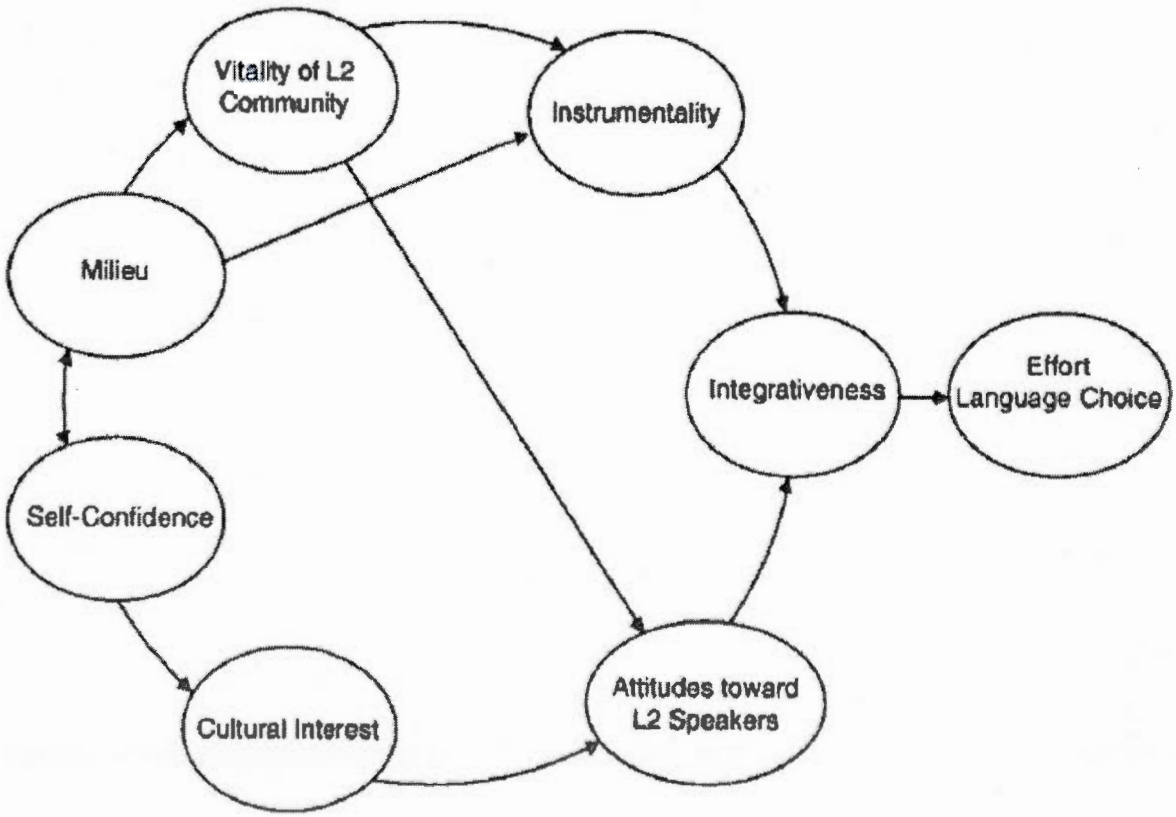

Figure 1.1 Structural Equation Model from Hungarian Studies
(Dörnyei et al., 2006, reprinted with permission from the publishers)

While in Gardner's SE Model only integrativeness was considered to be a major antecedent to motivation, Dörnyei's results provided evidence for the robustness of instrumentality. As seen in figure 1.1, integrativeness was found to be a main antecedent to motivated behaviours (i.e. language choice and intended effort), but instrumentality was tightly linked with integrativeness, as were attitudes towards L2 speakers. Importantly, the vitality of the L2 community was seen to impact both how useful the L2 was perceived (instrumentality) and attitudes towards L2 speakers, thus establishing an argument for the robustness of instrumentality, and confirming that the geopolitical status of the L2 impacts the learner's motivation. Based on SEM, Dörnyei now had empirical findings to redefine the determining precursor to L2 motivation to expand Gardner's construct of integrativeness to address situations, like in Hungary, where there is no opportunity for L2 learners to identify with an actual L2 community, especially in the case of a global language, like English, where notions of language ownership are ambiguous. This new construct, rooted both in the Gardnerian tradition and "self" psychology, became central to Dörnyei's model; it was labelled the ideal L2 self (Dörnyei, 2005).

Dörnyei's findings are significant on multiple levels. Firstly, the ideal L2 self encompasses Gardner's central L2 motivation construct, integrativeness, but is not limited to it, as it includes elements of instrumentality and attitudes towards L2 speakers as well. Second, whereas Gardner's L2 motivation model viewed integrativeness as a motivated L2 learner's desire to be similar to and integrate into an external community, Dörnyei's model explains motivated L2 learning through the lens of the psychological concept of the "self", and a learner's desire to incorporate the L2 into his or her self-concept. Thirdly, by reframing motivation within a "self" perspective, Dörnyei was then able to explain motivated L2 learning in contexts with little or no contact with an actual L2 community. Futhermore, Gardner's concept of instrumentality is now parcelled off into two distinct constructs, based on the extent to which the learner has internalized or

externalized the instrumental motives. As mentioned above, instrumentality that includes internalized desires such as career promotions now constitutes part of the ideal L2 self (*promotional instrumentality*, see 1.3.2). Non-internalized motives, such as fear of failing a test (*preventional instrumentality*, see 1.3.2) or a sense of external obligation (e.g. family influence) now comprise a new construct, the ought-to L2 self (see 1.3.2.2).

These findings came in the wake of intensified theoretical debate to reappraise the definition of integrativeness to accommodate not only English's status as a global language, but also pluralist, multidimensional identities that characterize this era of increased mobility and rapidly-changing communications technologies. Lamb's (2004) study of attitudes towards English in Indonesia echoed Dörnyei's findings, suggesting that learning English reflected a desire to cultivate a global identity, comprising the Internet, technology, travel and pop music. Much like Dörnyei, Lamb (2004) posited that the separateness of instrumental and integrative orientations seemed untenable with a global identification process in absence of any distinct target language group, thereby aligning with Arnett's (2002) view of the psychology of globalization, in which he contends that many people develop a hybrid or bicultural identity that is rooted at once in local and global cultures. To accommodate these findings, Dörnyei proposed reframing L2 motivation within a new model, shifting from social psychology to the psychological concept of "self." Dörnyei baptized this new model the "L2 Motivational Self System" (2005).

1.3 The L2 Motivational Self System

Dörnyei drew upon two theoretical frameworks to design the L2 Motivational Self System: the first from the decades-long L2 motivation tradition introduced by Gardner and Lambert (1959), and the second from mainstream psychology's concept of the self. By linking the psychological concept of the self and mainstream motivation theory to the contributions made by Gardner and his associates to L2 motivation from a social psychological perspective, Dörnyei attempts to account for integrativeness in environments with little chance for identification with the target

language community. While the "self" is a diverse concept in mainstream psychology, Dörnyei's model stems more precisely from Possible Selves Theory (e.g. Markus & Nurius, 1986; Markus & Ruvolo, 1989), as well as Self-Discrepancy Theory (e.g. Higgins, 1987, 1996, 1998; Higgins, Klein, & Strauman, 1985; Higgins, Roney, Crowe, & Hymes, 1994). In short, Dörnyei posits that L2 motivation can be explained by the extent to which the L2 learner incorporates the target language to his or her self-concept. In the sections that follow, the underpinnings of Dörnyei's L2 self model, namely Possible Selves and Self-Discrepancy theories, will be discussed.

1.3.1 Possible Selves

Psychology has made considerable advances in explaining how individual personality differences relate to certain types of behaviour (Cantor, 1990, cited in Dörnyei & Ushioda, 2009), thus making an individual's representation of his or her self-concept a crucial antecedent to action. As Markus and Nurius (1986) proposed in their seminal paper, the notion of *possible selves* represents an individual's ideas of what he or she might become, would like to become and is afraid of becoming. On one end of the continuum, the would-like-to-become self could include representations of "the successful self, the creative self, the rich self, the thin self, or the loved and admired self" while on the other end of the continuum, the feared self "could be the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self" (Markus & Nurius, 1986, p. 954). The possible self is therefore a conceptualisation of hopes, dreams or fears. As Dörnyei and Ushioda (2009b) comment when outlining the theoretical framework of the L2 self model, possible selves "are represented in the same imaginary and semantic way as the here-and-now self, that is, they are a *reality* for the individual" (p. 12). As Markus and Ruvolo (1989) contend, the concept of the possible self provides a useful framework to understand motivation because it is "phenomenologically very close to the actual thought and feelings that individuals experience as they are in the process of motivated behaviour and instrumental action" (p. 217). Moreover,

Markus and Ruvolo (1989) suggest that tension between the positive possible self and the feared self provides more powerful motivation than a feared or hoped for self on its own. Dörnyei (2005) echoed this when proposing his L2 self model, claiming that "a positive image will be a stronger motivational resource if it is linked with representations of what could happen if the desired state should not be realized" (p. 100). The dynamic tension between the feared and hoped for possible selves serve as the *future self-guide*, which accounts for how an individual moves from the here-and-now into purposeful behaviour.

Markus and Ruvolo (1989) contend that mental imagery fuels the transformation of goals into action (p. 213). When related to motivation in a foreign language setting, where an actual target language community is absent, Dörnyei (2009) argues that the degree of elaborateness, vividness and plausibility with which a learner imagines the L2 as part of his or her possible self serves as a powerful indicator of L2 motivation.(p. 19). As Dörnyei (2009) aptly points out, successful language learning requires sustained effort, and the imagery component of the possible selves concept offers an explanation of the "superordinate vision" at the core of the successful L2 learner's motivation (p. 25).

1.3.2 Self-Discrepancy Theory

Higgins's (1987; Higgins et al., 1985) Self-Discrepancy Theory distinguished between two types of self-guides: the ideal self and the ought-to self. The *ideal self* represents the self-concept an individual would like to have, whereas the *ought-to self* refers to a representation of an individual's sense of duty or obligation. Higgins posited that, in either case, an individual strives to narrow the gap between his or her actual self and ideal or ought-to self, both of which can serve as future self-guides that provide impetus and direction. Although both the ideal and the ought-to selves lead to a desired end-state, they are distinct in that the former focuses on *promotion*, or advancements and accomplishments, while the latter pertains to *prevention*, or the avoidance of failure to conform to obligations. Dörnyei's proposed L2 Motivational Self System is based on these two self-guides, the ideal

and the ought-to selves, but also on a third component, the L2 learning experience, which takes into account the role that the classroom plays in motivating the learner. These three components will be described below.

1.3.2.1 The Ideal L2 Self

Dörnyei (2005) posits that L2 motivation can be explained through the concept of the ideal self because if the person one aspires to be is proficient in a L2, then that individual will be motivated to reduce the discrepancy between one's actual and ideal self. Moreover, Dörnyei (2005) contends that the ideal L2 self is highly compatible with Gardner's definition of integrativeness, which includes positive attitudes towards the target language community, "in that L2 speakers are the closest parallels to the idealized L2-speaking self, which suggests that the more positive our disposition towards these L2 speakers, the more attractive our idealized L2 self" (p. 102). Furthermore, using the concept of the ideal L2 self to account for motivation, Dörnyei also explains how instrumentality can correlate highly with successful L2 learning in certain contexts: "[T]he idealized language self is a cognitive representation of all the incentives associated with L2 mastery, it is also linked to professional competence" (2005, p. 103). In the L2 Self System, motivation is a desire to integrate the target language to our ideal personal, social *and* professional identities. In other words, our "working self" is not necessarily separate and distinct from who we are in our personal lives. In the L2 self model, the identification process that fuels motivation is no longer with an existing external community, but rather within an individual's self-concept. Dörnyei's proposed model does not negate the decades of findings within the social psychological tradition, but resituates them within a framework that can account for motivation in settings where integration into a specific community is either undesirable or impossible.

1.3.2.2 The L2 Ought-To Self

Instrumental motives concerned with professional advancement are accounted for by the ideal L2 self construct because they are promotion focused, whereas motives associated with avoiding a negative outcome (e.g. studying a language in order to avoid disappointing one's parents or in order to avoid failing a test) constitute part of the ought-to self. These motives reflect more a sense of external expectations, responsibilities or obligations, and as such, are prevention focused. As Dörnyei contends, the construct of the ought-to self mirrors "the age-old motivational principle that people approach pleasure and avoid pain" (Dörnyei & Csizér, 2005a, p. 29).

1.3.2.3 The L2 Learning Experience

During the 1990s, one of the main concerns amongst the researchers who called to expand Gardner's SE model was to account for the role of the classroom on L2 motivation (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994). Dörnyei (2001) has in fact argued that it is the L2 instructor's responsibility to sustain student motivation. In addition to the ideal L2 self and the ought-to L2 self, Dörnyei's new model proposes a component that situates the genesis of L2 motivation in the "successful engagement with the actual language learning process" (Dörnyei, 2009, p. 29). This component of the model suggests that students who discover they are good at language learning will gain positive momentum in the L2 acquisition process, and therefore gain motivation. This echoes Reeve's (2005) discussion on motivation, in which he proposes that prior success fuels future motivation.

In a recent study of the L2 self amongst ESL students at the secondary and university levels in Budapest, Hungary, Csizér and Kormos (2009; Kormos and Csizér 2008) found the L2 learning experience to be a stronger determinant of intended learning effort amongst secondary students than university students, for whom the L2 self was a more reliable indicator of intended effort. Moreover, the

researchers discovered that both attitudes towards the L2 experience and the L2 self correlated with intended learning effort, but that the ideal L2 self and the L2 experience were only moderately correlated, suggesting that the three factors were distinct. This led the researchers to conclude that the self, including the L2 self, continues to transform during adolescence, and although it may remain flexible, it tends to stabilize during adulthood. Moreover, the researchers suggested that "motivational forces originating from the language classroom have great influence on how much effort students are willing to invest in language learning" (Csizér & Kormos, 2009, p. p. 109). It is important to note that the survey items used to operationalize the L2 learning experience in Csizér and Kormos's study featured items that resemble items from Gardner's AMTB used to measure attitudes towards learning the L2, which is a component of motivation itself. Gardner's AMTB included two more factors measuring attitudes towards learning English, including an appraisal of the L2 instructor and the L2 course. (See section 1.1.2.1e for more details on the AMTB).

1.3.2 Comparing the Motivational Self System to the Socio-Educational Model

Dörnyei (2009) claims the L2 Motivational Self System to be commensurable with Gardner's SE model, thereby not disputing decades of findings on L2 motivation. Firstly, from a theoretical point of view, Dörnyei contends that both models build on the psychological process of identification. Moreover, from an empirical point of view, Dörnyei's longitudinal investigations into L2 learning in Hungary were built on Gardner's constructs of orientations and attitudes. Furthermore, following Gardner's (2001) addition of an instrumental orientation as the chief constituent of "other support" leading to motivated behaviour, the most recent version of the SE model is composed of integrativeness, instrumentality and attitudes towards the learning situation, all of which closely relate to the L2 Motivational Self System of the ideal L2 self, the ought-to self and the L2 learning experience. Table 1.2 (below) compares Gardner's SE Model and Dörnyei's Self System, summarizing their respective theoretical foundations for motivation, the L2

learner's identification process, the conceptualization of the learner and the target community's identity, as well as what each model contends to be the chief predictor of motivated behaviour.

Table 1.2

Comparison of the Socio-Educational Model and the Self-System

Construct	Gardner's SE Model	Dörnyei's Self System
Foundation for motivation	The measurable response of an organism towards a desired goal.	Reducing the discrepancy between one's actual self and one's desired self.
Identification process of L2 learner	Membership to an external social group.	Incorporation of the L2 into self-concept.
Conceptualization of learner/target community	Monocultural.	Hybrid.
Chief predictor of motivated behaviour	Integrativeness: Identification with and favourable opinions towards the target language community.	The Ideal L2 Self: promotional instrumentality, integrativeness and attitudes towards L2.
Components of model	Integrativeness, instrumentality, attitudes towards the learning situation, motivation.	The ideal L2 self, the ought-to Self, the L2 learning experience.

As seen in table 1.2 above, Gardner posits in his SE model that the motivated L2 learner seeks membership to a cultural group different from his or her own, while Dörnyei views this identification process as an internalization of the target language into the learner's self-concept. While integrativeness constitutes the main predictor of motivated behaviour in Garnder's model, for Dörnyei, integrativeness merges with promotional instrumentality and attitudes towards the L2 to form part of the hybrid concept of the ideal L2 self as a predictor of motivated behaviour.

1.4 Transcultural Validation of the L2 Self

The factor analyses and structural equation modelling from Dörnyei's Hungarian studies provided empirical support to group instrumentality and integrativeness into a broader composite cluster applicable to foreign language contexts. The L2 Motivational Self System thus garnered attention from L2 scholars around the globe. The next step required to validate the L2 Motivational Self System model was to test it in ethnolinguistic contexts other than Hungary. This is consistent with Gardner's credo of scientific rigour:

> Finally, there is no substitute for replication. One study, no matter how carefully conducted, cannot be taken as conclusive. It is only with repeated investigation that the complexities of an area can be truly appreciated and comprehended. (Gardner, 1985, p. 5)

The next two studies examined here sought to replicate the findings of Dörnyei's Hungarian study through large-scale survey research among English L2 learners in China, Japan and Iran.

1.4.1 A Comparative Study of the L2 Motivational Self System

Taguchi and his colleagues (2009) set out to validate Dörnyei's L2 Motivational Self System amongst L2 learners in Japan, China and Iran. To do so, they designed a questionnaire with specific items measuring the central constructs of Dörnyei's model, namely the ideal L2 self and the ought-to self, in addition to several other L2 motivational measures, including Gardner's integrativeness. To confirm the internal consistency of this model, the researchers first determined the relationship between the aforementioned constructs. Following that, Taguchi and his colleagues also employed SEM to determine causal relationships between components of Dörnyei's model.

Between 2006 and 2007, 1 586 Japanese, 1 328 Chinese, and 2 029 Iranian English L2 learners from the ages of 11 to 53 completed three versions of a questionnaire designed to investigate core elements of the Hungarian study, namely integrativeness, cultural interest, attitudes to the L2 community and criterion

measures, as well as the newly-founded L2 Motivational Self System, which are the ideal L2 self, the ought-to L2 self and attitudes towards learning English (Taguchi et al., 2009). Dörnyei himself was involved in the instrument design; most items in the questionnaire were based on established questionnaires. For more information on Taguchi et al.'s questionnaire, see section 2.2 in the following chapter.

The correlations between the ideal L2 self and integrativeness for all three Asian countries were calculated, and were revealed to be statistically significant. The researchers were therefore able to confirm a relationship between Dörnyei's construct and Gardner's. Correlations were also calculated between these two constructs and the questionnaire's criterion measure of intended effort to learn English. Noteworthy is the fact that the items measuring intended learning effort resemble those from Gardner's AMTB used to measure desire to learn the L2, which along with motivational intensity and attitudes towards learning French, make up the central construct of motivation. In Taguchi et al.'s study, between the ideal L2 self and integrativeness, the former showed higher correlations with the criterion measure of intended learning effort in all three countries. In Japan, the ideal L2 self correlated at r=.68 with intended effort, while integrativeness correlated at r=.64, in China, the correlations were r =.55 and r =.52 respectively, while in Iran, the ideal L2 self correlated at r=.61 and integrativeness at r =.58 (Taguchi et al., 2009, p. 78). Taguchi and his colleagues (2009) contend that "[t]hese findings justify the replacement of *integrativeness* with the *ideal L2 self*" (emphasis in the original, p. 78), as the ideal L2 self construct was found to be the most strongly associated with intended effort in all three cultural contexts represented in the study. Moreover, Dörnyei's new ought-to L2 self construct correlated closely with items of preventative instrumentality, while promotional instrumentality was found to correlate with the L2 self, thus justifying dividing Gardner's instrumentality construct into two constructs in Dörnyei's L2 self model.

Furthermore, SEM analyses were conducted and they confirmed causal relationships between components of the questionnaire that were similar to

Dörnyei's results using standardized estimate values, which are similar to correlation coefficients. As part of the SEM analyses, Taguchi and his colleagues (2009) noted that the "*ideal L2 self* predicts the *criterion measures* [intended learning effort] both directly and indirectly through *attitudes to learning English*" (italics in original, p. 87). In other words, enjoying the process of learning English correlated with the ideal L2 self and intended effort, although the role of attitudes towards learning English was not found to be equally important across all three of the study's subgroups. SEM revealed that the relationship between intended effort and attitudes towards learning English amongst the Chinese subgroup of respondents were less important than amongst the Japanese and Iranian subgroups. This led the researchers to posit that for Chinese learners, taking pleasure in learning English was less of a priority than achievement itself:

> [E]njoyment does not play a decisive role in their overall motivation: even if learning English is a painstaking task, Chinese students will typically be able to control their negative attitudes for the sake of achieving their ultimate goal, a high level of proficiency in English or at the very least a passing mark in their English exams. Owing to the enormous pressure Chinese students are under to achieve their future desired selves, the classroom experience is far less important for them than for the Japanese and Iranian university students. Broadly speaking, they simply cannot afford the luxury of caring for the niceties of the classroom experience. (p. 87)

This lends credence to Dörnyei's model in two ways. Firstly, it supports Dörnyei's (2001) argument that motivation to learn a language can be shaped by the enjoyment a learner experiences during L2 classroom activities. Secondly, the differences between the subgroup's in Taguchi et al.'s study supports Dörnyei's (2009) claim that although a learner's pleasurable L2 learning experience may be related to the L2 self, this relationship may not be universal, as the self is subject to variation due to age and sociocultural context. It is important to recall that for Gardner, attitudes towards learning the L2 were a component of motivation itself (see subsections 1.1.2.1b and 1.1.2.1e), along with motivational intensity and desire to learn the L2. In light of the weight Gardner allotted to attitudes towards learning

the L2, it is perhaps unsurprising that Taguchi et al.'s SEM revealed links between this factor, the ideal L2 self and intended effort. In short, this study supported that the L2 Motivational Self System born from Dörnyei's Hungarian studies was generalizable to other contexts, albeit with some nuances from one cultural context to another.

1.4.2 The Ideal L2 Self in Japan

Working with 2 397 English L2 learners in Japan, Ryan (2009) also set out to find empirical support for Dörnyei's central construct, the ideal L2 self. Ryan measured L2 motivation through a 100-item questionnaire comprised of 18 motivational variables. The questionnaire included six items based on the L2 Motivational Self System. To validate Dörnyei's equation of integrativeness with the ideal L2 self, Ryan first calculated the correlation between these two constructs. Ryan then tested the relative strength of integrativeness and the ideal L2 self by calculating correlations between them and a key criterion measure of motivated behaviour: intended learning effort.

The results from Ryan's (2009) survey not only revealed that integrativeness and the ideal L2 self were moderately correlated (r=.59) (p. 132), but that the ideal L2 self was more strongly correlated with intended learning effort than integrativeness with r=.77 and r=.65 respectively (p. 133). As with Taguchi et al. (2009), Ryan's findings supported Dörnyei's model through transcultural validation. Combined with the research by Taguchi et al., this study provided robust support for the direct relationship between Dörnyei's ideal L2 self and a key motivated behaviour, intended learning effort.

1.5 Purpose of the Current Study

When identifying future directions for research in the L2 Motivational Self System model, Dörnyei has highlighted the importance of verifying the effects of ethnolinguistic affiliation on L2 motivation, as the self-concept is subject to cross-cultural variation (Dörnyei & Ushioda, 2009a). Replications of the L2 Motivational

Self System will allow researchers to determine which facets of L2 motivation are universal, and which are specific to certain contexts. Early research by Gardner in Canada provided rich information on the motivational profiles of Anglophones studying French, but similar studies on Francophones studying English are not only less plentiful, but also less conclusive in terms of the role of integrativeness. Gagnon (1972, 1973, 1975) carried out large scale studies on the attitudes and motivation of Canadian Francophones learning English in the 1970s, revealing that instrumental orientations emerged more frequently than integrative orientations, even among learners who held more positive attitudes toward learning English. As Clément (1977) argued, due to their minority status within North America, Canadian Francophones may not demonstrate the same integrative profile as Anglophones. Several years later, Clément and Kruidenier (1983) provided the empirical findings to support this idea, concluding that integrativeness can be manifested when learners are assured of the security of their L1. Integrativeness, as defined by Gardner, may indeed be equated with assimilation or loss of a primary cultural identity in a minority language situation, such as with Francophones in North America (e.g. Oakes, 2010). More recently, Oakes (2010) responded to Dufour's (2008) suggestions that young Francophones in Quebec demonstrated too embracing an attitude toward English, thereby increasing the risk of French language attrition. Through administering an original survey amongst 463 Francophone university students in Quebec, Oakes's results reveal a more complex relationship towards English. While most survey respondents cited their L2 motivation to be related to English's status as an international language and future career enhancement, they did not claim to be learning English for the purpose of social membership within the Canadian Anglophone community (Oakes, 2010). These results echo those of Taguchi et al. (2009), Ryan (2009) and Dörnyei et al. (2006) in multiple international sociocultural contexts. Reframing Canadian Francophones' L2 motivation within a "self" perspective may provide a more accurate portrait of their attitudes towards learning English. Moreover, a recent

review of the literature indicates that no one to date has investigated the attitudes and motivation of Canadian Francophones by means of Dörnyei's L2 Motivational Self System. This would also be the first survey based on Dörnyei's model used in an L2 rather than foreign language setting.

1.6 Research Questions

The purpose of this research project is to validate Dörnyei's model amongst Francophone college-level (CÉGEP) ESL students in Montréal. Consistent with Taguchi et al. (2009) and Ryan's (2009) studies, the objective of this study will be to test the internal consistency of Dörnyei's model by means of a self-report instrument similar to the ones used in Taguchi et al. (2009). The two questions to be answered by this research project are as follows:

1. Is there a relationship between integrativeness and the ideal L2 self amongst Francophone college-level ESL students in Montréal?
2. What is the relative strength of association between integrativeness, the ideal L2 self, and the criterion measure of intended learning effort?

Additionally, a secondary purpose of this study will be to examine the relationship between two more motivational components with the criterion measure of intended learning effort. Given the findings of previous studies (e.g. Clément, 1978; Noels et al., 2001) as to the reliability of instrumentality as a predictor of motivational intensity, instrumentality will be examined. Also, in light of the strong relationship between attitudes towards learning the L2 and intended effort in the Hungarian context (Csizér & Kormos, 2009), the relationship between these two factors will also be investigated.

CHAPTER II

METHODOLOGY

The following chapter describes the methodology of the present study. The goal of this research project is to examine Dörnyei's ideal L2 self and Gardner's integrativeness and their relationship with intended learning effort of L2 students by means of a group administered pen-and-paper questionnaire. Information about the individuals who participated in this study by completing the questionnaire is detailed in section 2.1. The advantages and caveats of working with questionnaires will be provided in section 2.2, followed by a description of the study's questionnaire and the piloting process. Section 2.3 will focus on the administration procedure of the study's survey. An overview of the analysis of the data follows in section 2.4.

2.1 Research Context

This study was conducted with students enrolled in an intermediate-level English course in a hospitality management program at the college level (CÉGEP) in Montreal. The justification for working with this population is four-fold. Firstly, this intermediate English course (Quebec Ministry of Education code 604-101-MQ) is a basic requirement for all pre-university or professional training programs in Quebec's French language CÉGEPs, thus lending a certain generalizability of this study's results to a larger population. Secondly, both Gardner (1985) and Dörnyei (2005) contend that L2 motivation emerges in adolescence, thereby excluding the possibility for reliable results from younger, early secondary or primary-level students. Further, the self-concept, including the L2 self, continues to transform during adolescence, but tends to stabilize by the age of post-secondary studies (Carlson, 1965, cited in Csizér & Kormos, 2009). Moreover, previous Canadian

studies worked with Grade 11 or Secondary V students (e.g. Belmechri & Hummel, 1998; Clément & Kruidenier, 1983; Gagnon, 1972; Gardner & Lambert, 1972), who are therefore close in age to first-year CÉGEP students. Thirdly, working with students from within one proficiency profile reduces the possibility of proficiency levels intervening in reported motivation. Finally, and perhaps most importantly, students enrolled in this first-year intermediate English class at this college had not yet embarked on compulsory internships in English-speaking Canadian provinces that take place during summer months. As several researchers have pointed out, sustained contact with the L2 community results in changes in the learner's attitudes towards L2 speakers (e.g. Clément, Bélair, & Côté, 1994; Gagnon, 1975; Gardner, 1985; Gardner & Lambert, 1972; Meara, 1994). For this last reason, the results of the present study are more reliable because students completed the survey well in advance of the departure for their compulsory internships.

2.1.1 Description of Participants

A total of 68 students participated in this study. Students in this professional hospitality program are enrolled in one of three streams, namely hotel, tourism or foodservice management, all of which lead towards a *Diplôme d'études collégiales*, or a Quebec college diploma. The college selects candidates for all three streams based on their secondary school studies and a letter of application from the candidate. Note that proficiency in a second or third language is not a specific requirement for entrance to the program. Information from the four-year period spanning from 2007 to 2010 indicating the rate of acceptance into the three streams of the hospitality program is presented in table 2.1 (below). The figures shown in table 2.1 represent the percentage of applicants who were accepted to the program.

Table 2.1

Acceptance Rates to the Three Streams of the Hospitality Program

	2007	2008	2009	2010
Hotel	29%	26%	28%	26%
Tourism	37%	56%	62%	63%
Foodservice	65%	66%	64%	61%

(Registrariat, 2011)

From Table 2.1, we can observe that between 26% and 66% of applicants were accepted entrance to these limited-enrolment programs in this four-year period.

Over the same period, statistics from the registrar's office at the college indicate the academic averages from Secondary V for students entering this hospitality program as compared to Quebec's CÉGEP programs in general. These averages have been rounded to the nearest half-decimal point and are displayed in Table 2.2 (below).

Table 2.2

Entrance Averages for Students in Hospitality Program Compared to the Rest of the College System in Quebec

	2007	2008	2009	2010
Hospitality	80.5%	80.5%	80%	79.5%
General	77%	77.5%	77%	77%

(Registrariat, 2011)

As indicated in Table 2.2, average academic entrance grades at the hospitality management college were on average three percentage points higher than those of Quebec's general college network.

2.1.2 Informed Consent

Participants in this study were both under and over 18 years of age. For the students over 18, consent was solicited by means of a form inviting them to participate in a study on second language learning. Students under the age of 18 were asked to seek permission from their parents or guardians in order to take part in the research project (see Appendix B for both consent forms). In neither case were students informed in advance of the specific focus of the study, namely to examine their attitudes and motivation towards learning English, so as not to bias survey results. Only surveys from students who had provided signed and completed consent forms were included in the study. In both consent forms, students and guardians were informed that participation in the study was voluntary and that responses to survey questions would remain confidential.

In addition to seeking permission from the survey's respondents, permission was also sought from the school's administration for the study to be conducted. The school's administration reviewed consent forms and the survey itself prior to the study. The administration retained a copy of all signed and completed consent forms.

2.2 Instrument

To test the internal consistency of Dörnyei's Self Model, a questionnaire modified from Taguchi et al.'s (2009) study was used (see Appendix C for the integral version of this study's final questionnaire). At the beginning of this section (2.2.1), the advantages and caveats to questionnaire research will be outlined. In the subsections that follow, the original questionnaire from Taguchi et al. (2009) will be described in detail, in addition to the questionnaire for the present study, as well as the piloting process.

2.2.1 Working with Questionnaires

The use of questionnaires in L2 motivation research is as widespread practice that began with Gardner and Lambert's (1959) pioneering work in the field. Brown (2001) defined *questionnaires* as "written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (p. 6). In the sections that follow, the terms survey and questionnaire will be used interchangeably. As Mackey and Gass (2005) report, survey use is a common method to collect data from large groups of participants, especially information on attitudes and beliefs, as such phenomena are not otherwise readily observable to the researcher. Questionnaires also present the distinct advantage of "unprecedented efficiency" (Dörnyei & Taguchi, 2010, p. 6): when a researcher administers a questionnaire to a group, he or she can then collect a vast amount of information in a very short period of time without incurring major expenses. Moreover, surveys can be administered to a wide variety of participants, thereby lending generalizability to studies, all while targeting specific topics. While information on attitudes and beliefs may also be collected by means of face-to-face interviews, as Mackey and Gass (2005) point out, researchers who conduct interviews risk collecting unreliable data: not only could interviewers unconsciously encourage a respondent to express a certain opinion, but also respondents may "pick up cues from the researcher related to what they think the researcher wants them to say, thus influencing their responses" (p. 173). As Dörnyei and Taguchi (2010) contend, "a well-constructed questionnaire can reduce the bias of interviewer effects and thus increase the consistency and reliability of the results" (p. 6).

While questionnaires do have the advantage of being economical and efficient research instruments, they also come with some disadvantages. Firstly, because questionnaire items are designed to be easily understood by large groups of people who fill them out on their own in a short time period, the depth of

information collected from them can be superficial (Dörnyei & Taguchi, 2010). Moreover, some respondents may misread, misinterpret or skip over instructions or individual items, thus rendering their individual responses unreliable (Low, 1999). In addition, people may be prone to misrepresent themselves consciously or unconsciously when completing self-report surveys (Dörnyei & Taguchi, 2010). Since survey research analyzes what respondents report to believe or feel, rather than what they actually feel, this can be problematic. On one hand, even when researchers have taken precautions not to orient respondents to a survey's purpose prior to administering it to respondents, the object of the questionnaire may be quite transparent from the initial questions. Because of this, respondents may feel the need to represent themselves in a light that is more positive than reality; this phenomenon is termed *social desirability* or *prestige bias* (Dörnyei & Taguchi, 2010). As Dörnyei and Taguchi report, even factual questions such as age and marital status may be vulnerable to respondent misrepresentation. Related to the notion of social desirability is the concept of *self-deception.* While some respondents may consciously answer survey items to seem more socially desirable, others may not provide an accurate portrayal of their own beliefs or opinions because they are incapable of self-reflection. As Hall and Rist (1999, cited in Mackey & Gass, 2005) point out, however, interviews also run similar risks and may not provide a more accurate picture, as interviewees may be susceptible to "selective recall, self-delusion, perceptual distortions [and] memory loss" (p. 174).

The issues related to social desirability and self-deception are of particular importance to this survey as it requires that students appraise their own self-concepts. As MacIntyre, MacKinnon and Clément (2009) caution, accurate self-reporting is a central concern in L2 self research, as respondents may have a powerful need to see themselves in a positive fashion that is not representative of reality:

A source of concern related to measurement and interpretation of possible

> selves is the questionable veracity and impartiality in representations of the self. A variety of [...] defence mechanisms have the powerful effect of protecting the self from negativity (p. 53).

In order to obtain reliable information, care was taken in the construction of this study's survey, including the use of multi-item scales and an analysis of Cronbach Alpha coefficients. Multi-item scales are intended to measure the same factor by using individual items with different wording. This practice is common when using questionnaires to assess the internal, unobservable thoughts of respondents, as it ensures that responses are not a function of an individual item's particular wording (Dörnyei & Taguchi, 2010). The Cronbach Alpha coefficient is a reliability measure used to verify that content items within a factor are correlated with each other (Yu, 2001). For example, if a large number of participants in a sample respond similarly to an item, this results in a higher Cronbach Alpha coefficient, whereas greater divergence in responses would yield a lower coefficient. In the subsections that follow, the precautions taken during the construction and piloting process of the questionnaire will be detailed, beginning with a description of Taguchi et al.'s (2009) questionnaire.

2.2.2 Taguchi et al.'s Questionnaire

Taguchi et al. (2009) employed three versions of a questionnaire for Japan, China and Iran. Each version was made up of two parts: the first containing multi-item scales used to report attitudes, beliefs, opinions and values, to which respondents stated their level of agreement using a six-point Likert scale; the second containing factual demographic information such as age, gender and English language experience.

Since the goal of Taguchi et al.'s study was to validate Dörnyei's L2 motivation model through replication of the Hungarian research, the survey's item pool drew from established questionnaires used in previous studies and included the factors of integrativeness, cultural interest and attitudes to the L2 community and criterion measures (i.e. Dörnyei & Csizér, 2005a; Dörnyei et al., 2006). In

addition, the main constructs of Dörnyei's L2 Motivational Self System were represented through newly-created survey items related to the ideal L2 self and the ought-to L2 self. Special attention was paid to designing the questionnaire's layout. The demographic and survey sections were presented in a booklet format, with the numerical Likert scale appearing on the same line as each statement or question, for a visually pleasing, user-friendly layout. Care was taken to ensure that the various items used to measure the same factor were not grouped closely together. Attention was also paid to the length of the survey; the initial version contained 67 content items and 8 demographic questions, arranged on four pages, so as not to fatigue respondents. In addition, the first survey question was carefully chosen because it was "interesting and non-threatening" (Taguchi, 2010, p. 116); it was related to international travel.

All versions of the questionnaires used in China, Iran and Japan were submitted to extensive piloting (Taguchi, 2010; Taguchi et al., 2009). As Taguchi (2010) reports, the survey was drawn up in English initially, not only because the research team was relying on previous survey items in English, but also because the team was international and English was used amongst members as a *lingua franca*. Before piloting the survey, the researchers first had to translate it. The initial piloting of the survey was conducted with a Japanese population, so the first translation was from English into Japanese. The translation process involved consulting Japanese versions of previous established questionnaires, a revision process, and a translation back into English to ensure that the translated items were an accurate reflection of the original. An initial piloting phase followed the translation process. Ten Japanese participants between the ages of 20 and 32 made up the piloting group whose task was to ensure that the Japanese translation seemed natural; at this time, researchers also solicited comments about the questionnaire's format and content. Based on the piloting group's feedback, modifications were made to the wording of some content items. For the final stage of piloting, a group of 115 Japanese university students were recruited to fill in the

questionnaire; these responses provided researchers with a sample analysis. To verify the internal consistency of the multi-item scales, Cronbach Alpha coefficients were computed for each cluster of items. At this phase in the piloting, the wording of some items was modified and 15 items were deleted entirely in order to achieve higher internal consistency within each factor.

The revised survey was then administered to 1 586 Japanese students. A *post hoc* analysis of these results indicated the internal consistency of the revised survey to be reliable. The next two versions of the survey used in China and Iran were then designed based on the Japanese template. Both new versions were initially constructed in English, then underwent the same translation, revision and translation back into English process as described previously for the Japanese survey. Following this translation process, the Chinese survey was administered to 152 respondents, and the Iranian survey to 100 respondents. Cronbach Alphas were obtained for these sample groups; all survey factors obtained adequate internal consistency ratings.

2.2.3 This Study's Questionnaire

As mentioned, this study's questionnaire aimed to assess L2 motivation, a set of attitudes and beliefs not observable by direct means, so a multi-item scale was used for content questions and statements, consistent with Taguchi et al. (2009). The purpose of using a multi-item scale is to ensure that respondents are reacting to the same factor, not simply the wording of each individual content item.

As with Taguchi et al. (2009), the present study's survey used statement and question-type items to which respondents react using a six-point Likert scale. A six-point response scale was used (for statement items 1 through 40: strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree; for question items 41 through 49: not at all, not really, somewhat, a little, a lot, quite a lot) in order to prevent the possibility of students not making a decision and opting for a neutral, middle option. This approach differs from Gardner's seven-point AMTB scales, but

is consistent with other major L2 motivation research (e.g. Clément & Kruidenier, 1983; Dörnyei et al., 2006). While Dörnyei and Taguchi (2010) report that only 20% of participants opt for the undecided option, this category was nonetheless not taken into consideration for this survey's construction.

Initially, all items from all three of the versions of Taguchi et al.'s (2009) survey were translated into French. The goal of having respondents fill out a questionnaire in their dominant language was to obtain more reliable data than if they had completed a questionnaire in their L2, namely English. As Mackey and Gass (2005) point out, having the entire questionnaire administered in the respondents' L1 is preferred, as this ensures that participants comprehend the instructions and the survey items, thus leading to more accurate responses. Using all items from all three of Taguchi et al.'s questionnaires meant there was significant overlapping. Hence, once the initial translations were completed, some items were deleted to avoid unnecessary repetition. Forty-seven items were retained, representing the 11 factors analysed in Taguchi et al.'s study. Two items were then added to the integrativeness factor of the survey. While the ideal L2 self and the ought-to self were represented by four to seven items each on Taguchi et al.'s survey version, the integrativeness factor only had three items. On the present survey, the ideal L2 self and the ought-to self were represented with six and five items respectively. To ensure that these crucial factors were equally represented, two items representing integrativeness were taken from the French version of Clément's (1978) survey. These two items were #9 "*Il est important pour moi d'apprendre l'anglais, car cela me permettra d'être plus à l'aise avec des anglophones.*" ("It is important for me to learn English because it will allow me to feel more at ease with English-speaking people.") and #27 "*Il est important pour moi d'apprendre l'anglais car cela me permettra d'avoir des amis anglophones.*" ("It is important for me to learn English because it will allow me to make English-speaking friends."). This brought the total number of survey items to 49.

The 11 factors that were examined in the questionnaire are listed below. Note that all factors were submitted to internal consistency measures through Cronbach Alpha reliability coefficients, consistent with Taguchi and her colleagues (2009) (see the following chapter for a report on results).

1. *Criterion measures* of the respondent's intended efforts to learn English (5 items, e.g. "I think I am doing my best to learn English").
2. *Ideal L2 Self* (6 items, e.g. "I can imagine myself speaking English with international friends or colleagues").
3. *Ought-to L2 Self* (5 items, e.g. "I study English because close friends of mine think it is important").
4. *Family Influence,* used to examine the role of parental encouragement in L2 learning (5 items, e.g. "My parents encourage me to study English").
5. *Instrumentality-Promotion*, measuring incentive to learn English to make money or enhance career and study goals (5 items, e.g. "Studying English can be important to me because I think it will someday be useful in getting a good job").
6. *Instrumentality-Prevention,* assessing the study of English to avoid a negative consequence (5 items, e.g. "I have to learn English because I don't want to fail the English course").
7. *Attitudes towards learning English*, examining attitudes related to the learning environment (3 items, e.g. "I really enjoy learning English").
8. *Travel Orientation* (2 items, e.g. "Learning English is important to me because I would like to travel internationally").
9. *Attitudes to L2 community* (3 items, e.g. "Do you like people who live in English-speaking countries?").
10. *Cultural Interest,* investigating the learner's level of interest in L2 cultural products, such as TV, films or books (3 items, e.g. "Do you like English films?").

11. *Integrativeness* (5 items, e.g. "How much would you like to become similar to the people who speak English?").

Selected translated items for this survey were then revised for linguistic accuracy, initially by the researcher, then by the researcher's thesis supervisor. To validate the translation, a bilingual English-dominant individual who was not familiar with this project was asked to translate the selected French items back into English. This translation and re-translation process is consistent with previous L2 motivation research amongst Francophone respondents (e.g. Clément, 1977; Clément & Kruidenier, 1983; Noels et al., 2001) and consistent with Taguchi et al.'s translation process (Taguchi, 2010).

French instructions for the survey were modified from Clément and Kruidenier's (1983) study. Instructions reminded survey participants that their responses would remain entirely confidential and anonymous. They were also encouraged to respond to all questions honestly. Moreover, because the survey sought to measure their personal opinions, respondents were reminded that there were no right or wrong answers.

Similar to Taguchi et al. (2009), a section of the survey was devoted to collecting factual demographic information on survey respondents. This section was placed at the beginning of the questionnaire. A total of nine demographic questions were asked, including:

1. Sex;
2. Date of birth;
3. Mother tongue;
4. Age of onset of previous English instruction;
5. Type of previous English learning programs (e.g. enriched, immersion, regular);
6. Whether respondents had spent more than four months in an Anglophone environment;
7. Region in which respondents had received the majority of their schooling;

8. Program stream at the CÉGEP (Foodservice, hotel management, tourism management);
9. Whether students were required to take remedial English in the fall term because of their test scores on the college English proficiency test.

Since sustained L2 community contact is a factor in L2 motivation, item 6 was used to determine any outliers within the group. Any respondents who reported having spent more than four months in an English-speaking community were not included in the survey results. Since regions of Quebec vary in terms of English-speaking populations, question 7 was added to help determine if students from regions with higher Anglophone populations (e.g. Montréal) report different L2 motivation.

As with Taguchi et al. (2009), this study's survey was in a booklet format. The cover page requested survey respondents to write their name in order to match this information with their consent forms. The instructions on this page clearly indicated that the cover page would then be removed and each survey would be numerically coded in order to respect the participants' anonymity. One page was devoted to factual demographic questions, while two pages were devoted to the 49 content items, beginning with 40 statements and ending with 9 questions. After the factual demographic questions, specific instructions for responding to the Likert-scale content questions were included. On this page, respondents were provided with an example of how to provide their opinion about whether the pop performer Lady Gaga was the best singer in the world ("*Lady Gaga est la meilleure chanteuse au monde.*"). They were asked to express their honest opinion, and were reminded that there were no right and wrong answers. Consistent with Taguchi et al., all numerical Likert scale responses were placed on the same line beside each content item, for ease of responding. In addition, this study's survey also began with the same item as Taguchi et al., related to international travel.

2.2.4 Piloting

As mentioned previously, Taguchi et al. (2009) conducted extensive piloting to ensure that the wording and design of the surveys used in Japan, China and Iran were unambiguous and easy to follow. The piloting of this study's questionnaire was conducted in accordance with a Think Aloud Protocol. The purpose of the Think Aloud Protocol is to capture the thought processes of questionnaire respondents by having them say aloud what they are thinking in order to detect inherent weaknesses with the survey's design or wording of specific items (Mackey & Gass, 2005). Although this protocol was not conducted by Taguchi et al., it was adopted when piloting Csizér and Kormos's (2009) L2 motivation survey in Hungary. One male and one female student enrolled in the hotel management stream at the college agreed to participate in the piloting of this study. Having pilot participants who were similar to the students who completed the actual survey thus contributed to the reliability of the piloting process. Both students were enrolled in their third and final year in the program and had already completed their compulsory first-year English courses, thereby ensuring they were not included in the groups constituting the survey's actual population.

The pilot participants were asked to read the questionnaire silently and in its entirety, including the instructions, stopping as they went along to share out loud their comments and observations about the survey. The questionnaire was marked with asterisks at regular intervals (i.e. after the instructions on pages one and two, and after every tenth survey item). The participants were instructed to voice any confusion at any time, and if there was no confusion, the asterisk served as a prompt for them to indicate that everything was clear. The piloting was conducted in a quiet language laboratory. Participants wore headphones as they read the questionnaires so as not to hear each other speaking. Their comments were recorded using individual MP3 recording devices.

Pilot participant 1 read the instructions and completed the survey within seven minutes. This respondent's only comments during the Talk Aloud Protocol

were that all survey items and instructions were "clear" or "very clear" ("*clair*" or "*très clair.*")

Pilot participant 2 read the instructions and completed the survey within eight minutes. This respondent indicated that all instructions and survey items were clear, with the exception of item number 20, which originally read as follows: "*Je pense qu'apprendre l'anglais est important parce que les gens que je respecte pensent que je devrais le faire.*" During the Think Aloud Protocol, this participant expressed doubt that the item was clear on a first read. After handing the questionnaire in, the participant explained that he had to read the item twice. The item was then modified to read as follows: "*Apprendre l'anglais est important parce que les gens que je respecte croient que je devrais le faire.*" In both cases, the English equivalent for the item was, "I consider learning English important because the people I respect think that I should do it."

Although not flagged by the pilot participants during the Think Aloud Protocol, question number three from the demographic information was also modified following the piloting. It originally read as follows:

> *Quelle est votre langue première ?*
> ☐*Le français.* ☐ *Autre. Précisez*_____.
>
> What is your first language?
> ☐French. ☐ Other. Specify:_____

Because the wording of this question did not allow for students who had grown up with more than one language to answer precisely, it was modified to offer three response options, namely French, French and another language, or a language other than French:

> *Quelle est votre langue première?*
>
> ☐*Le français.*
> ☐ *Le français et une autre langue. Précisez*_____
> ☐ *Une langue autre que le français. Précisez* _____

2.3 Procedures

Students enrolled in the three sections of Intermediate English were informed of this study on their first class: for students in foodservice management, this was on January 24, for hotel management students, this was the following day on January 25, while for tourism management students, this was on January 27, 2012. Students in foodservice and hotel management were informed by their instructor, who was also the researcher. Students in tourism management were informed by their English course instructor, who was also the survey administrator for that group. Consent forms were distributed to all students during this same class. Students who were under the age of 18 were encouraged to return their consent forms signed by a parent or guardian to the following class, January 31, February 1 and 3, 2012.

The survey was administered during the beginning of their third scheduled English class: February 7, 8 and 10, 2012, respectively. The beginning of class was chosen so as to reduce having the participants' responses influenced by how they felt about the class activity that had immediately preceded the survey. This study's author, who was also the students' English instructor, administered the survey to the foodservice management students February 7, 2012 at 10 o'clock in the morning and to hotel management students at 8 o'clock on February 8, 2012. The English instructor for the tourism management students administered the survey for that group at 8 o'clock on the morning of February 10, 2012. Before receiving their survey booklets, participants were reminded that their responses would remain confidential and that they should remain silent until all respondents had completed their surveys. They were also reminded that they were free not to answer survey items. A total of 68 students took part in this survey. Table 2.3 displays the dates and times that the surveys were administered, by intact subgroups according stream of study.

Table 2.3

Survey Administration Dates and Times by Stream of Study

Date and	Time	Stream of Study
Tuesday, February 7, 2012	10 a.m.	Foodservice Management
Wednesday, February 8, 2012	8 a.m.	Hotel Management
Friday, February 10, 2012	8 a.m.	Tourism Management

It is important to note that in all three subgroups, absences prevented eligible students from completing the survey. In the case of the foodservice group, there were three absences on that day, while in the hotel management group, there were six recorded absences. In the case of the tourism management group, however, out of the 30 students enrolled in that class, 12 were recorded as absent. An extracurricular event had been scheduled on the evening prior to that morning's class, thus contributing to the high absenteeism. All the questionnaires were filled in within 17 minutes. After collecting the data, all students were thanked for their participation, both in person, and in writing via e-mail.

2.4 Analysis

As with the studies by Taguchi et al. (2009) and Ryan (2009), the first research question of the current study seeks to investigate the correlation between the survey items related to integrativeness and those for the ideal L2 self; the second question seeks to determine which of the two aforementioned constructs is a more reliable indicator of the L2 learner's intended effort.

To achieve these goals, an analysis of the data was conducted using Statistical Analysis System Software (SAS) version 9.2, working in a manner that was consistent with Taguchi et al. (2009) and Ryan (2009). Firstly, Cronbach alpha coefficients were calculated for the content items of the survey's 11 factors. As mentioned previously, the Cronbach Alpha coefficient determines how closely individual questionnaire items relate to other items within the same factor. Following this, and consistent with Taguchi et al. and Ryan, the correlation between the items for ideal L2 self and integrativeness were computed for all participants.

This determines how similarly respondents reacted to items for these two constructs, justifying if indeed the two constructs are commensurable, as Dörnyei (2005) claims. The correlation between both of the aforementioned constructs and the criterion measure of intended learning effort were then calculated. This determines which of the two constructs is a more strongly associated with how much effort a student is willing to put into learning the L2. Following this, the same calculations were conducted for each of the three streams of the student population, namely hotel, foodservice and tourism management. One of the study's three subgroups of respondents was enrolled in the hotel management stream of the hospitality program. Only these students will be embarking on a four-month summer internship working in hotels in English-speaking Canadian provinces; the foodservice and tourism management students have a three-month summer break during which the majority of them work in their chosen fields, but this does not constitute an internship, nor is contact with Anglophones an absolute certainty for them. The goal of comparing the motivation of hotel management students to that of students in other streams is to examine if the certainty of contact with members of the target language community shapes their desire to learn the language in any way.

Although this study's population was too small to permit SEM, as was the case for previous, larger-scale L2 motivation studies (e.g. Dörnyei & Csizér, 2006; Ryan, 2009; Taguchi et al., 2009), an effort will nonetheless be made to provide a complete portrait of the survey respondents' L2 motivation and help clarify the enigma of the motivation to learn English amongst Francophones. To do so, two other factors will be investigated and reported, namely attitudes towards learning English and instrumentality (both preventative and promotional). The role of the L2 learning experience has been associated with the intended learning effort amongst Iranian, Japanese and Chinese students (Taguchi et al.) and was a greater indicator of intended effort amongst secondary students in Hungary, although the L2 self was more associated with effort amongst Hungarian university student

(Csizér & Kormos, 2009; Kormos & Csizér, 2008). Consistent with Dörnyei's (2001, 2005, 2009) calls to clarify the role that the L2 learning experience plays in shaping motivation, this factor will be analyzed by calculating the correlation between attitudes towards learning English and intended learning effort, initially for the entire population, then by stream of study. Several Canadian researchers (e.g. Gagnon, 1974; Clément, 1978; Noels, 2001) have pointed to instrumentality as an influential factor in L2 motivation amongst Canadian Francophones. How this study's instrumentality factors relate to the ideal L2 self and intended learning effort will therefore be presented for the entire population and by stream of study in order to determine how reliable an indicator this factor is when determining motivated learning behaviour.

CHAPTER III

RESULTS AND ANALYSES

As mentioned previously, this study sought to determine the relationship between Gardner's construct of integrativeness and Dörnyei's ideal L2 self, and their respective strengths in predicting the motivated behaviour of intended effort to learn an L2. To determine this, responses from surveys were tabulated and correlations were calculated using Statistical Analysis System software (SAS), version 9.2. In the following chapter, survey results will be presented, beginning with information on the survey population in section 3.1, followed by information on the relationship between integrativeness and the ideal L2 self, and the predictive strengths of each construct with regards to intended learning effort in section 3.2. The major findings of the study are presented in section 3.3. In section 3.4 and 3.5, the factors of attitudes towards learning English and instrumentality effort will also be outlined. The limitations of the study will be detailed in section 3.6.

3.1 Information on the Survey Population

As mentioned in the previous chapter, 68 students filled out a survey on February 7, 8 and 10, 2012. Three of these students reported having spent more than four months in an English-speaking community. As reported earlier, sustained contact with the L2 community may have a significant impact on L2 motivation; as such, these responses were not included in the results, which brought the number of included participants to 65. Of these 65 retained respondents, 14 were male and 51 were female. Table 3.1 displays the information on the survey population.

Table 3.1

Information on Survey Population

Information on survey sample	Number
Total survey respondents	68
Respondents retained for study	65
Male	14
Female	51

Students who completed this survey were studying in one of three streams of a hospitality management program. Of this study's 65 retained respondents, 26 were enrolled in the hotel management stream of the program, 21 were in foodservice management, while 18 were in tourism management. The information on the respondents' stream of study is displayed on table 3.2 below. As stated earlier, only hotel management students are required to complete a four-month internship in an English-speaking province after their English course. In light of this, relationships between integrativeness, the ideal self and intended learning effort will be provided for the entire survey population as well as by stream of study to determine if future sustained contact with English-speaking people influences L2 motivation.

Table 3.2

Survey Respondents According to Stream of Study

Program Stream	Number
Hotel management	26
Foodservice management	21
Tourism management	18

In the factual/demographic section of the survey, respondents also reported their age in years. These results helped determine the homogeneity of the survey population's age. Table 3.3 below displays the results of the respondents' reported age.

Table 3.3

Age of Respondents

Age (in years)	Frequency
17	21
18	18
19	14
20	3
21	4
22	1
23	2
24	1
25	1

As seen in table 3.3, all survey respondents were between 17 and 25 years of age, with the mean respondent age being 18.4. The majority of participants, representing 79.54% of the survey's respondents, were between the ages of 17 and 19. Respondents between the ages of 20 and 25 accounted for 18.46% of the study's participants, or 12 out of the retained 65.

The study's goal was to examine the L2 motivation of Francophones learning English. Question three of the factual/demographic section of the survey asked respondents to report their first language. They had the choice of French, French plus another language, or another language. Table 3.4 below displays the results of the respondents' first language.

Table 3.4

Respondents' First Language(s)

Language(s)	Frequency	% of total[1]
French	60	92.31
French and Vietnamese	1	1.54
French and Pulaar	1	1.54
French and Spanish	1	1.54
Spanish	2	3.08

[1]Percentages have been rounded to the nearest hundredth.

As seen in table 3.4, a vast majority of students reported having only French as their first language, at 92.31%. Three survey respondents reported having both French plus another language, namely Vietnamese, Pulaar and Spanish, as their first languages; these students represented 4.62% of the population. In total, 63 of the 65 respondents reported having only French as a first language or French plus another language; the population surveyed could therefore be described as 96.93% Francophone. Two respondents, or 3.08% of the survey population, reported having Spanish as their only first language.

Also in the demographic section of the survey, respondents were asked to report the geographic region in which they had received their schooling. Although English is a second language in Quebec, the concentration of Anglophones varies according to region and municipality. In Quebec, 8.2% of the population reported having English as their mother tongue in the 2006 census, while those reporting French as a mother tongue were 79.6% of the population (Corbeil, Chavez, & Pereira, 2006). 80% of the province's Anglophones reside in Montréal where they account for 22.3% of the city's population (Corbeil et al.). The only other geographical region of Quebec with a substantial English-speaking population is Outaouais, the region bordering Canada's capital, Ottawa, home to 17.4% of Quebec's Anglophones. All other regions of Quebec have Anglophone populations well under 10% of the total population, with the Québec City and eastern Quebec

regions having as little as 1.2% of an English-speaking population. Furthermore, according to the same census report from 2006, 70% of Anglophone Quebecers live in a municipality where they represent 30% of the linguistic population. These figures combined indicate that Quebec's English-speaking population is not evenly distributed throughout the province, but is concentrated in specific pockets in Montréal and near the Ontario border. Francophones living in majority French-speaking municipalities may therefore have little or no contact with English-speaking people. Despite the fact that this study's participants were enrolled in a college located in Montréal, the city in Quebec with the highest concentration of English-speaking people, it was important to verify if a significant number of respondents had contact with Anglophones in their environments. This information is reported in Table 3.5 in descending order, displayed in both percentages rounded to the nearest hundredth and by number of respondents per geographical region.

Table 3.5

Geographical Regions in which Respondents Completed the Majority of their Schooling

Region Respondents	Number	Percentage of Total
Montérégie	34	52.31%
Lanaudière	8	12.31%
Montréal	6	9.23%
Laurentides	5	7.69%
Capitale-Nationale	2	3.08%
Estrie	2	3.08%
Laval	2	3.08%
Abitibi-Témiscaminque	1	1.54%
Côte Nord	1	1.54%
Estrie et Laurentides	1	1.54%
Montérégie/Saguenay/Gaspésie	1	1.54%
Côte d'Ivoire et Tunisie	1	1.54%
El Salvador	1	1.54%

As shown in Table 3.5, over 90% of survey respondents were educated outside of Montréal and no respondents reported having received the majority of their schooling in Outaouais. In addition, two respondents reported having received the majority of their schooling outside Quebec, in countries where English is a foreign language. These figures indicate that the vast majority of respondents were educated in regions where Anglophones make up well under 10% of the population.

To summarize, the population surveyed was mostly female, mostly between the ages of 17 and 19, and nearly entirely Francophone.

3.2 Analyses

Consistent with Taguchi et al. (2009), the Cronbach Alpha for the survey's factors was calculated in order to determine the internal consistency reliability coefficients for each cluster of individual items. Table 3.6 below displays the Cronbach Alpha coefficients based on the data collected from the 65 survey respondents.

Table 3.6

Composites of Motivational Variables with Cronbach Alpha Coefficients

Factor	Items	Cronbach Alpha
Criterion Measure (Effort)	8, 17, 18, 34, 38	0.80
Ideal L2 Self	7, 16, 19, 33, 35, 39	0.82
Ought-to L2 Self	6, 15, 20, 31, 32	0.66
Family Influence	2, 14, 21, 30, 40	0.71
Instrumentality – Promotion	5, 13, 22, 29, 37	0.70
Instrumentality – Prevention	4, 12, 23, 28, 36	0.71
Attitudes Towards Learning English	3, 10, 24	0.64
Linguistic Self-Confidence	11, 25	0.71
Travel Orientation	1, 26	0.62
Attitudes Towards L2 Community	42, 44, 48	0.75
Cultural Interest	43, 45, 49	0.36
Integrativeness	9, 27, 41, 46, 47	0.64

As seen above in table 3.6, survey items for the ideal L2 self yielded the highest score for internal consistency at 0.82. This figure echoes the Cronbach Alpha score of 0.83 found amongst the 1 328 Chinese survey respondents from Taguchi et al.'s (2009) results, with the coefficient for Japanese respondents being higher at 0.89, and that of the Iranian respondents being slightly lower at 0.79. The items used for the criterion measure of intended learning effort were also found to be internally reliable at 0.80. These results were very similar to Taguchi et al.'s Iranian population at 0.79, while the Japanese coefficient was higher at 0.83, and the Chinese at 0.75. Finally, the Cronbach Alpha for integrativeness with this study's population was 0.64, again similar to those in Taguchi et al.'s study, with 0.64, 0.63 and 0.56 for the Japanese, Chinese and Iranian respondents respectively. Items measuring promotional instrumentality also yielded internally reliable responses, with a Cronbach Alpha score of 0.70, whereas the items intended to measure the students' attitudes towards learning English came in slightly lower at 0.64 for this population. When compared to Taguchi et al.'s Cronbach Alpha scores, promotional instrumentality came in at 0.82 for Japanese participants, 0.78 for Chinese participants and 0.67 in Iran, while attitudes towards learning English came in at 0.90, 0.81 and 0.82 in Japan, China and Iran respectively. Noteworthy to mention is the low Cronbach Alpha score for the items measuring cultural interest. A closer inspection of participant responses for items 43 and 45 indicated an overwhelmingly high interest in English music and films, while item 49, referring to reading English newspapers and books yielded a relatively low level of interest. The strong interest in music and film and weak interest in reading may be a reflection of the late adolescent age of the participants.

An analysis of the Cronbach Alpha scores for this population would therefore indicate that students responded most consistently to items measuring the ideal L2 self, but with greater variation on items measuring integrativeness. All items for these two factors were then inspected to determine if certain items yielded markedly different responses.

Upon a closer inspection of the means, standard deviations and response frequencies for survey items measuring integrativeness, survey participants responded to one item differently from the other four. Item nine had been taken from Clément's (1978) survey and reads as follows: *Il est important pour moi d'apprendre l'anglais, car cela me permettra d'être plus à l'aise avec des anglophones.* (It is important for me to learn English because it will allow me to feel more at ease with English-speaking people.) Gardner defined integrativeness as a willingness to become like valued members of the L2 community; item nine of this survey, however, requires that respondents report their desire to learn English in order to be "at ease" with Anglophones without distinguishing if respondents sought to be "at ease" in a personal, social or professional environment. Because of this, item nine may or may not have measured the Gardnerian construct of integrativeness. In fact, had survey respondents interpreted this item to measure their willingness to be at ease with Anglophone clientele or colleagues in a work environment, this item may indeed have been measuring promotional instrumentality. Forty-nine out of 65 survey respondents claimed to agree strongly with item nine, while 13 agreed and 3 slightly agreed. None of the survey respondents disagreed with item nine. When using the 6-point Likert scale, the mean for this item was high at 5.71, surpassing all other integrativeness items, with a very low standard deviation, at 0.55, the lowest of all other items in the factor. The other items of the integrativeness factor yielded more varied responses. On the other end of the spectrum, the item that yielded the lowest responses in the integrativeness factor was #47: "*Dans quelle mesure aimerais-tu ressembler aux anglophones?*" (How much would you like to become similar to the people who speak English?), for which the mean response was 3.31. 8 of the 65 retained participants responded with "*pas du tout*" (not at all), 9 participants responded with "*pas vraiment*" (not really), 18 responded with "*plus ou moins*" (more or less), 17 with "*un peu*" (a little), 11 with "*beaucoup*" (a lot) and only 2 with "*vraiment beaucoup*" (very much). Table

3.7 below displays the mean and standard deviation for the five integrativeness items in this survey.

Table 3.7

Means and Standard Deviations for Five Items Measuring Integrativeness

Item Number	Mean	Standard Deviation
9	5.71	0.55
27	4.34	1.24
41	4.55	0.81
46	4.34	1.04
47	3.31	1.33

As seen in table 3.7, students responded in an overwhelmingly positive manner to item nine when compared to the four other integrativeness items. Noteworthy is the fact that a similarly worded item does appear in Gardner's AMTB under the section on "Integrative Orientation": Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French (see Appendix A for the complete version of the AMTB). In order to respond to this study's research questions precisely, however, the correlational analyses that follow were calculated both with and without item nine, in case the item was measuring something other than integrativeness, namely promotional instrumentality. When item nine was removed from the Cronbach Alpha coefficient, the internal reliability of the four remaining items then increased slightly to 0.65, thus indicating that the items measuring integrativeness still generated a greater variety of responses compared to the L2 self items.

In comparison, the six items measuring the ideal L2 self yielded more consistent responses from survey participants, as attested by the higher Cronbach Alpha, at 0.82. Table 3.8 below displays the means and standard deviations for the individual items measuring the ideal L2 self.

Table 3.8

Means and Standard Deviations for Six Items Measuring the Ideal L2 Self

Item Number	Mean	Standard Deviation
7	5.09	1.10
16	5.58	0.63
19	5.66	0.51
33	4.63	1.19
35	5.11	1.15
39	5.28	0.94

As shown in table 3.8 above, the items measuring the ideal L2 self yielded more consistent responses and no single item stood apart from the others within the factor. All items measuring the L2 self were therefore included in the correlational analyses that follow in order to answer this study's research questions.

3.2.1 The Relationship Between Integrativeness and the Ideal L2 Self

As mentioned previously, this study's first research question was to determine the relationship between Dörnyei's ideal L2 self and Gardner's integrativeness. Table 3.9a below indicates the relationship between the two concepts including integrativeness item nine. Table 3.9b displays the same relationship without integrativeness item nine. Both tables indicate that there was a positive, linear relationship between these two concepts with the entire study's population, as well as within each of the three streams of study in the student population, and the deletion of item nine had very little impact on these results, weakening the strength of the correlation slightly, from r=.39 to r=.37. In both cases, the probability that the positive relationship between the L2 self and integrativeness was due to chance was low.

Table 3.9a

The Relationship Between the Ideal L2 Self and Integrativeness
For Total Population and by Stream of Study including Item Nine

	Total Population	Hotel	Foodservice	Tourism
Pearson r	0.39**	0.16	0.23	0.68

**p < 0.01

Table 3.9b

The Relationship Between the Ideal L2 Self and Integrativeness
For Total Population and by Stream of Study Without Item Nine

	Total Population	Hotel	Foodservice	Tourism
Pearson r	0.37**	0.20	0.17	0.60*

**p < 0.01, *p < 0.05

While the correlation between integrativeness and the ideal L2 self was found to exist amongst this survey population, the dataset from Ryan's (2009) 2 397 Japanese ESL students revealed a higher association, at *r*=.59, and Taguchi et al.'s (2009) data were similar, with the correlation at *r*=.59 with Japanese respondents, *r*=.51 amongst Chinese respondents and *r*=.53 with Iranian respondents.

As both Taguchi et al. (2009) and Ryan (2009) suggest, the positive association between the ideal L2 self and integrativeness indicates that the two constructs "are tapping into the same construct domain and can therefore be equated" (Taguchi et al., p. 77). The dataset from this survey's population would also indicate the same: a desire to seek membership to a specific L2 group (integrativeness) and a desire to incorporate the L2 into one's self-concept (the ideal L2 self) suggest that the two concepts draw from "the same pool of emotional identification that learners feel towards the values of the language and its speakers" (Ryan, p. 132). With this study's population, the two concepts seem to be, as Dörnyei (2005) argues, compatible.

3.2.2 The Relationship Between Integrativeness, the Ideal L2 Self and Intended Learning Effort

To answer the second research question, namely the relationship between the ideal L2 self, integrativeness and the criterion measure of intended learning effort, correlations were calculated. Consistent with Taguchi et al. (2009) and Ryan (2009), the criterion measure of intended learning effort was measured through the same self-report questionnaire as all other factors. These five items are displayed in Appendix D, and include self-appraisals such as:

Item 8 – *Si mon enseignant(e) d'anglais assignait un travail facultative, je me proposerais pour le faire.* (If my teacher would give the class an optional assignment, I would certainly volunteer to do it.);
Item 38 – *Je suis prêt(e) à faire beaucoup d'effort pour apprendre l'anglais.* (I am prepared to expend a lot of effort in learning English).

The means and standard deviations for the criterion measure are displayed on Table 3.10 below.

Table 3.10

Means and Standard Deviations for Five Items of the Criterion Measure Of Intended Learning Effort

Item Number	Mean	Standard Deviation
8	3.43	1.09
17	4.88	1.04
18	4.75	1.20
34	4.82	1.09
38	5.15	0.81

Item 8, referring to the possibility of volunteering to complete a non-mandatory homework assignment yielded the least favourable responses of the five items of the criterion measure, while item 38, referring to the respondent's appraisal of his or her level of preparedness to put effort into learning English, yielded the highest and most uniform responses from participants.

As mentioned previously, one item from the integrativeness factor, item nine, yielded markedly different responses from the survey population. The

analyses that follow, therefore, will display results both with and without this item. Table 3.11a displays the correlations for these relationships amongst the entire study population and within each of the three streams of study within the population, including integrativeness item nine.

Table 3.11a

The Relationship Between the Ideal L2 Self, Integrativeness and the Criterion Measure
For Total Population and by Stream of Study Including Item Nine

Pearson r - Effort Tourism	Total	Hotel	Foodservice	
Ideal L2 Self	0.55***	0.51**	0.42[a]	0.72**
Integrativeness	0.53***	0.24	0.48*	0.63**

***p < 0.001, **p < 0.01, *p < 0.05, [a] p < 0.10

As shown above, the ideal L2 self correlated slightly more strongly with intended learning effort for the entire population at *r*=.55 than integrativeness at *r*=.53. These results echo those of Taguchi et al. (2009) for that study's 1 328 Chinese respondents, for whom the ideal L2 self correlated with intended effort at *r*=.55 and integrativeness at *r*=.52. The association of the ideal L2 self and intended learning effort was stronger for two of the three streams of study in the hospitality program, namely hotel and tourism management. Amongst foodservice students, however, integrativeness (including item nine) correlated slightly stronger with intended effort at *r*=.48, while the ideal L2 self correlated at *r*=.42.

Table 3.11b displays the results for the correlations between the ideal L2 self, integrativeness and intended learning effort, but without integrativeness item nine.

Table 3.11b

The Relationship Between the Ideal L2 Self, Integrativeness and the Criterion Measure
For Total Population and by Stream of Study Without Item Nine

Pearson r - Effort	Total	Hotel	Foodservice	Tourism
Ideal L2 Self	0.55***	0.51**	0.42[a]	0.72**
Integrativeness	0.49***	0.24	0.39[a]	0.60*

***p < 0.001, **p < 0.01, *p < 0.05, [a] p < 0.10

As seen in Table 3.10a above, with item nine deleted, the gap between the relationship between the L2 self and integrativeness widened. Moreover, correlations between intended effort and the ideal L2 self now surpassed those for integrativeness for all three profiles of students in the hospitality program. These findings echo those of Taguchi et al. (2009) and Ryan (2009) in which these researchers conclude that the ideal L2 self factor was a more reliable determinant of an L2 learner's intended effort.

3.3 Summary of Major Findings

As in previous transcultural validations of the L2 Self System (e.g. Ryan, 2009; Taguchi et al., 2009), Cronbach Alpha coefficients revealed that young Francophones in Quebec responded more consistently to items measuring the L2 self than integrativeness. Moreover, a positive and linear relationship was confirmed between Dörnyei's ideal L2 self and Gardner's integrativeness, thus confirming Dörnyei's (2005) claim that the two constructs are compatible. This correlation was weaker than in previous studies in Asian countries (Ryan; Taguchi et al.), which may merit further investigation to confirm if these results are a result of cultural differences or the small population sample in this study. Furthermore, as in previous studies validating Dörnyei's L2 Motivational Self System, the ideal L2 self was found to be a more reliable predictor of students' intended effort to learn an L2 than integrativeness.

3.4 Attitudes towards Learning English

Although English and French are both official languages in Canada, opportunities for contact with the L2 community vary from place to place. In the demographic section of this study's survey, on item seven, students were asked to report the geographical region in which they had completed the majority of their education. This information is displayed in section 3.2.1 and indicates that over 90% of this study's participants grew up in a geographical region with less than a 10% Anglophone population. The probability of contact with the L2 community may be so low that the only L2 exposure students receive may very well be the L2 classroom. As Dörnyei (1994, 2001, 2005) has contended, much L2 learning takes place in classrooms, and as such, the role of the L2 learning experience is a central component of his L2 Motivational Self System model.

In addition to the figures on the survey respondents geographical region, to ascertain the type of contact that they may have had with English outside the classroom, the demographic item four of the questionnaire asked students to report the age and context in which they first began to learn English, namely at age 9, or Grade 4, at age 8, or Grade 3, or "other". The "other" option required respondents to elaborate, e.g. at home or in an immersion context:

> À quel âge avez-vous commencé vos études en anglais ?
> ☐4e année (9 ans)
> ☐3e année (8 ans)
> ☐Autre (p.ex., à la maison, en contexte d'immersion). Précisez :

Table 3.12 below indicates that the vast majority of survey respondents reported having begun learning English at ages 8 or 9, while only 4 respondents reported having had contact with English at home. The figures below are expressed as both the number of responses and the percentage of the total number of responses, rounded to the nearest hundredth of a percent.

Table 3.12

Age and Context of Onset of English Learning

Age and Context	Number	Percentage of Total
Grade 3 – 8 years old	36	56.24%
Grade 4 – 9 years old	21	32.81%
Grade 1 – 6 years old	2	3.13%
At home with a family member	4	6.25%
At home with television	1	1.56%

The vast majority of respondents claimed to have begun learning English in a school setting, mostly in Grades 3 or 4. Only 6.25% reported having begun learning English at home with a family member. The ensemble of these figures on geographical regions (see Table 3.5) and age of onset of English learning confirm that only a few of the survey's respondents may have had contact with English outside the L2 classroom growing up. In light of these figures, and consistent with Dörnyei's (1994, 2001, 2005) claims that the role of the L2 classroom must be accounted for in a motivation model, the factor of attitudes towards learning English was analyzed.

This factor contained a total of three items, which read as follows:

Item 3 - *Je prends vraiment plaisir à apprendre l'anglais* (I really enjoy learning English); Item 10 - *J'aime l'ambiance de mon cours d'anglais* (I like the atmosphere of my English class);
Item 24 - *Je trouve qu'apprendre l'anglais est vraiment intéressant* (I find learning English really interesting).

Note that items 3 and 24 closely resemble items from a scale of Gardner's AMTB, attitudes towards learning French, while item 10 resembles an item from the factor attitudes towards the learning situation. As mentioned previously, attitudes towards learning French is one of the three factors that make up motivation in the Gardnerian SE model. The means and standard deviations for the factor attitudes towards learning English from this survey are displayed in Table 3.13.

Table 3.13

Means and Standard Deviations for Three Items Measuring Attitudes Towards Learning English

Item Number	Mean	Standard Deviation
3	4.57	1.03
10	5.20	0.80
24	4.77	1.07

As shown above, students reported generally positive attitudes towards learning English, the highest of the three item responses referring to the atmosphere in their English class, and the lowest score relating to enjoyment of learning English. These figures were then correlated with the criterion measure of intended learning effort to verify the associative strength between these two factors. The correlations are displayed for the study's entire population and by stream of study in Table 3.14 below.

Table 3.14

Correlation between Attitudes Towards Learning English and Criterion Measure for Total Population and by Stream of Study

Pearson r – Criterion Measure	Total	Hotel	Restaurant Tourism	
Attitudes Towards Learning English	0.63***	0.56**	0.65**	0.56**

***p < 0.001, **p < 0.01

The correlations between attitudes towards learning English and the criterion measure indicated a positive relationship between the two factors for the total survey population at *r*=.63, as well as for each stream of study. In fact, when compared to integrativeness (with item 9) at *r*=.53, the ideal L2 self at *r*=.55 and, the relationship between attitudes towards learning English and the criterion measure is the most robust of all of them. These results can be interpreted in light of Csizér and Kormos's (2009) and Taguchi et al.'s (2009) findings that linked the

L2 learning experience with intended effort, in addition to Gardner's (1985) SE model that placed attitudes towards learning the L2 as part of its central construct, namely motivation itself. As with secondary students in Hungary, for whom attitudes towards learning English correlated more highly with intended effort than the L2 self, the same held true for this survey's population.

Csizér and Kormos (2009) also found that while both the L2 self and attitudes towards learning English, although both associated with intended learning effort amongst Hungarian secondary and university students, only weakly correlated with each other. This finding led the researchers to conclude that the three constructs were distinct and independent. In Taguchi et al.'s (2009) study, however, the standardized estimate values from the structural equation model showed that attitudes to learning English correlated more highly with intended learning effort for Japanese and Iranian students than for Chinese students, for whom the L2 self was more highly correlated with effort. Moreover, the L2 self and attitudes towards learning English were found to correlate amongst Iranian and Japanese respondents, but this correlation was only moderate amongst Chinese participants. These differences were attributed to variations in the self-concept across cultures. To determine the relationship between the L2 self and attitudes towards learning English amongst this study's Québécois respondents, correlations between the two were calculated for the entire population and by stream of study. These correlations are displayed in Table 3.15 below.

Table 3.15

Correlation between Attitudes towards Learning English and the L2 Self For Total Population and by Stream of Study

Pearson r – L2 Self	Total Population	Hotel	Foodservice	Tourism
Attitudes towards Learning English	0.42**	0.14[a]	0.38[a]	0.63**

***p < 0.001, **p < 0.01, *p < 0.05, [a] p < 0.10

As shown above, the L2 self did correlate positively with attitudes towards learning English, although only moderately for the entire population, and weakly for the group of hotel management students. The correlation was more robust, however, for the 18 students enrolled in tourism management, which may be reflective of the smaller population sample for that group (n=18). The results for this study's population seem to mirror those of the Chinese participants in Taguchi et al.'s (2009) study, in which the relationship between the L2 self and attitudes towards learning English was moderate.

3.5 Instrumentality

Previous studies on the attitudes of Canadian Francophones towards learning English revealed little evidence of a generalized integrative orientation (e.g. Belmechri & Hummel, 1998; Clément & Kruidenier, 1983; Gagnon, 1972; Oakes, 2010); instrumental motives have been cited to explain L2 motivation amongst this population. To determine the strength of such claims, and to provide a more complete portrait of what leads to L2 effort amongst Francophones enrolled in this hospitality program, the means and standard deviations for the items measuring both promotional and preventative instrumentality were examined. Table 3.16 below displays these figures.

Table 3.16

Means and Standard Deviations for Items
Measuring Instrumentality

Factor and Item Number	Mean	Standard Deviation
Promotional Instrumentality		
5	5.82	0.43
13	5.71	0.58
22	5.72	0.55
29	5.48	0.73
37	5.28	0.84
Preventative Instrumentality		
4	4.45	1.45
12	3.43	1.41
23	4.17	1.44
28	3.94	1.30
36	4.72	1.33

As shown in Table 3.16, survey participants responded quite positively and uniformly to items in the promotional instrumentality scale, whereas items measuring preventative instrumentality yielded less positive and uniform responses. In other words, survey respondents reported to be highly motivated to learn English in order to enhance their career prospects or professional growth, whereas studying English in order to avoid failing a class or receiving poor marks was less popular. These responses lend credence to Dörnyei's distinction between the ideal and ought-to selves, indicating that learning a language to avoid a negative consequence seems to be less powerful a motivation than learning a language for advancement.

Due to the high level of self-reported promotional instrumentality and low preventative instrumentality, these factors were then correlated with the criterion measure of intended learning effort for the entire survey population, as well as by stream of study. Table 3.17 below displays these correlations.

Table 3.17

Correlations Between Promotional and Preventative Instrumentality and the Criterion Measure for Entire Population and by Stream of Study

Pearson r – Effort Tourism	Total	Hotel	Foodservice	
Instrumentality:				
Promotional	0.56**	0.24	0.56**	0.51*
Preventative	0.18	0.08	0.29	0.05

**p < 0.01, *p < 0.05

Promotional instrumentality correlated positively with intended learning effort at *r*=.56 with a p < 0.01, indicating that the chance that the correlation was due to chance was very low. When compared with the ideal L2 self (*r*=.55) and integrativeness without item nine (*r*=.49), instrumentality actually appeared to be the chief predictor of Francophones' L2 effort. The correlations by streams of study, however, indicated that the ideal L2 self still remained the chief predictor of effort for students in both hotel and tourism management (see Tables 3.11 a and b), the former group being the only one to embark on a four-month long internship in an English-speaking Canadian province. Interestingly, even with the certainty of contact with the L2 community in a professional capacity, the L2 self seemed to be a more reliable indicator of effort amongst hotel management students.

Preventative instrumentality, on the other hand, correlated only weakly with intended learning effort, both for the entire population and by stream of study. This low correlation was most evident amongst hotel and tourism management students with *r*=.08 and *r*=.05 respectively. These figures support the Deci and Ryan's (1985) Self-Determination Theory, indicating that instrinsic incentives constitute greater motivators than extrinsic ones.

To test the validity of Dörnyei's distinction between the ideal and the ought-to L2 selves for this dataset, the promotion and prevention aspects of instrumentality were separately correlated with the ideal and ought-to selves. As Table 3.18 indicates, the promotional instrumentality factor is more strongly

associated with the ideal L2 self than preventative instrumentality. Conversely, preventative instrumentality correlates more highly with the ought-to self than promotional instrumentality, and correlates negatively with the ideal L2 self. Additionally, the two aspects of instrumentality scored low intercorrelations, thereby justifying that the preventative and promotional aspects of the factor are indeed distinct.

Table 3.18

The Relationship between Promotional Instrumentality And Preventative Instrumentality For Total Population

	Ideal L2 Self	Ought-to Self	Promotional Instr.
Ought-to Self	-0.005[a]	---	---
Promotional Instr.	0.42***	0.32**	---
Preventative Instr.	-0.01[a]	0.56***	0.37*

***p < 0.001, **p < 0.01, *p < 0.05, [a] p < 0.10

These figures generally mirror the results from Taguchi et al.'s (2009) study across three Asian populations. As with the Chinese and Iranian subgroups in that study, this dataset also demonstrates a moderate correlation (r=.32) between promotional instrumentality and the ought-to self, although not as strong as the correlation with preventative instrumentality (r=.56). In Taguchi et al.'s study, the correlation between the ought-to self and promotional instrumentality was r=.46 and r=.44 for the Chinese and Iranian subgroups respectively. Taguchi et al. explained these moderate correlations by the "heavy burden" (p. 80) carried by Chinese and Iranian young people not only towards their families, but also to achieve a high status job, which requires university studies, for which English is a prerequisite. Although the role of family influence may be markedly different in the Western context of Quebec compared with the Eastern sociocultural contexts of China and Iran, the slight correlation between promotional instrumentality and the ought-to self in this population may have two possible explanations. On one hand, English has been a compulsory subject throughout these students' schooling, up to

and including the English course in which they were currently enrolled in college. On the other hand, students enrolled in a hospitality program may also experience a certain duty to acquire English in order to compete and survive in the tourism and hotel industry in North America. These two possible explanations point to a similar notion: these students may view English skills as more of a necessity rather than an option.

The ensemble of the results on instrumentality tend to support Dörnyei's (2005) claim that motivation can be composed of two distinct types of pragmatic incentives: those focused on career enhancement and those aimed at preventing negative outcomes. Moreover, the positive correlation between promotional instrumentality and the ideal L2 self further supports Dörnyei's claim that L2 motivation is supported by a combination of pragmatic and personal incentives.

3.6 Limits

Any conclusions based on this study's findings must be interpreted with caution due to several limitations.

Firstly, the participants in this study were enrolled in only one CÉGEP program, which may reduce the study's generalizability to a general population. This study's respondents select their program and the college screens applicants due to limited enrolment availability. Students' entrance averages are therefore higher than those of the general CÉGEP population, as reported in chapter two. Perhaps more importantly, students are enrolled in hospitality programs, which may translate into higher than average L2 motivation scores, given the role that the English language plays in the hospitality industry in Quebec and throughout North America. Also, since students are enrolled in a professional and applied stream of study, they may be more instrumentally inclined than students enrolled in non-specific programs, such as liberal arts. Since the goal of this study, however, was to measure the relative strength of the ideal L2 self and integrativeness with intended effort rather than the association between reported motivation levels and

achievement, the impact of this specific population should not skew the reliability of the findings. In addition, in both Taguchi et al. (2009) and Ryan (2009), participants included university students enrolled in English majors, who, given their chosen specialization, were also likely to report higher than average L2 motivation.

Similarly, as reported in chapter two, for the subgroup of the population enrolled in tourism management, 12 absences were recorded on the day the survey was administered due to an extracurricular activity held the night before Friday morning's 8 a.m. English class. Due to this high level of absenteeism, one may wonder if the students who showed up for class that morning had a different type of motivation to learn English than their absent colleagues. Although this study's purpose was not to reveal motivational intensity, but rather to uncover associations between motivational factors and intended learning effort, this high level of absenteeism may have intervened with results for that group.

Moreover, it is important to recall that with all three groups participating in the study, respondents filled out their questionnaires during class time, in the presence of their English instructors. Although participants were ensured confidentiality and anonymity, they may have provided responses that were more representative of what they thought was expected of them as opposed to how they genuinely felt. As outlined in chapter two, the human psyche is equipped with certain mechanisms to defend itself from viewing the self-concept negatively. In this case, such defence mechanisms may have led participants to report a less than accurate appraisal of their true motivation.

Finally, due to the small number of survey respondents, a confirmation of the model's validity through analysis such as SEM, as was the case for Taguchi et al. (2009), was not possible. A larger population sample could allow for such types of analysis and lend greater validity to the L2 Motivational Self System Model.

CONCLUSION

A discussion on the study will be presented this section and the implications of the study's findings will be highlighted. The limitations of research on the L2 self as well as future research directions will also be outlined.

Discussion

L2 motivation researchers (e.g. Dörnyei, 2003, 2005; Ryan, 2009) have called for an expanded definition of integrativeness, claiming the concept is a product of the city of Montréal, where Gardner and Lambert (1959) conducted their seminal work on motivation. Although Montréal is indeed home to vital Anglophone and Francophone communities, with many opportunities for intercultural contact, Gardner and Lambert's initial study on motivation, and many subsequent studies that informed the creation of Gardner's SE model, involved Anglophones learning French, and his widely-used AMTB was indeed validated amongst Anglophones learning French. Comparing the motivation of Anglophones learning French to that of Francophones learning English seems akin to comparing the proverbial apples and oranges. More Francophones in Canada report being bilingual than Anglophone Canadians (Gardner, 2001b), despite the fact that research into the motivation of Francophones has uncovered little evidence of a generalized integrative motive amongst this ethnolinguistic group (e.g. Belmechri & Hummel, 1998; Clément & Kruidenier, 1983), suggesting that something other than integrativeness may lead to sustained motivation.

Since the study of L2 motivation began in the 1950s, the English language has secured its status as the global *lingua franca*, now appearing as a staple on school curricula alongside basic skills such as arithmetic, reading and writing in

one's first language; in many countries, knowledge of English is also a prerequisite to university studies. As knowledge of English has become rebranded as a passport to global citizenship, the notion that a desire to become part of a defined L2 group (i.e. integrativeness) would be the chief indicator of motivation to learn English must be reappraised. This may hold especially true in contexts such as Quebec, where a positive attitude towards and willingness to become like Anglophones may be associated with assimilation. While Dörnyei's impetus for creating the L2 Motivational Self System was to account for motivation in contexts such as Hungary, with little or no opportunities for contact with a defined English-speaking community, he has also provided a framework to explain motivation amongst Francophone Quebecers, for whom integrativeness with the North American Anglophone majority may be undesirable.

The goal of this study was to compare the strength with which Dörnyei's L2 self and Gardner's integrativeness correlated with intended learning effort amongst a group of Francophones in Quebec (n=65). Results revealed not only that the items measuring the ideal L2 self yielded more consistent responses than integrativeness, but also that the L2 self was indeed more highly associated with L2 effort. Coupled with the fact that integrativeness and the ideal L2 self were found to correlate with each other, these findings do support the necessity of a reappraisal of the theoretical framework for L2 motivation amongst Francophones learning English in Quebec.

The findings from this study mirror those from international transcultural validations (e.g. Taguchi et al., 2009; Ryan, 2009) of Dörnyei's model, indicating that the ideal L2 self is a more reliable indicator of ESL students' motivation than integrativeness. These findings therefore suggest that the characteristics of the L2 Motivational Self System are not specific to one particular culture, but rather may be generalizable to many ethnolinguistic groups learning English. Integrativeness may still be a reliable indicator of L2 motivation amongst Anglophones, for whom instrumentality to learn other languages may carry less weight, given they are

already speakers of the global *lingua franca*. With this study's Québécois population, items measuring the L2 self yielded responses that were not only more consistent than those measuring both integrativeness and instrumentality, but that also correlated more strongly with items measuring how much effort respondents were willing to put into learning English. In short, the L2 self was a more reliable predictor of intended effort in this study. These results shed light on previous findings that point to little evidence of integrativeness amongst Canadian Francophones who, nonetheless, report high levels of bilingualism.

An inspection of the survey factors measuring instrumentality and attitudes towards learning English revealed that the L2 self was not the only factor that correlated with intended effort. In previous transcultural validations of the L2 self (Csizér & Kormos, 2009; Taguchi et al., 2009), the factor attitudes towards learning English was found to be the chief indicator of intended learning effort. Consistent with previous studies, attitudes towards learning English was found to be the factor that was most highly associated with effort in this study. These results can be interpreted in two ways. Firstly, it is important to recall that the survey items used to measure attitudes towards learning English closely resemble those from Gardner's SE model measuring attitudes towards learning French, which is a component of the central construct of motivation. Other components in the SE model's motivation construct were motivational intensity and desire to learn French. It is also important to point out that the items used to measure desire to learn French resemble those for intended learning effort in Dörnyei's L2 Motivational Self System. In light of the fact that the two concepts of attitudes towards learning English and intended effort are very similar to two Gardnerian components of motivation itself, these strong correlations are not surprising. Moreover, as Csizér and Kormos conclude, such results also highlight the important role that the L2 learning experience plays in motivation. These results indicate a strong association between a pleasurable learning experience and effort. While a correlational analysis cannot confirm if high motivation leads to finding the L2

learning experience pleasurable or vice versa, it can confirm the link between the two. In this study, this link was more indicative of intended effort than the L2 self, which was also the case amongst secondary students in Hungary (Csizér & Kormos, 2009). In that study, the average secondary school student was age 16.5, while the average university student was age 21.5. The authors attributed the difference in that study to age, claiming the L2 self fully stabilizes in adulthood. In comparison, the majority of students in this study were 17 or 18, with the mean age at 18.4, right in between the two groups from Csizér and Kormos, indicating that perhaps the self-concept of these participants was still being shaped. Moreover, statistics on the geographical regions in which the participants grew up as well as the information on the age and context of onset of English learning suggest that their only contact with English may have been the L2 classroom, also explaining why the factor of attitudes towards learning English was so highly associated with effort. The correlation between the L2 self and attitudes towards learning English yielded moderate correlations in this study, as was the case for the Chinese participants in Taguchi et al. (2009); for the Iranian and Japanese respondents in the same study, the correlation was much higher, yet it was quite weak for both secondary and university students in Csizér and Kormos's investigation. These varying results point to the fact that the L2 self does indeed vary across cultures and evolves with age, underscoring the need for further studies on the issue.

Finally, the findings on instrumentality lend support to Dörnyei's distinction between two types of pragmatic incentives, one based on career enhancement and the other based on avoidance of negative outcomes. Importantly, the substantial correlation between preventative instrumentality and the ought-to self, and the lack of correlation between these factors and the ideal L2 self, tend to confirm that the most powerful form of motivation is indeed intrinsic, not extrinsic. Coupled with the role of attitudes towards learning English, this finding on instrumentality highlights the following: if L2 effort is associated with attitudes towards learning English and preventative instrumentality is not, then educators should be aware

that what truly fuels motivation is not avoiding a failing mark on a test. Effort is rather more associated with the actual enjoyment of the L2 learning experience amongst this study's population. Taken together, these results indicate that classroom-based L2 motivation studies are essential in order to determine what learning experiences fuel motivation.

In sum, these findings provide a robust argument for a reappraisal of the Gardnerian motivation model within the Quebec context. Dörnyei's L2 self model, although born from a desire to account for L2 motivation in foreign-language contexts without an actual target language community, has been found to be generalizable amongst Francophone students learning English in Quebec.

Implications of Study

The refocusing of L2 motivation through the lens of the self-concept, rather than that of social group membership, comes at a time of unparalleled political and economic migration, increased international mobility and rapidly-developing information and communication technologies. The self may be less rooted in geographical borders with well-defined, unidimensional national identities, and more characterized by fluidity and complexity. As the English language becomes uncoupled from cohesive groups of native speakers of American or British varieties of the language, the study of motivation to learn English should not rely on a concept that assumes individuals identify with a defined social or ethnolinguistic group. The self-concept, that is to say an individual's internal representation of oneself, provides a contemporary framework from which L2 motivation can be understood amongst young Francophone Quebecers living in a multifaceted, globalized world.

The pedagogical implications of reframing motivation from a socio-psychological framework to a "self" perspective have yet to be explored by researchers. One possible implication is that by idealizing the extent to which a

learner incorporates the L2 to his or her self-concept, the "ideal" L2 instructor would no longer necessarily be a native speaker of the target language, but someone who uses more than one language successfully to navigate between different places and cultures. This conceptualization of bi/multilingualism as incorporating the L2 to one's self, rather than gaining membership to an external cultural reference point, corresponds to hybrid identity, a notion that is already being explored by cultural theorists and educators working in multiculturalism (e.g. Arnett, 2002; Finkbeiner, 2006, 2009; Pavlenko, 2002; Schmidt & Finkbeiner, 2006). The ideal L2 Self therefore lends itself to established paths in psychology, cultural theory and education.

Importantly, in this study, as was the case in other cultural contexts (e.g. Csizér & Kormos, 2009; Taguchi et al., 2009), a learner's attitudes towards learning English was a clear predictor of his or her intended effort. The more pleasurable the experience was perceived, the higher the intended effort. This finding is of tremendous importance to L2 teachers, as it places the responsibility for successful L2 learning squarely on the educator's shoulders. Maintaining a positive classroom atmosphere and developing activities that stimulate interest may provide the fuel in to get L2 learners motivated. Moreover, the examination of the two aspects of instrumentality, promotional and preventative, indicated that promotional instrumentality was more highly correlated with effort. This last correlation has implications for language teachers, who should foster effort through highlighting the advantages of becoming an L2 user, rather than attempt to stimulate effort by reminding learners of possible negative outcomes, such as failing a test.

Directions for Future Research

Dörnyei's L2 Motivational Self System has thus far been validated using a self-report instrument linking intended effort to various motivational factors. In several sociocultural contexts, the newly-constructed motivational concept of the

ideal L2 self has been more highly associated with effort than integrativeness. In the Gardnerian SE model, however, integrativeness was found to be the chief determinant of achievement. This achievement was measured, in fact, through multiple standardized methods, not by self-reporting. As some researchers have pointed out (e.g. MacIntyre et al., 2009) , one concern in shifting the L2 motivation paradigm from social psychology to self psychology is that people are not necessarily the most reliable authority on their own selves. In fact, human beings may hold distorted self-images in order to protect themselves from seeing themselves negatively. In the case of studies on the L2 Motivational Self System, although self-reported intended effort can provide an indication of motivational intensity, it cannot be considered to provide a reliable, complete portrait of a learner's actual effort. In other words, an individual's reported intention to learn a language may remain just that: an intention. How or if that intention translates into actual effort, and how that effort relates with actual L2 achievement remain to be examined. Future research into the L2 self must therefore investigate the relationship between reported and actual effort, as well as the relationship between effort and achievement. Until the ideal L2 self has been linked to objective achievement measures, the argument to replace integrativeness with the ideal L2 self cannot be complete.

Moreover, this study only investigated the validity of the L2 Motivational Self System amongst Francophones in Quebec studying English. The same population may hold markedly different motivation to learn languages other than English. Integrativeness may indeed be a more reliable indicator of L2 effort in such cases, meaning that motivation to learn English would be distinct. In order to determine if motivation to learn English is distinct from motivation to learn other languages, further investigation would be required. As Gardner's AMTB, based on his SE model, has been found to be a reliable tool to measure the motivation of Anglophones learning French, perhaps it remains a reliable tool for measuring motivation to learn many languages other than English.

Importantly, these results indicate that classroom-based L2 motivation studies are essential in order to determine what learning experiences fuel motivation. Moreover, future research into Dörnyei's L2 Motivational Self System must go beyond self-reporting intended effort, but like Gardner, must associate motivational factors with objective achievement measures in multiple sociocultural contexts in order to provide a more accurate portrayal of motivation. Only then can researchers assert that the ideal L2 self is a truly reliable measure of motivation.

APPENDIX A

AMTB

INSTRUCTIONS

The following instructions precede the Likert form items. The items are presented in a random order, and for school children each item is typically followed by the scale as indicated in the example below. Other version used for university level students use the format as suggested by Adorno, Frenkel-Brunswik, Levinson and Sanford (1950).

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with that statement.

Following is a sample item. Circle the alternative below the statement which best indicates your feeling.

1. Canadian hockey players are better than Russian hockey players.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree

In answering this question, you should have circled one of the above alternatives. Some people would circle Strongly Disagree, others would circle Strongly Agree, and still others would circle one of the alternatives in between. Which one you circled would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your personal feeling.

Please give your immediate reactions to each of the following items. Don't waste time thinking about each statement. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feeling.

Items for the Likert Scales

Attitudes toward French Canadians

1. French Canadians are a very sociable, warm-hearted and creative people.
2. I would like to know more French Canadians.
3. French Canadians add a distinctive flavour to the Canadian culture.
4. English Canadians should make a greater effort to learn the French language.
5. The more I get to know the French Canadians, the more I want to be fluent in their language.
6. Some of our best citizens are of French Canadian descent.
7. The French-Canadian heritage is an important part of our Canadian identity.
8. If Canada should lose the French culture of Quebec, it would indeed be a great loss.
9. French Canadians have preserved much of the beauty of the old Canadian folkways.
10. Most French Canadians are so friendly and easy to get along with the Canada is fortunate to have them.

Interest in Foreign Languages

1. If I were visiting a foreign country I would like to be able to speak the language of the people.
2. Even though Canada is relatively far form countries speaking other languages, it is important for Canadians to learn foreign languages.
3. I wish I could speak another language perfectly.
4. I want to read the literature of a foreign language in the original language rather than a translation.
5. I often wish I could read newspapers and magazines in another language.
6. I would really like to learn a lot of foreign languages.
7. If I planned to stay in another ocuntry, I would make a great effort to learn the language even though I could get along in English.
8. I would study a foreign language in school even if it were not required.
9. I enjoy meeting and listening to people who speak other languages.
10. Studying a foreign language is an enjoyable experience.

Attitudes toward European French People

1. The European French are considerate of the feelings of others.
2. I have a favourable attitude towards the European French.
3. The more I learn about the European French, the more I like them.
4. The European French are trustworthy and dependable.
5. I have always admired the European French people.
6. The European French are very friendly and hospitable.
7. The European French are cheerful, agreeable and good humoured.
8. I would like to get to know the European French people better.
9. The European French are a very kind and generous people.
10. For the most part, the European French are sincere and honest.

Attitudes toward Learning French

Positively Worded Items

1. Learning French is really great.
2. I really enjoy learning French.
3. French is an important part of the school programme.
4. I plan to learn as much French as possible.
5. I love learning French.

Negatively Worded Items

1. I hate French.
2. I would rather spend my time on subjects other than French.
3. Learning French is a waste of time.
4. I think that learning French is dull.
5. When I leave school, I shall give up the study of French entirely because I am not interested in it.

Integrative Orientation

1. Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.
2. Studying French can be important to me because it will allow me to meet and converse with more and varied people.
3. Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.
4. Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.

Instrumental Orientation

1. Studying French can be important for me only because I'll need it for my future career.
2. Studying French can be important for me because it will make me a more knowledgeable person.
3. Studying French can be important to me because I think it will someday be useful in getting a good job.
4. Studying French can be important for me because other people will respect me more if I have a knowledge of a foreign language.

French Class Anxiety

1. It embarrasses me to volunteer answers in our French class.
2. I never feel quite sure of myself when I am speaking in our French class.
3. I always feel that the other students speak French better than I do.
4. I get nervous and confused when I am speaking in my French class.
5. I am afraid the other students will laugh at me when I speak French.

Parental Encouragement

1. My parents try to help me with my French.
2. My parents feel that because we live in Canada, I should learn French.
3. My parents feel that I should continue studying French all through school.
4. My parents think that I should devote more time to my French studies.
5. My parents really encourage me to study French.
6. My parents show considerable interest in anything to do with my French courses.
7. My parents encourage me to practise my French as much as possible.
8. My parents have stressed the importance French will have for me when I leave school.
9. My parents feel that I should really try to learn French.
10. My parents urge me to seek help from my teacher if I am having problems with my French.

The following instructions precede the items for the scales, Motivational Intensity, Desire to Learn French, and Orientation Index. The scoring key is not shown on the questionnaire when administered, and the items are presented in a random order.

Please answer the following items by circling the letter of the alternative which appears most applicable to you. We would urge you to be as accurate as possible since the success of this investigation depends upon it.

Items for the Scales Using the Multiple Choice Format

Motivational Intensity (Scoring Key in Brackets)

I actively think about what I have learned in my French class:
a) very frequently. (3)
b) hardly ever. (1)
c) once in a while. (2)

If French were not taught in school, I would:
a) pick up French in everyday situations (i.e., read French books and newspapers, try to speak it whenever possible, etc.). (2)
b) not bother learning French at all. (1)
c) try to obtain lessons in French somewhere else. (3)

When I have a problem understanding something we are learning in French class, I:
a) immediately ask the teacher for help. (3)
b) only seek help just before the exam. (2)
c) just forget about it. (1)

When it comes to French homework, I:
a) put some effort into it, but not as much as I could. (2)
b) work very carefully, making sure I understand everything. (3)
c) just skim over it. (1)

Considering how I study French, I can honestly say that I:
a) do just enough work to get along. (2)
b) will pass on the basis of sheer luck or intelligence because I do very little work. (1)
c) really try to learn French. (3)

If my teacher wanted someone to do an extra French assignment, I would:
a) definitely not volunteer. (1)
b) definitely volunteer. (2)
c) only do it if the teacher asked me directly. (2)

After I get my French assignment back, I:
a) always rewrite them, correcting my mistakes. (3)
b) just throw them in my desk and forget them. (1)
c) look them over, but don't bother correcting mistakes. (2)

When I am in French class, I:
a) volunteer my answers as much as possible. (3)
b) answer only the easier questions. (2)
c) never say anything. (1)

If there were a local French T.V. station, I would:
a) never watch it. (1)
b) turn it on occasionally. (2)
c) try to watch it often. (3)

When I hear a French song on the radio, I:
a) listen to the music, paying attention only to the easy words. (2)
b) b) listen carefully and try to understand all the words. (3)
c) change the station. (1)

Desire to Learn French

During French class, I would like:
a) to have a combination of French and English spoken. (2)
b) to have as much English as possible spoken. (1)
c) to have only French spoken. (3)

If I had the opportunity to speak French outside of school, I would:
a) never speak it. (1)
b) speak French most of the time, using English only if really necessary. (3)
c) speak it occasionally, using English whenever possible. (2)

Compared to my other courses, I like French:
a) the most. (3)
b) the same as all the others. (2)
c) least of all. (1)

If there were a French Club in my school, I would:
a) attend meetings once in a while. (2)
b) be most interesting in joining. (3)
c) definitely not join. (1)

If it were up to me whether or not to take French, I:
a) would definitely take it. (3)
b) would drop it. (1)
c) don't know whether I would take it or not. (2)

I find studying French:
a) not interesting at all. (1)
b) no more interesting than most subjects. (2)
c) very interesting. (3)

If the opportunity arose and I knew enough French, I would watch French T.V. programmes:
a) sometimes. (2)
b) as often as possible. (3)
c) never. (1)

If I had the opportunity to see a French play, I would:
a) go only if I have nothing else to do. (2)
b) definitely go. (3)
c) not go. (1)

If there were French-speaking families in my neighbourhood, I would:
a) never speak French to them. (1)
b) speak French with them sometimes. (2)
c) speak French with them as much as possible. (3)

If I had the opportunity and knew enough French, I would read French magazines and newspapers:
a) as often as I could. (3)
b) never. (1)
c) not very often. (2)

Orientation Index

I am studying French because:
a) I think it will some day be useful in getting a good job. (1)
b) I think it will help me to better understand French people and their way of life. (2)
c) It will allow me to meet and converse with more and varied people. (2)
d) A knowledge of two languages will make me a better educated person. (1)

APPENDIX B

LETTERS OF CONSENT

Cher parent,

Dans le cadre de mon projet de mémoire à l'Université du Québec à Montréal, je fais une recherche sur l'apprentissage de la langue seconde. Cette étude se fera au moyen d'un questionnaire auprès des étudiants inscrits à des cours d'anglais à l'Institut de tourisme et d'hôtellerie du Québec.

J'invite votre enfant à participer à cette étude en exprimant ses opinions au moyen de ce questionnaire. Je sollicite votre permission pour pouvoir utiliser les résultats du questionnaire de votre enfant à des fins de recherche et d'analyse. Les résultats de cette recherche demeureront entièrement confidentiels et le nom de votre enfant ne paraîtra dans aucun rapport. Vous pouvez retirer votre permission à n'importe quel moment si vous le désirez.

Si vous avez des questions sur cette recherche, n'hésitez pas à communiquer avec moi par courriel. Si vous donnez votre permission, veuillez signer le formulaire de consentement au bas de cette lettre pour que votre enfant me le retourne.

Merci de votre collaboration,

Troy Davidson,
Professeur d'anglais langue seconde, Institut de tourisme et d'hôtellerie du Québec
davidson-troy@ithq.qc.ca

Formulaire de consentement

J'ai lu la description du projet et j'accepte d'y participer. Je comprends que les résultats de cette étude ne seront utilisés qu'à des fins de recherche, que l'identité de mon enfant demeurera confidentielle et que je peux retirer ma permission à n'importe quel moment si je le désire.

Nom _____ Prénom _____

Signature _____

Chère étudiante,
Cher étudiant,

Dans le cadre de mon projet de mémoire à l'Université du Québec à Montréal, je fais une recherche sur l'apprentissage de la langue seconde auprès des étudiants inscrits à ce cours d'anglais.

Je vous invite à participer à cette étude en remplissant un questionnaire. Vos réponses au questionnaire demeureront entièrement confidentielles et votre nom ne paraîtra dans aucun rapport. Vous pouvez retirer la permission d'utiliser vos réponses à n'importe quel moment si vous le désirez.

Si vous avez des questions sur cette recherche, n'hésitez pas à communiquer avec moi par courriel. Si vous donnez votre permission, veuillez signer le formulaire de consentement au bas de cette lettre.

Merci de votre collaboration,

Troy Davidson
davidson-troy@ithq.qc.ca

Formulaire de consentement

J'ai lu la description du projet et j'accepte d'y participer. Je comprends que les résultats de cette étude ne seront utilisés qu'à des fins de recherche, que mon identité demeurera confidentielle et que je peux retirer ma permission à n'importe quel moment si je le désire.

☐ *J'ai 18 ans ou plus.*

☐ *J'ai moins de 18 ans et un parent a signé un formulaire de consentement.*

Nom _____ Prénom _____

Signature _____

APPENDIX C

SURVEY

Instructions générales

Cette enquête a pour but d'examiner les raisons pour lesquelles les gens étudient une langue seconde. Vos réponses à chacune des questions demeureront strictement confidentielles. Bien que nous vous demandions d'inscrire votre nom sur la page couverture, nous le faisons simplement pour être en mesure d'associer ce questionnaire à votre formulaire de consentement.

Afin que ce sondage soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire en entier.

Écrire en lettres moulées S.V.P.

Nom : _____

Prénom : _____

Veuillez fournir les renseignements suivants :

1. Sexe : ☐ Homme ☐ Femme

2. Date de naissance : (Jour/mois/année) _____

3. Quelle est votre langue première ?
☐Le français
☐Le français et une autre langue. Précisez _____
☐Une langue autre que le français. Précisez_____

4. À quel âge avez-vous commencé vos études en anglais ?
☐4e année (9 ans)
☐3e année (8 ans)
☐Autre (p.ex., à la maison, en contexte d'immersion). Précisez :

_____

5. Avez-vous déjà suivi un programme d'anglais particulier ?
☐Non.
☐Oui : anglais enrichi au secondaire.
☐Oui : anglais intensif au primaire.
☐Oui : école internationale.
☐Autre. Précisez :_____

6. Avez-vous déjà passé plus que quatre mois dans une communauté anglophone ?
☐ Oui ☐ Non

7. J'ai fait la plupart de ma scolarité dans la région suivante :

☐ Bas-Saint-Laurent	☐ Saguenay-Lac-Saint-Jean
☐ Capitale-Nationale	☐ Mauricie
☐ Estrie	☐ Montréal
☐ Outaouais	☐ Abitibi-Témiscaminque
☐ Nord-du-Québec	☐ Gaspésie-Îles-de-la-Madeleine
☐ Chaudière-Appalaches	☐ Laval
☐ Lanaudière	☐ Laurentides
☐ Montérégie	☐ Centre du Québec

☐ Je n'ai pas fait la plupart de ma scolarité au Québec. Précisez : _____

8. Programme : ☐ Gestion hôtelière ☐ Gestion de restauration ☐ Gestion touristique

9. Étiez-vous inscrit(e) au cours de « mise à niveau » en anglais cet automne ?
☐ Oui ☐ Non

Instructions pour réponses

Dans les pages qui suivent, vous trouverez un certain nombre d'affirmations avec lesquelles certaines personnes sont d'accord, et d'autres non. Il n'y a pas de bonnes ou de mauvaises réponses, étant donné que chacun a le droit d'avoir des opinions personnelles. Pour chacune de ces affirmations, encerclez la réponse qui correspond le mieux à votre opinion.

Voici un exemple. Lisez la proposition ci-dessous et encerclez la réponse qui décrit le mieux votre opinion.

1. Lady Gaga est la meilleure chanteuse au monde.

Fortement en désaccord	En désaccord	Légèrement en désaccord	Légèrement en accord	En accord	Fortement en accord
1	2	3	4	5	6

Vous devez encercler une des réponses proposées. Le choix que vous avez fait indique votre opinion, basée sur tout ce que vous savez et sur ce que vous avez entendu dire.

Pour chacune des affirmations des pages suivantes, nous voulons que vous donniez votre première réaction. Lisez chaque affirmation et indiquez immédiatement votre première impression. Ne perdez pas de temps à réfléchir à chacune des affirmations. D'autre part, soyez honnête, car il est important que vous exprimiez votre opinion véritable.

Fortement en désaccord	En désaccord	Légèrement en désaccord	Légèrement en accord	En accord	Fortement en accord
1	2	3	4	5	6

1. Apprendre l'anglais est important pour moi parce que j'aimerais voyager à l'extérieur du Québec.	1	2	3	4	5	6
2. Mes parents m'encouragent à étudier l'anglais.	1	2	3	4	5	6
3. Je prends vraiment plaisir à apprendre l'anglais.	1	2	3	4	5	6
4. Il faut que j'apprenne l'anglais sinon je n'obtiendrai pas mon diplôme.	1	2	3	4	5	6
5. Étudier l'anglais est important pour moi parce qu'un jour je pense que cela m'aidera à décrocher un bon emploi.	1	2	3	4	5	6
6. J'étudie l'anglais puisque mes bon(ne)s ami(e)s pensent que c'est important.	1	2	3	4	5	6
7. Je peux m'imaginer vivre à l'extérieur du Québec et converser en anglais.	1	2	3	4	5	6
8. Si mon enseignant(e) d'anglais assignait un travail facultatif, je me proposerais pour le faire.	1	2	3	4	5	6
9. Il est important pour moi d'apprendre l'anglais, car cela me permettra d'être plus à l'aise avec des anglophones.	1	2	3	4	5	6
10. J'aime l'ambiance de mon cours d'anglais.	1	2	3	4	5	6
11. Si je fais plus d'effort, je suis certain(e) de pouvoir maîtriser l'anglais.	1	2	3	4	5	6
12. Étudier l'anglais est important pour moi parce que j'aurais honte si j'avais de mauvaises notes en anglais.	1	2	3	4	5	6
13. La connaissance de l'anglais sera nécessaire à ce que je veux accomplir dans la vie.	1	2	3	4	5	6
14. Il faut que j'étudie l'anglais, sinon mes parents seraient déçus de moi.	1	2	3	4	5	6
15. Ne pas apprendre l'anglais aurait un impact négatif sur ma vie.	1	2	3	4	5	6
16. Les choses que je veux faire à l'avenir nécessitent l'anglais.	1	2	3	4	5	6
17. Je crois faire de mon mieux pour apprendre l'anglais.	1	2	3	4	5	6
18. J'étudierais l'anglais même si je n'y étais pas obligé.	1	2	3	4	5	6
19. Lorsque je pense à ma future carrière, je m'imagine en train d'utiliser l'anglais.	1	2	3	4	5	6
20. Apprendre l'anglais est important parce que les gens que je respecte croient que je devrais le faire.	1	2	3	4	5	6
21. Mes parents m'encouragent à profiter de toutes les occasions de pratiquer mon anglais (p. ex., parler et lire).	1	2	3	4	5	6
22. Étudier l'anglais est important pour moi parce qu'avec l'anglais je peux travailler partout dans le monde.	1	2	3	4	5	6
23. Il faut que j'apprenne l'anglais parce que je ne veux pas échouer mon cours d'anglais.	1	2	3	4	5	6
24. Je trouve qu'apprendre l'anglais est vraiment intéressant.	1	2	3	4	5	6
25. Je suis certain(e) que je serai capable d'écrire en anglais avec aisance si je continue à l'étudier.	1	2	3	4	5	6

Fortement en désaccord	En désaccord	Légèrement en désaccord	Légèrement en accord	En accord	Fortement en accord
1	2	3	4	5	6

26. Étudier l'anglais est important pour moi parce que sans anglais je ne pourrai pas voyager beaucoup.	1	2	3	4	5	6
27. Il est important pour moi d'apprendre l'anglais car cela me permettra d'avoir des amis anglophones.	1	2	3	4	5	6
28. Il faut que j'étudie l'anglais parce que je ne veux pas recevoir de mauvaises notes.	1	2	3	4	5	6
29. Étudier l'anglais est important pour moi parce que j'aimerais passer de longues périodes de temps à l'extérieur du Québec (p. ex., étudier, travailler).	1	2	3	4	5	6
30. Mes parents m'encouragent à pratiquer mon anglais autant que possible.	1	2	3	4	5	6
31. Étudier l'anglais est important pour moi parce qu'une personne instruite est censée pouvoir parler anglais.	1	2	3	4	5	6
32. Si je ne réussis pas à apprendre l'anglais, certaines personnes seraient déçues de moi.	1	2	3	4	5	6
33. Je peux m'imaginer écrire des courriels/lettres en anglais avec aisance.	1	2	3	4	5	6
34. Je travaille fort pour apprendre l'anglais.	1	2	3	4	5	6
35. Je peux m'imaginer parler anglais avec des amis ou des collègues d'autres pays.	1	2	3	4	5	6
36. Il faut que j'étudie l'anglais sinon je ne réussirai pas dans ma carrière.	1	2	3	4	5	6
37. Étudier l'anglais peut être important pour moi parce que j'en aurai besoin pour mes études.	1	2	3	4	5	6
38. Je suis prêt(e) à faire beaucoup d'efforts pour apprendre l'anglais.	1	2	3	4	5	6
39. Je peux m'imaginer vivre à l'étranger et utiliser l'anglais efficacement pour communiquer avec les gens de l'endroit.	1	2	3	4	5	6
40. Réussir en anglais est important pour moi afin de plaire à ma famille.	1	2	3	4	5	6

Dans le cas des questions qui suivent, veuillez répondre à l'aide de l'échelle de 1 à 6.					
Pas du tout	Pas vraiment	Plus ou moins	Un peu	Beaucoup	Vraiment beaucoup
1	2	3	4	5	6

41. Dans quelle mesure aimez-vous l'anglais ?	1	2	3	4	5	6
42. Aimez-vous voyager dans des pays anglophones ?	1	2	3	4	5	6
43. Aimez-vous la musique anglophone (p. ex., la musique pop) ?	1	2	3	4	5	6
44. Aimez-vous les gens qui habitent dans des pays anglophones ?	1	2	3	4	5	6
45. Aimez-vous les films en anglais ?	1	2	3	4	5	6
46. Dans quelle mesure est-ce qu'il est important d'apprendre l'anglais afin de mieux connaître la culture des anglophones ?	1	2	3	4	5	6
47. Dans quelle mesure aimeriez-vous ressembler aux anglophones ?	1	2	3	4	5	6
48. Aimez-vous rencontrer des gens des pays anglophones ?	1	2	3	4	5	6
49. Aimez-vous des revues, des journaux ou des livres en anglais ?	1	2	3	4	5	6

Merci pour votre participation!

APPENDIX D

SURVEY ITEMS CLASSIFIED BY FACTOR (IN FRENCH AND ENGLISH)

Mesures – Intention d'effort	Criterion Measure – Intended Learning Effort
8. Si mon enseignant(e) d'anglais assignait un travail facultatif, je me proposerais pour le faire.	8. If my teacher would give the class an optional assignment, I would certainly volunteer to do it.
17. Je crois faire de mon mieux pour apprendre l'anglais.	17. I think that I am doing my best to learn English.
18. J'étudierais l'anglais même si je n'y étais pas obligé.	18.I would like to study English even if I were not required to do so.
34. Je travaille fort pour apprendre l'anglais.	34. I am working hard at learning English.
38. Je suis prêt(e) à faire beaucoup d'efforts pour apprendre l'anglais.	38. I am prepared to expend a lot of effort in learning English.

Le soi L2 idéal	The Ideal L2 Self
7. Je peux m'imaginer vivre à l'extérieur du Québec et converser en anglais.	7. I can imagine myself living abroad and having a discussion in English.
16. Les choses que je veux faire à l'avenir nécessitent l'anglais.	16. The things I want to do in the future require me to use English.
19. Lorsque je pense à ma future carrière, je m'imagine en train d'utiliser l'anglais.	19. Whenever I think of my future career, I imagine myself using English.
33. Je peux m'imaginer écrire des courriels/lettres en anglais avec aisance.	33. I can imagine myself writing English e-mails/letters fluently.
35. Je peux m'imaginer parler anglais avec des amis ou des collègues d'autres pays.	35. I can imagine myself speaking English with international friends or colleagues.
39. Je peux m'imaginer vivre à l'étranger et utiliser l'anglais efficacement pour communiquer avec les gens de l'endroit.	39. I can imagine myself living abroad and using English effectively for communicating with the locals.

Le soi L2 obligatoire	The Ought-to L2 Self
6. J'étudie l'anglais puisque mes bon(ne)s ami(e)s pensent que c'est important.	6. I study English because close friends of mine think it is important.
15. Ne pas apprendre l'anglais aurait un impact négatif sur ma vie.	15. It will have a negative impact on my life if I don't learn English.

20. Je pense qu'apprendre l'anglais est important parce que les gens que je respecte pensent que je devrais le faire.	20. I consider learning English important because the people I respect think that I should do it.
31. Étudier l'anglais est important pour moi parce qu'une personne instruite est censée pouvoir parler anglais.	31. Studying English is important to me because an educated person is supposed to be able to speak English.
32. Si je ne réussis pas à apprendre l'anglais, certaines personnes seraient déçues de moi.	32. If I fail to learn English I'll be letting other people down.

L'encouragement des parents et l'influence de la famille	Parental Encouragement/Family Influence
2. Mes parents m'encouragent à étudier l'anglais.	2. My parents encourage me to study English.
14. Il faut que j'étudie l'anglais, sinon mes parents seraient déçus de moi.	14. I have to study English, because, if I don't do it, my parents will be disappointed with me.
21. Mes parents m'encouragent à profiter de toutes les occasions de pratiquer mon anglais (ex. parler et lire).	21. My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).
30. Mes parents m'encouragent à pratiquer mon anglais autant que possible.	30. My parents encourage me to practise my English as much as possible.
40. Réussir en anglais est important pour moi afin de plaire à ma famille.	40. Being successful in English is important to me so that I can please my parents/relatives.

Instrumentalité – Promotion	Instrumentality – Promotion
5. Étudier l'anglais est important pour moi parce qu'un jour je pense que cela m'aidera à décrocher un bon emploi.	5. Studying English can be important to me because I think it will someday be useful in getting a good job.
13. La connaissance de l'anglais sera nécessaire à ce que je veux accomplir dans la vie.	13. The things I want to do in the future require me to use English.
22. Étudier l'anglais est important pour moi parce qu'avec l'anglais je peux travailler partout dans le monde.	22. Studying English is important to me because with English I can work globally.
29. Étudier l'anglais est important pour moi parce que j'aimerais passer de longues périodes de temps à l'extérieur du Québec (p. ex., étudier, travailler).	29. Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working).
37. Étudier l'anglais peut être important pour moi parce que j'en aurai besoin pour mes études.	37. Studying English can be important to me because I think I'll need it for further studies.

Instrumentalité – Prévention	Instrumentality – Prevention
4. Il faut que j'apprenne l'anglais sinon je n'obtiendrai pas mon diplôme.	4. I have to learn English because without passing the English course I cannot graduate.
12. Étudier l'anglais est important pour moi parce que j'aurais honte si j'avais de mauvaises notes en anglais.	12. Studying English is important to me, because I would feel ashamed if I got bad grades in English.
23. Il faut que j'apprenne l'anglais parce que je ne veux pas échouer mon cours d'anglais.	23. I have to learn English because I don't want to fail the English course.
28. Il faut que j'étudie l'anglais parce que je ne veux pas recevoir de mauvaises notes.	28. I have to study English because I don't want to get bad marks in it.
36. Il faut que j'étudie l'anglais sinon je ne réussirai pas dans ma carrière.	36. I have to study English; otherwise, I think I cannot be successful in my future career.

Attitudes envers la situation d'apprentissage	Attitudes Towards Learning English
3. Je prends vraiment plaisir à apprendre l'anglais.	3. I really enjoy learning English.
10. J'aime l'ambiance de mon cours d'anglais.	10. I like the atmosphere of my English class.
24. Je trouve qu'apprendre l'anglais est vraiment intéressant.	24. I find learning English really interesting.

La confiance en soi	Linguistic Self-Confidence
11. Si je fais plus d'effort, je suis certain(e) de pouvoir maîtriser l'anglais.	11. If I make more effort, I am sure I will be able to master English.
25. Je suis certain(e) que je serai capable d'écrire en anglais avec aisance si je continue à l'étudier.	25. I am sure I will be able to write in English comfortably if I continue studying.

L'orientation de voyager	Travel Orientation
1. Apprendre l'anglais est important pour moi parce que j'aimerais voyager à l'extérieur du Québec.	1. Learning English is important to me because I would like to travel internationally.
26. Étudier l'anglais est important pour moi parce que sans anglais je ne pourrai pas voyager beaucoup.	26. Studying English is important to me because without English I won't be able to travel a lot.

Attitudes envers la communauté L2	Attitudes Toward L2 Community
42. Aimez-vous voyager dans des pays anglophones ?	42. Do you like to travel to English-speaking countries?
44. Aimez-vous les gens qui habitent dans des pays anglophones ?	44. Do you like people who live in English-speaking countries?
48. Aimez-vous rencontrer des gens des pays anglophones ?	48. Do you like meeting people from English-speaking countries?

Intérêt culturel	Cultural Interest
43. Aimez-vous la musique anglophone (ex. la musique pop) ?	43. Do you like the music of English-speaking countries (e.g. pop music)?
45. Aimes-tu les films en anglais ?	45. Do you like English films?
49. Aimes-tu des revues, des journaux ou des livres en anglais ?	49. Do you like English magazines, newspapers, or books?

La dimension intégrative	Integrativeness
46. Dans quelle mesure est-ce qu'il est important d'apprendre l'anglais afin de mieux connaître la culture des anglophones ?	46. How important do you think learning English is in order to learn more about the culture of its speakers? (Deleted from original: "and art.")
47. Dans quelle mesure aimerais-tu ressembler aux anglophones ?	47. How much would you like to become similar to the people who speak English?
41. Dans quelle mesure aimes-tu l'anglais ?	41. How much do you like English?
9. Il est important pour moi d'apprendre l'anglais, car cela me permettra d'être plus à l'aise avec des anglophones.	9. (Not in Taguchi et al. Taken from Clément 1978) It is important for me to learn English because it will allow me to feel more at ease with English-speaking people.
27. Il est important pour moi d'apprendre l'anglais car cela me permettra d'avoir des amis anglophones.	27. (As above) It is important for me to learn English because it will allow me to make English-speaking friends.

BIBLIOGRAPHY

Arnett, J. J. (2002). The psychology of globalization. *American Psychologist, 57*(10), 774-783.

Belmechri, F., & Hummel, K. (1998). Orientations and motivation in the acquisition of English as a second language among high school students in Quebec City. *Language Learning, 48*(2), 219-244.

Brown, J. D. (2001). *Using Surveys in Language Programs.* Cambridge, UK: Cambridge University Press.

Cantor, N. (1990). From thought to behavior: "Having" and "doing" in the study of personality and cognition. *American Psychologist, 45*(6), 735-750.

Carlson, R. (1965). Stability and change in the adolescent's self-image. *Child Development, 36*, 659-666.

Carroll, J. B. (1962). The prediciton of success in intensive foreign language training. In R. Glasser (Ed.), *Training Research and Education* (pp. 87-136). New York: John Wiley & sons.

Carroll, J. B. (1974). Aptitude in second language learning. *Proceedings of the fifth symposium of the Canadian Assosication of Applied Linguistics*, 8-23.

Carroll, J. B. (1981). Conscious and automatic processes in language learning. *Canadian Modern Language Review/La revue canadienne des langues vivantes, 37*, 462-474.

Chihara, T., & Oller, J. W. (1978). Attitudes and attained proficiency in EFL: A sociolinguistic study of adult Japanese speakers. *Language Learning, 28*, 55-68.

Clément, R. (1977). *Attitudes et motivation d'étudiants de l'est du Québec à l'égard de l'apprentissage de l'anglais, langue seconde* (No. 11). London: University of Western Ontario, Department of Psychology.

Clément, R. (1978). *Motivational Characteristics of Francophones Learning English: Predictive and Descriptive Aspects.* Québec: Centre international de recherche sur le bilinguisme/International Center for Research on Bilingualism.

Clément, R., Bélair, J., & Côté, P. (1994). *Contact inter-ethnique et communication : processus et conséquences.* Québec: Centre international de recherche en aménagement linguistique/International Center for Research on Language Planning.

Clément, R., & Kruidenier, B. (1983). Orientations in second language acquisition: I. The effects of ethnicity, milieu, and target language on their emergence. *Language Learning, 33*(3), 273-291.

Cohen, A. D. (1975). *A Sociolinguistic Approach to Bilingual Education.* Rowley, MA: Newbury House.

Corbeil, J.-P., Chavez, B., & Pereira, D. (2006). *Portrait of Official-Language Minorities in Canada - Anglophones in Quebec.* Ottawa: Statistics Canada.

Corder, P. (1967). The significance of learners' errors. *International Review of Applied Linguistics, 5*(2/3), 161-169.

Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning, 41*, 469-512.

Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge: Cambridge University Press.

Csizér, K., & Kormos, J. (2009). Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity, and the L2 Self* (pp. 98-119). Clevedon: Multilingual Matters.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior.* New York: Plenum.

Dörnyei, Z. (1994). Motivation: On with the challenge! *The Modern Language Journal, 78*(4), 515-523.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*, 117-135.

Dörnyei, Z. (2001). *Motivational Strategies.* Cambridge: Cambridge University Press.

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning, 53*(1), 3-32.

Dörnyei, Z. (2005). *The Psychology of the Language Learner*. Mahwah, New Jersey: Lawrence Erlbaum.

Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Clevedon: Multilingual Matters.

Dörnyei, Z., & Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a national survey. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 399-432). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.

Dörnyei, Z., & Csizér, K. (2003). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics, 23*(4), 421-462.

Dörnyei, Z., & Csizér, K. (2005a). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal, 89*(1), 19-36.

Dörnyei, Z., & Csizér, K. (2005b). Language learners' motivational profiles and their motivated learning behavior. *Language Learning, 55*(4), 613-659.

Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation*. Clevedon: Multilingual Matters.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). New York: Routledge.

Dörnyei, Z., & Ushioda, E. (2009a). Motivation, language identities and the L2 self: Future research directions. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 350-356). Clevedon: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2009b). Motivation, language identities and the L2 self: A theoretical overview. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 1-8). Clevedon: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2009c). *Motivation, Language Identity and the L2 Self*. Clevedon: Multilingual Matters.

Dufour, C. (2008). *Les Québécois et l'anglais : le retour du mouton*. Sainte-Angèle-de-Monnoir: Éditeurs réunis.

Dunkel, H. B. (1948). *Second Language Learning*. Boston: Ginn.

Ervin, S. (1954). *Identification and Bilingualism.* Harvard University, Boston.

Finkbeiner, C. (2006). Constructing third space: The principles of reciprocity and cooperation. In P. R. Schmidt & C. Finkbeiner (Eds.), *The ABC's of Cultural Understanding and Communication: National and International Adaptations* (pp. 19-42). Greenwich, CT: Information Age Publishing.

Finkbeiner, C. (2009). Using 'Human Global Positioning System' as a navigation tool to the hidden dimension of culture. In A. Feng, M. Byram & M. Fleming (Eds.), *Becoming Interculturally Competent Through Training and Education* (pp. 151-173). Tonowanda, NY: Multilingual Matters.

Gagnon, M. (1970). *Échelle d'attitude à l'égard de la langue seconde : manuel et normes - anglais pour francophones.* Montréal: Lidec.

Gagnon, M. (1972). *Attitude à l'égard de la langue anglaise.* Montréal: Lidec Inc.

Gagnon, M. (1973). Quelques facteurs déterminant l'attitude vis-à-vis l'anglais, langue seconde. In R. Darnell (Ed.), *Canadian Languages in their Social Context.* Edmonton: Linguistic Research Inc.

Gagnon, M. (1975). L'attitude de l'adolescent francophone à l'endroit de la culture anglaise. *Revue canadienne de langues modernes, 31*, 267-282.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation.* London: Edward Arnold.

Gardner, R. C. (2001a). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 1-20). Honolulu, HI: University of Hawaii Press.

Gardner, R. C. (2001b). *Integrative Motivation: Past, Present and Future.* Paper presented at the Distinguised Lecture Series, Temple University, Tokyo, Japan.

Gardner, R. C. (2009). *Gardner and Lambert (1959): Fifty years and counting.* Paper presented at the Canadian Association of Applied Linguistic Symposium.

Gardner, R. C., Clément, R., & Symthe, P. (1979). *Attitude Motivation Test Battery - Revised.* London, Ontario: University of Western Ontario.

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology, 13*(4), 266-272.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, Mass.: Newbury House Publishers.

Gardner, R. C., & Masgoret, A.-M. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning, 53*(1), 123-163.

Gardner, R. C., & Santos, E. H. (1970). *Motivational Variables in Second-Language Acquisition: A Philipine Investigation*. London, Ontario: Department of Psychology, University of Western Ontario.

Gardner, R. C., & Smythe, P. C. (1975). Motivation and second-language acquisition. *Canadian Modern Language Review, 31*, 218-230.

Gardner, R. C., Smythe, P. C., Clément, R., & Gliksman, L. (1976). Second-language learning: A social-psychological perspective. *Canadian Modern Language Review, 32*, 198-213.

Gardner, R. C., & Tremblay, P. F. (1994). On motivation: Measurement and conceptual considerations. *The Modern Language Journal, 78*(4), 524-527.

Hall, A., & Rist, R. (1999). Integrating multiple qualitative research methods (or avoiding the precariousness of a one-legged stool). *Psychology and Marketing, 16*(4), 291-304.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94*, 319-340.

Higgins, E. T. (1996). The 'self-digest': Self-knowledge serving self-regulatory functions. *Journal of Personality and Social Psychology, 71*(6), 1062-1083.

Higgins, E. T. (1998). Promotion and Prevention: Regulatory focus as a motivational principle. *Advances in Experimental Social Psychology, 30*, 1-46.

Higgins, E. T., Klein, R., & Strauman, T. (1985). Self-concept discrepancy theory: A psychological model for distinguishing among different aspects of depression and anxiety. *Social Cognition, 3*(1), 51-76.

Higgins, E. T., Roney, C. J. R., Crowe, E., & Hymes, C. (1994). Ideal versus ought predilictions for approach and avoidance: Distinct self-regulatory systems. *Journal of Personality and Social Psychology, 66*(2), 276-286.

Hull, C. L. (1943). *Principles of Behavior*. New York: Appleton-Century-Crofts.

Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves and motivated learning behaviour. *Language Learning, 58*(2), 327-355.

Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32*, 17-40.

Lambert, W. E. (1963). Psychological approaches to the study of language II: On second language learning and bilingualism. *Modern Language Journal, 14*, 114-121.

Lewin, K. (1938). *The Conceptual Representation and the Measurement of Psychological Forces*. Durham, NC: Duke University Press.

Low, G. (1999). What respondents do with quesitonnaires: Accounting for incongruity and fluidity. *Applied Linguistics, 20*, 503-533.

Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language Learning, 22*, 261-273.

MacIntyre, P. D., MacKinnon, S. P., & Clément, R. (2009). The baby, the bathwater, and the future of language learning motivation research. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 43-65). Clevedon: Multilingual Matters.

Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. New York: Routedge.

Markus, H. R., & Nurius, P. (1986). Possible selves. *American Psychologist, 41*, 954-969.

Markus, H. R., & Ruvolo, A. (1989). Possible selves: Personalized representations of goals. In L. A. Pervin (Ed.), *Goal Concepts in Personality and Social Psychology* (pp. 211-241). Hillsdale, NJ: Lawrence Erlbaum.

Meara, P. (1994). The year abroad and its effects. *Language Learning Journal, 10*(1), 32-38.

Mowrer, O. H. (1950). *Learning theory and personality dynamics*. New York: Ronald.

Noels, K. A., Clément, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientation of French Canadian learners of English. *Canadian Modern Language Review/La revue canadienne des langues vivantes, 57*(3), 424-462.

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning, 50*(1), 57-85.

Oakes, L. (2010). Lambs to the slaughter? Young francophones and the role of English in Quebec today. *Multilingua, 29*, 265-288.

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education.

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*, 12-28.

Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. Cook (Ed.), *Portraits of the L2 User* (pp. 277-302). Clevedon: Multilingual Matters.

Reeve, J. (2005). *Understanding Motivation and Emotion*. Hoboken, NJ: Wiley.

Registrariat. (2011). *Indicateurs de l'ordre collégial*. Montreal: Institut de tourisme et d'hôtellerie du Québec.

Ryan, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 120-143). Clevedon: Multilingual Matters.

Schmidt, P. R., & Finkbeiner, C. (2006). Introduction: What is the ABC's of cultural understanding and communication? In P. R. Schmidt & C. Finkbeiner (Eds.), *The ABC's of Cultural Understanding and Communication: National and International Adaptations* (pp. 1-18). Greenwich, CT: Information Age Publishing.

Taguchi, T. (2010). Illustration: Developing a motivation questionnaire. In Z. Dörnyei & T. Taguchi (Eds.), *Questionnaires in Second Language Research: Construciton, Administration, and Processing* (2nd ed., pp. 185). New York: Routledge.

Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian Learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 66-97). Clevedon: Multilingual Matters.

Todd, J. W. (1929). The psychological fundamentals of linguistic achievement. *Publications of the American and Canadian Committees on Modern Foreign Languages, 14*, 129-172.

Tolman, E. C. (1925). Purpose and cognition: The determiners of animal learning. *Psychological Review, 32*, 285-297.

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly, 28*, 377-389.

Yu, C. H. (2001). *An Introduction to Computing and Interpreting Cronbach Coefficient Alpha in SAS*. Paper presented at the The SAS User Group International Conference.