

Voices of Allophone Adults and Allophone university students: Perspectives
and Experiences with French as a Second Official Language in Canada

Callie Mady

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The federal government of Canada, through the Office of the Commissioner of Official Languages (2000), claimed that immigration is a challenge to official language duality. This challenge, however, seems not come from the immigrants' lack of desire to learn both official languages as they express support for official language bilingualism (Parkin & Turcotte, 2003) to a greater extent than that of Canadian-born Canadians. It may, however, be in part due to the challenge immigrants face in accessing opportunities to learn both official languages as revealed by focus groups gathered in Toronto and Vancouver by the Office of the Commissioner of Official Languages (Office of the Commissioner of Official Languages, 2007). With a view to better understanding Allophones' experiences with French as a second official (FSOL) in particular, this study explores Allophone immigrants', adults and Allophone university students, perspectives and experiences with FSOL in Canada through interviews and a questionnaire.

Methodology

Introduction to methodology

This study had one main objective: to gather information about educational choices, factors and experiences as they pertain to FSOL from the point of view of Allophone parents and that of Allophone university students. It used a mixed-method design, with a qualitative component to explore the views of both parents and Allophone university students, and an added quantitative component to gain a wider range of input from additional Allophone university students.

Research Questions

This study sought to examine experiences of Allophone adult parents and Allophone university students as they pertain to FSOL study in Canada. Specifically, this study sought to answer the following questions:

1. What were the adult Allophone parents' and Allophone university students' experiences with languages in their country of origin?
2. What were the adult Allophone parents' and Allophone university students' perceptions of Canada of the prior to their arrival?
3. How do adult Allophone parents and Allophone university students describe their experiences with the Canadian school system?
4. How do the adult Allophone parents and Allophone university students describe their experiences with FSOL education in Canada?
5. What factors/experiences impact parental and youth decisions regarding FSOL study?
6. What is the relationship, if any, among biographical information, past language learning experience and FSOL learning in Canada?

Research Design

This research used a mixed-method design with a qualitative component for the adult Allophone parents and a mixed-method component for the Allophone university students. For the qualitative portion, I developed two interview protocols for the purpose of this study—one for use with the Allophone parents (Appendix A) and the other for use with the Allophone university student participants (Appendix B). The protocols were reviewed by three researchers: two in Toronto and one in British Columbia. Subsequent changes were made to the formatting and wording of the questions in order to increase their clarity. For the quantitative component, I developed a questionnaire (Appendix C) and used it to survey Allophone university students. Prior to its use, the questionnaire was reviewed by two researchers. Changes were made to the format and additional questions were added based on recommendations. The questionnaire was then put online where it was piloted by 36

post-secondary students. Subsequent changes were made to improve the electronic links.

Instruments

Qualitative instruments. Allophone parents and Allophone university students in enrolled at university were interviewed for this study. A group interview (Kreger & Casey, 2000) format was followed having the mediator ask each question to each participant where time permitted. Research assistants conducted three group interviews: (a) a parental group in Toronto, (b) a parental group in Vancouver, and (c) an Allophone university student participant group in Ottawa. I conducted the parental interviews in North Bay. The semi-structured interview protocols (Appendices A & B) were used to target participant perceptions and encounters relating to experiences with second languages pre and post arrival to Canada. The adult Allophone participants were asked a series of 27 questions divided into 2 sections. The first section had 12 questions pertaining to the participants' background and experiences with second language learning prior to arrival in Canada. The second section had 15 questions relating to education in Canada. The Allophone university student participants responded to a series of 38 questions divided into the 2 same sections: nine in the first section and 29 in the second. The interviews in Toronto and Vancouver were audio and videotape recorded, while the North Bay group interview was audiotape recorded. All of the interviews were then transcribed. Subsequently, a content analysis was conducted looking and coding for themes.

Quantitative instrument. The questionnaire had 28 questions divided into 3 sections for all respondents. At times, dependent on their answers, respondents were provided with additional questions to detail their experiences. The first section had eight questions pertaining to the participants' origins: age of immigration to Canada,

country and language of origin, fluency in first language (2) and study of other languages (3). The second section included six questions pertaining to the participants' experience with elementary and secondary schools in Canada, in particular: Grade and place of schooling, language level (2), support received and first language maintenance. The third section offered 14 questions pertaining to the participants' experiences with FSOL in Canada in particular. These questions prompted detail on FSOL learning experiences and influential factors from three areas: compulsory elementary FSOL study, optional FSOL study to university FSOL studies. Frequencies were generated for all closed-ended questions on the survey. Chi-square analyses were also conducted to explore the relationship among variables. In addition to the quantitative data collected through the questionnaire, open-ended questions provided the participants' opportunities to share of their experiences following the description of each area of study: compulsory, optional and university.

Findings

Participants

Recruitment. Interviews with the adult Allophone immigrants were conducted in three locations: North Bay, Toronto and Vancouver. All of the participants met two criteria: (a) they had immigrated to Canada and (b) they were parents. The participants in North Bay were recruited through the Multicultural Centre. Allophone parents there were invited to participate in an interview held at the school where they had their English as a second language class. Participants in Toronto and Vancouver were recruited by the local Canadian Parents for French branch. In Toronto, Canadian Parents' for French chapter executives asked Allophone parents in their various schools or communities if they would be interested in

participating and sharing their experience. Chapter members from Toronto, Mississauga and Oakville each found two or more parents willing to participate. Vancouver sought participants by putting a call out to former participants of outreach projects, to chapter representatives and invited participants who had formerly participated in a federal session on diversity as organized by the Office of the Commissioner of Official Languages. After the recruitment process, four participants were interviewed in North Bay, nine participants in Toronto and six in Vancouver for a total of 19 adult Allophone participants.

Due to the financial and time restraints of the project, only one group of Allophone university student participants were interviewed with additional youth input coming via the questionnaire. The group interview with the Allophone university participants was conducted in Ottawa. The director of the immersion program at the University of Ottawa sent out an e-mail to all students taking French courses. The e-mail included the criteria to ensure the youth were Allophone immigrants. Those interested in participating then e-mailed the research assistant who arranged for the respondents to be interviewed. Four Allophone university students then participated in the group interview.

Participants for the quantitative component - the online questionnaire - were recruited through Canadian universities. Canadian Parents for French placed an advertisement in 20 university papers in 10 provinces in Canada. The advertisement revealed the criteria that respondents were to have a first language other than English or French, have immigrated to Canada and be enrolled in a Canadian university. The advertisement also offered twenty dollars in payment to be issued upon survey completion.

The Allophone University Students' Experience with FSOL questionnaire was developed to survey specifically, post-secondary students who immigrated to an English-dominant region of Canada outside of Quebec, and had a first language other than English or French. To ensure that the respondents to the survey met these requirements they were asked to respond to the following three questions:

- I immigrated to an English-dominant region of Canada, outside of Quebec before my 14th birthday (Yes/No)
- My first language is neither English nor French (Yes/No)
- I am in enrolled in a Canadian University (Yes/No)

Only those respondents who answered yes to all three questions were eligible to continue the questionnaire.

A total of 184 post-secondary students responded. Of these 38 respondents were not eligible to continue the survey as they responded "No" to at least 1/3 questions listed above. In addition, 21 students who were eligible to continue the survey did not do so leaving a total of 125 respondents.

Adult allophone participants' characteristics. The interviews provided an opportunity for the participants to share some background information in addition to sharing of their experiences with French in Canada. Of the 19 participants, 16 were female and three were male. In addition to gender, the participants provided information on their country of origin, languages used in that country, factors that influenced their coming to Canada, languages known to participants, length of time in Canada, whether they had visited Canada prior to immigration and languages presently used in their home. Of the 19 participants, 10 came from Asia, 3 from both Europe and South America, 2 from the Middle East, and 1 from Africa. The majority of the participants (N=12) came from countries where more than one language was

used in the community. The participants chose to come to Canada for a variety of reasons, the two most popular being to work and join family. The majority of the participants (N=10) are multilingual while the remainder of the participants (N=9) are bilingual. In regard to the participants' length of time in Canada, there are differences among the three groups. The participants in North Bay had all been in Canada for less than five years, the participants in Toronto from five to 20 while the Vancouver participants have been in Canada the longest with the duration ranging from 20 to 40 years. The majority (N=15) had not visited Canada prior to their immigration. In their homes in Canada, the participants use a variety of languages from one (N=2) to two (N=14) or more (N=3). The above information is presented in Table 1.

Table 1

Basic Description of Adult Allophone Participants

	Toronto participants	Vancouver participants	North Bay participants
Number of participants	9	6	4
Gender	8 female 1 male	4 female 2 male	4 female
Country of origin	Columbia Croatia (N=2) Brazil China Iran Iraq Pakistan (N=2)	Vietnam Greece China Philippines Philippines Uganda	Japan Chile Hong Kong Thailand
Languages used in their communities of origin (language of school instruction in bold)	Arabic, English Punjabi, Urdu Arabic, English Arabic, English , Urdu Arabic, English , Farsi Cantonese, English, Mandarin English, Portuguese Spanish Croatian (N=2)	English, French , Vietnamese Greek Mandarin Cebuano, English , Tagalog, Spanish English , French, Tagalog English , Gujarati, Hindi, Swahili, Tribal languages	Japanese Spanish Cantonese, English, Mandarin English, Thai
Influencing factors in coming to Canada	Family already in region (N=2) Work (N=4) Children's education Study Unrest	Family (N=2) Speed of immigration acceptance (N=2) Unrest (N=2)	Family (N=2) Work (N=2)
Languages known	Arabic, English, Punjabi, Urdu Arabic, English, French, Urdu Arabic, English Arabic, English, Farsi Croatian, English (N=2) English, French, Mandarin English, French, Portuguese Spanish English, Spanish	English, French, Vietnamese English, French, Greek English, Japanese, Mandarin Cebuano, English, Tagalog English, Tagalog English, Gujarati, Hindi, Swahili	English, Japanese English, Spanish English, Cantonese English, Thai
Length of time in Canada	5 years (N=2) 7 years (N=2) 8 years 13 years 16 years (N=2) 20 years	20 years 27 years 29 years 36 years 37 years 40 years	6 months 1 ½ years 2-4 years
Visits to Canada before immigration	No (N=7) Yes (N=2)	No (N=5) Yes (N=1)	No (N=3) Yes (N=1)
Languages used in the home	Albanian, English, Mandarin, Turkish Arabic, English Arabic, English, Farsi Croatian, English (N=2) English, Portuguese English, Punjabi, Urdu English, Urdu Spanish	English, Croatian English, Greek English, Gujarati English, Mandarin English, Tagalog (N=2)	English English, Cantonese English, Japanese English, Spanish

Characteristics of the Allophone university student participants:

Interview participants. The Allophone university interview participants shared biographical information during the group interview as seen in Table 2. In total, there were four participants, all female. Three of them came from Europe, one from South America. Most of the university participants (N=3) came from countries where more than one language would be heard in daily life and all of them had learned at least two languages while in school in their country of origin.

Table 2

Basic Description of Allophone University Interview Participants

Age of arrival in Canada	N	Country and language of origin	N	Languages used in the community of origin		Languages of instruction in country of origin		English level upon arrival to Canada	
				N		N		N	
Six	2	Columbia, Spanish	1	English, Spanish	1	English, Spanish	1	Basic	4
Eight	2	Czech Republic, Czech	1	Czech, Slovakian	1	Czech, Slovakian	1		
		Latvia, Russian	1	Latvian, Russian	1	English, Latvian	1		
		Poland, Polish	1	Polish	1	English, Polish	1		

Characteristics of the Allophone university student participants:

Questionnaire participants. The online questionnaire provided the opportunity for the participants to share background information. The first two sections of the survey, origins and experiences with schooling in Canada, provide for a detailed description of the Allophone university participants. From the background information gathered, it was revealed that seventy percent of questionnaire respondents were female. Seventy-eight percent of the participants ranged in age from 5 to 14 years when they immigrated to Canada and approximately two-thirds (65.6%) were immigrants from Asia (mostly China, Hong Kong and other Eastern Asia). Not surprisingly, forty-three percent of participants indicated that the first language

they learned is associated with the Asian region and 39.0% reported first learning “other” languages not listed (see Table 3).

Table 3

Basic Description of Allophone University Questionnaire Participants

Age of arrival in Canada	%	Continent of origin	%	Language of origin	%
Under 5 years	21.6	Americas (Central & South)	7.2	Arabic	6.4
5 to 9 years	37.6	Africa	3.2	Cantonese	15.2
10 to 14 years	40.8	Asia	65.6	Hindi	1.6
		Europe	24.0	Korean	8.0
				Mandarin	16.0
				Other	39.2
				Punjabi	4.8
				Tagalog	4.0
				Urdu	0.8
				Vietnamese	4.0

In addition to country and language of origin, the participants responded to questions related to their first language experience as well as their experience with other languages. Seventy-three percent of respondents were literate in their first language when they first started school in Canada, while 77.6% reported that at present they were literate in their first language. Forty-eight percent had

studied English in their country of origin and only 36.7% had taken other subjects in English in their country of origin. Very few participants (8.0%) had studied French in their country of origin while 24.0 % reported they studied a language other than English, French or their first language in their country of origin (see Table 4).

Table 4

*Description of Allophone University Questionnaire Participants' Experiences with**Languages*

	Yes	No	N
Ability to read and write in first language upon arrival to Canada	72.8	27.2	125
Present ability to read and write in first language	77.6	22.4	125
English study in school in your country of origin	48.0	52.0	125
Study of other subject areas in English in country of origin	36.7	63.3	60
Study of French in country of origin	8.0	92.0	125
Study of additional language in country of origin	24.0	76.0	125

The second section of the survey asked for information regarding the participants' experiences with schooling in Canada. Just under half (48.8%) of students reported entering Kindergarten- Grade 3 when they first arrived in Canada and 23.2% entered Grade 4-6. Most students (64.0%) attended elementary and secondary school in Ontario, followed by 20.8% for British Columbia (see Table 5).

Table 5

Description of Allophone University Questionnaire Participants' Experiences with Education upon Arrival to Canada

Grade upon arrival to Canada (n=125)	%	Province of arrival and study (n=125)	%
Kindergarten-Grade3	48.8	Alberta	8.8
Grade 4-6	23.2	British Columbia	20.8
Grade 7-8	18.4	Manitoba	2.4
Grade 9-12	9.6	Nova Scotia	4.0
		Ontario	64.0
		Quebec	3.2
		Saskatchewan	1.6

In addition to Grade and province of arrival, the Allophone university participants were asked to rate their English listening and speaking skills and also their reading and writing skills when they started school in Canada, using the rating scale shown in Table 6. Sixty-one percent of participants felt that their listening and speaking skills were very poor/poor and slightly less (57.6%) felt that their reading and writing skills were very poor/poor.

Table 6

Description of Allophone University Questionnaire Participants' English Skills upon Arrival

	Very good	Good	Adequate	Poor	Very Poor	N
Rating of English listening and speaking skills in terms of coping with schooling in English	6.4	10.4	22.4	34.4	26.4	125
Rating of English reading and writing skills in terms of coping with schooling in English	8.0	11.2	23.2	30.4	27.2	125

Participants were also asked about the English language support they received in Canada. Two-thirds (66.4%) of participants indicated receiving English as a second/additional language support. Of those participants who were given support, 90% received support for 4 years or less, the majority receiving it for 2 or less years. Those participants who indicated they did not receive support were asked why and 69.0% reported they did not need support whereas the other 31 % indicated that the support was not available.

Beyond their English language learning, participants were asked about maintenance of the language of origin. Most (60.8%) participants reported not continuing to study in their first language after arriving in Canada. However, for those participants who reported studying their first language after arriving in Canada, 47.7% attended heritage classes within the school, 69.2% attended language classes outside the school system, and 72.1% used informal tutoring

from friends and family. A quarter of participants reported they were still studying their first language. For those participants who decided not to continue studying in their first language just over half (52.0%) made this decision because it wasn't available and 38.7% chose not to.

Adult Allophone Interview Findings

Experiences and perceptions prior to arrival in Canada. Nineteen adult Allophones participated in group interviews in three locations: North Bay, Toronto and Vancouver. All of the interviews took place in English. The interviews in Toronto and Vancouver were audio and video recorded, while the interviews in North Bay were simply audio-recorded. All interviews were subsequently transcribed. I read the transcriptions, organized the three groups' responses according to the question posed, looked and coded for themes. The first seven questions provided biographical information as previously shared with the description of the participants. After having responded to those background questions, the participants shared their perceptions of Canada as a bilingual country as envisioned prior to their arrival.

All of the adult interview participants knew that Canada was a bilingual country prior to their arrival. Their knowledge of Canada's bilingual status came from a variety of sources: (a) the application process for immigration, (b) media, (c) family and (d) education. Although the question did not ask for their evaluation of the bilingual status of Canada, a minority of participants in Vancouver revealed their satisfaction:

I wanted to learn the English language so I said wow, what a country, everybody speak two languages. So I was very impressed.
Vancouver participant 1¹

¹ Language kept as used by participants.

Well, like I say, my cousin, distant cousin, told me about, a little bit about Canada, so I know that, from then, it's a bilingual country and I said oh, that's good, then I can learn French. I love to learn French long... And I say that's the right you know, the country for me!

Vancouver Participant 3

Although knowledgeable about Canada being an officially bilingual country, none of the participants studied French prior to arrival for the purpose of gaining entry to Canada or opportunity while here. Half of the participants, however, had some exposure to French before coming to Canada:

After I finish high school, I chose to learn French and I went to French academy to continue the learning of French language because I loved it.

Vancouver participant 5

Before I came to Canada, in fact, I started to learn French a couple times. Every time just the one book, about pronunciation, the first couple times. But I haven't stick on to taking of the study.

Vancouver participant 4

The other half of the participants expressed a focus on learning English as a second language:

I was more focused to perfect my English so I can use it more efficiently at work and in environment than to learn another language and be so-so in both, yeah. So that was my goal.

Toronto participant 7

Knowledge of Canada's bilingual status allowed the adult interview participants to imagine how that bilingualism would be prior to their arrival. When asked how they imagined a bilingual Canada would be, one participant thought some people would speak English and others would speak French. Another participant wondered why Canada limited its status to two languages. Three quarters of the respondents, however, envisioned a Canadian population that could speak both English and French:

You know, a country that is officially bilingual, everybody speaks both languages.

Toronto participant 7

My imagination of a bilingual country at that time was that everybody was speaking two languages and I was so amazed - would they like speak one sentence in French in the next sentence switch to English whenever they felt like to? And everybody, one hundred percent of the population would do that. And I was so amazed, at that you know, wow, what a country. Vancouver participant 1

With that vision in mind, it is not surprising that, given their English-dominant locations in Canada, their perceptions of Canadian bilingualism changed after immigration. The majority, approximately sixty percent, of the participants' perceptions changed from a view where evidence of bilingualism would be heard in everyday life to one that was dominated by English:

I still have the concept of flowing back and forth, because the forms that were presented are in both languages. So, I still did believe at that time that it's the way I thought it would be, just flowing back and forth. Because, if it were just, if it's just supposed to be just English here, then it's almost useless - a waste of paper, a waste of whatever to have the other language put in, right? So my perception was still even when I arrive and even when I lived here for a few months, I still thought that it's the same way as we were doing Tagalog and English. It's just flow back and forth, because both languages are presented in all the forms and both in the receipts, in the labels of the food - that's learn a bit of French in the can labels, right? So, yeah -no, it took a while for me actually learn that they only just speak English here.

Vancouver participant 2

Yeah, I don't think the French is very important for the country, I think the more important is English.

North Bay participant 1

Two participants expressed their disappointment with the lack of lived bilingualism within their region. Such disappointment was highlighted by their previous lived experiences within multilingual locations:

I have well like I said I only learn it's bilingual with the application form, and in the application form it did ask if I am proficient in one or both language - like, it's an 'and/or' kind of thing...That it would just like, go flip back and forth. The same way as me as a Filipino speaks like what we call - we call it Taglish, because we will also be speaking in our dialect and then interspersed with English and it's almost like some of us are not able to speak our language

anymore straight, without an English word. I mean, this is my concept of it being bilingual, you just flipping back and forth with ease. And my knowing at least one will help me, gain the other because I'll just flow into it, kind of, and - only to learn the reality is not that way. And not everyone knew both languages. I thought my concept would have been, yes if you belong to the same country you learn both official languages of the country. It was kind of a disappointment, yeah.

Vancouver participant 2

It was a big disappointment. Yeah. But I also know about Switzerland, and that you have three languages, three basic languages and that's - wow, that is also an amazing country, that you can switch, you know, the concept, -at a time of, of, of, bilingual or trilingual language is the same right, like all - everybody can switch back and forth whenever they want to. Yeah.

Vancouver participant 1

Although sixty percent of the participants commented on the dominance of English, the other forty percent highlighted the opportunities that come from living in an officially bilingual country:

I knew about the language, I knew about the opportunity that we can have it here of learning another language. And, it could be in the schools and free, so I wanted to offer that to my kids. I wish that I know French actually... We can teach it to our kids.

Toronto participant 8

But when we came here, I just saw, like, his side of the family. They were all in government, and they were working there. And other one of my cousin who studied French, she's also working at the government. And, it's like really helpful. So when I had my daughter I had no doubt that I would be sending her to French Immersion, and then my husband was really motivated about it. So, yeah, that's all.

Toronto participant 3

Despite their exposure to English dominant environments in Canada, the vast majority of participants, all participants in Toronto and Vancouver and one participant in North Bay, sought opportunities to learn FSOL after their arrival to Canada:

We had a customer and he was a teacher. He teaches at a school, so I ask him, can you help me? ...And he's French, so he had English and French, so he teach me together. So I just sort of, worked on some papers and some were French, and my language, so I know how to speak a little.

North Bay participant 2

When we came here I realized it was important to learn French and I did try to learn French, through night school and classes but with no practice to speak to somebody. I really didn't go very far. But I still have the intention to pursue the language. Because I like the language and its advantages. 'Cause sometimes when you travel international, you need to use French as well. And I go quite often to France or Brussels and there most of them speak French. So I went to Langara College. I passed a placement test, they said, well you're up there, just go take literature classes. So I went, and I took some other classes as well.

Vancouver participant 5

I only have one job, so I have time to learn night time, you know, courses at night. That's when I tried to get into the French lesson, night time. And since then I've always been interested in short lessons. Cause I've never really - I don't wanna go to - to really take it as a course. I just wanted, they offered it for 2 months, like 8 weeks, so I always put myself into short lessons. I also have other things in life, other than learning French. But I'm always interested and I'm waiting for the next one to come. I'm gonna register again for the next lesson.

Vancouver participant 3

One third of the participants cited their children's learning of FSOL as inspiration for their FSOL learning:

Uh, no, I didn't seek the opportunity to learn French until my daughter start going to school. And, I didn't feel the need for it before that, but now I do, and now when I, just to help her out, just to know, to read and pronounce it the right way. So that's what I'm doing with her. And, before that I never learned French before coming here. But the most important is, you know, you have the opportunity to learn French in Canada, for his future are going to open more doors in any place in the world. To grow more competitive in the business or just more knowledge in another situation.

Toronto participant 4

We are starting, me and my husband, starting to just kind of going through the courses for the French, but we didn't get a chance completely to do that yet. But with my son which he is going to French Immersion, we are just trying to know to speak the words and countries, because I had just two years, and I don't have it completely. But because I had that two years at least I know kind of, like, just small things. Not that much, and I can help him to read a book. That's it. But, I believe it's a bonus if anybody here knows any other language other than other than English. So, that's it.

Toronto participant 5

Summary of adult participants experiences prior to arrival in Canada. The adult Allophone participants were knowledgeable about Canada's official language status before coming to Canada. After they arrived in Canada, their perceptions

changed as they concluded that Canada was English-dominant. Despite their realization, the majority of participants still sought opportunities to learn FSOL.

Experiences with Canada’s educational system. It is perhaps due to their perceptions of the advantages of learning other languages that the vast majority of adult participants sought out opportunities to learn FSOL. When asked about how the knowledge of languages has affected their lives, all of the participants responded positively. Two thirds of the participants spoke of the opportunity that comes with knowing other languages:

It open up doors for you, the opportunities are there. I mean, just being able to communicate instantly, and not like, I am at this point now where I don’t have to translate it in my head. I just speak it instead of translating it so, it open doors for you.

Vancouver participant 2

I do believe that, because you open up your horizon into different realities. Before we thought, for instance, “what is this? It is strange.” No, it is not strange – it’s a different way of seeing things. And you embrace it. And you welcome it. And we’re not strangers anymore, or they’re not strangers anymore the others, they speak another language.

Toronto participant 5

One third of the participants stated that learning one language helped with the learning of others:

So, yeah, and my daughter is doing absolutely great in the program. And I speak Portuguese. I’m from Brazil, so she does speak Portuguese too. And this is one thing that totally is non-negotiable. Like, they have to speak Portuguese. They read and they speak fluently. And, I do have to comment one thing because my daughter went to Brazil in August, and was enrolled in a regular program with no problem at all with the local kids. And it helps a lot with the French. Yeah, it’s amazing. And I’m very glad to be here.

Toronto participant 6

You learn a language and then it is easy to learn the other language ...And after you learn another language then it is easier for you. So for me, it helps me to learn and understand another language when I have already knowledge of a similar language. So, that is my perception of that.

Vancouver participant 5

In addition to answering questions regarding their own educational experiences, the adult Allophone parents provided information about their experiences registering their children in school in Canada. First, the parents responded to the question of how they got information regarding the Canadian school system in general. Approximately 50 percent of the participants got their information from outside of the school system from: (a) employers, (b) friends, (c) cultural centres, and (d) self-directed research;

My husband in the company has human resources and they teach about education there, and they recommend some schools and our decision is this school.

North Bay participant 1

The culture centre and I asked somebody.

North Bay participant 2

So I did a lot of search, of research about elementary, high-secondary, the university, the graduate, so I quite understand educational system here.

Vancouver participant 4

Approximately 30 percent of the participants claimed ignorance in regard to the Canadian educational system:

I really even now, I don't have a real concept of what Canada's educational system is. I really don't. Basically, I have only one child, he's an adult now and basically, I just sent him to public school. You know, like, I just, throw him in there. And I really, I mean, they go to school. But I don't have, I didn't even know that there is such a thing as a French Immersion program. I didn't know that there is such a thing as, like, whatever. I don't have the overall concept of the education system. I just put him in school and I'm satisfied with that

Vancouver participant 2

I just registered him in school because that's what people do. I mean, you just send your children to school. There is a school near where we lived, so, he goes there. And, that's it! Like, it's not a matter of -it's just what you do. It's not a question of, do you have to assess, whatever. None of that was done.

Vancouver participant 6

But still I believe the information, especially in Toronto, which school would send it out, is not, you know like, most of the parents doesn't know anything.

Toronto participant 5

Approximately 20 percent got their information (a) by going to the neighbourhood school to register or (b) through flyers as provided by the kindergarten program.

When we moved to Canada, we are not sure about the French. Like, if you have the opportunity to learn in the same school. When we arrive to Oakville, and my little son he was in Kindergarten, Senior Kindergarten, we received some documents from the school.

Toronto participant 4

The question that followed asked the participants to evaluate the information they received. The majority of participants, almost 60 percent, were not satisfied with amount of information they received. Approximately a quarter of the participants claimed they had no information on which to base their educational choice for their children:

And so when you go to the next question: did I have enough information at the time to make good choices: I don't. I mean, that's it basically, I don't have the information. And I'm just happy that he's in school, period.

Vancouver participant 6

No, I didn't know anything, no.

Toronto participant 6

Over a third stated that they did not have enough information (or had misinformation) to make good choices for their children:

No, because they (employers) only know about public education, English education, but they don't speak about French education or French Immersion with us and only shows English public schools, but maybe if you ask for more information, they will show Catholic school and English and French.

North Bay participant 1

I didn't make her go to a French Immersion program because at the time I thought it would weaken her English, had I, you know, make her learn both languages and she won't be good neither in English nor in French. And that I think has proven to be wrong, because ... my sister, however, who came, basically in the same situation as I came in, they did put their kids through the French Immersion program. And I think that was beneficial that they can speak both languages. It didn't weaken any of their languages.

Vancouver participant 1

You know, I believe the vision, which people have about French Immersion or French Extended is not more enough to know, like, what exactly they are. And

it just, like, if I was really, I listened to her (sister) I wouldn't send him. Like, she kept telling me "Oh no, don't do that. He's a boy. Don't do that".
Toronto participant 5

One participant had average, "so-so", information on which to make his decisions while the remaining participants, approximately a third, were satisfied with the amount of information they had on which to base their educational choices for their children:

I did a lot of search, of research about elementary, high-secondary, the university, the graduate, so I quite understand educational system here. Yeah. So, for the next question, I think I got enough information to make a choice.
Vancouver participant 4

I think I got enough information and I have good choices that I put my son through the French immersion school, that's what drove me to put him in there.
Vancouver participant 3

The adult Allophone participants were asked if they had the opportunity if they would do anything differently in regards to their children's education in Canada. Half of the respondents agreed that they would make different choices.

Approximately half of the 50 percent would have enrolled their children in French

Immersion:

So, had I known. It would be nice, and in fact he [my son] did, he did express it that it would have been nice to, - he had some French in high school, but like not enough, it's not French Immersion, and he's totally ... I think we have just shared the same three phrases. And he did express, that, it really would have been nice to have been to French Immersion and then he will just flow. Because he recognizes the importance of learning the other official language. It would, will open doors for him, he recognizes that.
Vancouver participant 2

And that I think has proven to be wrong, because my sister, however, who came, basically in the same situation as I came in, they did put their kids through the French Immersion program. And I think that was beneficial that they can speak both languages. It didn't weaken any of their languages. So, yeah. So I think next time around ... "next life around" [laughter], I would teach them, I would let them learn as many languages as possible.
Vancouver participant 1

In regard to learning other languages, one participant would have had his child learn his language of origin in addition to the two official languages of Canada:

When my daughter was in school, getting to high-school I encouraged her to take French. I also have a choice to teach her Vietnamese at home, which I chose not to, because I thought, well, maybe to better learn Mandarin, learn any other languages that is more useable, useful in life, and Vietnamese, because Vietnamese is only spoken in Vietnam. We haven't invaded anybody to, to be able to speak it [laughs] anywhere world wide. So, I thought of that, but I later on, regret, in that, my, her, my daughter's relationship to my mother has suffered because of the language barrier. So, had I make a different choice now? Yes, I would teach, I would go ahead and still teach her because the mind is not limited just to one or two languages. You can learn five, ten languages if you want to. And, especially as children, they learn easily, and so, I would teach as many, I would make her learn as many languages as possible.
Vancouver participant 1

Another participant would have registered their child in Extended French rather than French immersion:

Yes, I would do something differently. I would enrol my kid in Extended French Immersion instead of Early French Immersion. Why? I think they need a foundation in English first.
Toronto participant 6

In addition to the fifty percent of participants who would have made different decisions for their children, the remaining half of the respondents would make the same choices. Approximately 42 percent were satisfied with their decision to enrol their children in French Immersion:

I put my son through the French immersion school, that's what drove me to put him in there. And I wouldn't do it any more differently from the way I did it before, you know? I think I did the right thing for him. Yep. 'Cause, when he was in school I was also learning at the same time, so I benefited from that. You know, my decision before. So everything was, I did it right. For both of us.
Vancouver participant 3

And we were happy about it and we listed both daughters in that program.
Toronto participant 7

The remaining one participant was satisfied with his choice for his children to attend the mainstream English program:

And we lived on the North Shore, the school... kids went, elementary school North Shore, we moved downtown, they went to the high school and they finished universities. So, I think we knew what we were doing, and the system we knew. So, I think everything... I wouldn't change anything that happened.
Vancouver participant 6

In sharing of their experiences when registering their children in school, due to lack of time in the Toronto group, only the adult Allophone participants from the Vancouver and North Bay groups responded. All of the Vancouver respondents registered their children themselves. While the majority (N=4) registered their children without responding to further inquiries, two of the Vancouver participants were further questioned as per their desire to register their children in French

Immersion:

No. I actually did it myself. I decided I wanted to put my son in the French immersion school because I want him to learn another language, not just English, you know. So I did it myself, I went to the school and I asked them that I would like to put my son here, and they asked me why, because I'm not French. I said, well, just what I feel, you know? I feel that my son has to learn other language other than English and I wanted... and, ah...I did. I did it all by myself, and I didn't meet anyone, nobody. Nobody give me advice to put him there, I just did it myself.
Vancouver participant 3

Yes I did. I met, District Coordinator first, and, we talk about the possibility to enrol my daughter to French immersion, and then I spoke to a French resource teacher in the school, and we discussed thoroughly what a challenge it will be because she's a ESL student, ...so, we, we did discuss this issue to get into French Immersion program. And, yes I did enrol her myself, register her myself.
Vancouver participant 4

Similarly, although he did not respond to the registration part of the question, one Toronto participant shared his frustration upon trying to register his daughter for the

Extended French program:

Even, it's not there was a little disappointment with educational system here when we were inquiring about Extended French for our older daughter. And, there was a test that she had to do before applying for Extended French to see how good her knowledge of French is. And it was our luck that the first teacher that teaching French, she thought that four of her students are good

enough to go to Extended French program. She tested them, and then we found out what Extended French program by luck. And then when we talked about that to the principal and her home teacher, they were both actually trying to, they were both saying, like, “Oh it’s a very hard program, maybe you should think about it”. Instead of encouraging us and encouraging student to go, to explore their interest, they were actually trying to pursue us to stay there and go with the core English program, which was very disappointing, and it should be otherwise. It should be like “Oh go, it’s a great opportunity the Extended French”. It was actually the reverse process.

Toronto participant 7

A North Bay participant was also discouraged from having her son take FSOL:

-Does your son study French?

-No.

-...Was he given the choice to study French?

-But the teachers say that is too hard for them.

-Do you think so?

-No, I think children need to learn more. But they say no, no, he doesn’t need French, he only needs English...I said to the teacher he needs French, and she said no, maybe French is too hard for him, maybe next year he take French, and my husband say no, no, French is very important here... Yeah, they keep saying it is too hard for him.

-They don’t recommend French.

-They say it’s no obligation to speak French in the school...

-Did you agree?

-No, because ...he needs to learn some French. But for this year it’s okay. I listen to the teacher. But next year he takes French.

North Bay participant 1

Although they did not specifically share of their registration experience, one Toronto participant shared of his child being asked to return to the English program after having been in French Immersion for less than a year, followed by his determination to differentially provide him with a FSOL learning experience:

I just had my son, Grade 1, in French Immersion. He didn’t pick up the language. So much that the teacher insisted to take him back to the English school. Because he was good enough, it’s because he got lost. I take him to Arabic school, we came from Greek, from a different language being totally French, 100% French class... I’m planning right now for the opportunity Grade 6 he can go to Extended French Immersion next year. I am planning to do that.

Toronto participant 8

Although many participants shared of their experiences with FSOL in response to the previous general questions, when asked if they knew about the French Immersion program in particular, half of the respondents were unaware while the other 50 percent of the respondents were aware of the program and received their information from friends:

Ah, yes, I did know about the French Immersion program. How did I know about it? Ah, I have friends that have kids in the immersion program.

Vancouver participant 1

Yes, yes. Because my friends' kids started the late French immersion. So, I knew that there was a French Immersion program near home.

Vancouver participant 4

A majority of respondents, approximately 60 percent, did not enrol their children in Early French Immersion. The majority did not have knowledge of the program to be able to do so:

Ah, misconception. I have a misconception. I did not know it as a French Immersion program. I didn't see it that way. I thought it's like there is a French school, but it's for the French speaking people only. I mean, I knew about the Blessed Sacrament where they have a French program, but a friend of mine was married to a... francophone – they have the children enrolled there, but I thought, that's because the husband is French! So I did not it's a misconception on my part. And so, it was a wrong-learning, so in answer to the seventh question, basically the answer is... because I was ignorant of it.

Vancouver participant 2

Others made conscious choices not to enrol their children in French Immersion at the onset of school citing a specific need for their children to focus on English:

I ... did not consider enrolling my child to the French Immersion program, and what influenced my decision was that, I thought she would be... passable on both languages, but not great on one, so I rather her concentrated on one which was English, but at the same time taking French as a second language training.

Vancouver participant 1

There was... at that time, I thought, let them get through the English language and pass their subjects.

Vancouver participant 6

When we came here, none of us spoke French. And we didn't feel comfortable enough to put our kids in the French Immersion, Early French Immersion program because we wouldn't be able to help her with the subjects because we found out it's 100% French. None of the English. And, in the house we spoke Croatian, so she will have any English knowledge. And we live in the English-speaking area. So our...we said, OK we're not going with the French Immersion program.
Toronto participant 1

The participants, 40 percent, who chose to enrol their children in French immersion, did so for a variety of reasons. Some expressed confidence that their children could learn an additional language:

And parents, we don't have to be afraid of, "Oh! Is my daughter, my son's going to learn the English language at the same time, because if she/he would go there he might mix up the languages. And you know what, I believe this is a myth. We mix them up. They do not. They have great capacities. So I saw that my kids, they were learning, they were trilingual at this time, and they do not get confused. Yes, sometimes, at first my daughter she would be upset and, "Oh Mom, you know what? On Mercredi, this is what happened" and yes she would throw there the word "Wednesday this is what happened", but what's wrong with that? Now they speak three languages. They have a great capacity to clear up situations like - this is French, this is English. But it is a great program, because as I said, they work as the best private - if we can say that the private schools offer more opportunities, this is it. This is it. And we don't have to pay - it is free. So that's my experiences.
Vancouver participant 5

When I...before I came here, I was living in Greece. I just put my son in a school, it is an international school, British it was. When you go to register there, just for Senior Kindergarten and Grade 1, they give you a paper to choose for language for your son to read, to study in that language. So I pick up the paper, looking for the languages that...of course I choose the Greek because I live there, the English, the Arabic, and I looked for the fourth language. I chose, at that time I chose French. I did not know that I am going to stay there or not, but you have to fill this paper. But I thought when I came here and I just put my kids in French Immersion...There is a lot of study behind this paper. There is a lot of educational people, a lot of professional when they say that kids can pick up four languages. Of course, they are not going to study the four languages in Grade 1 or Grade 2. It's for I think it's for Grade 4, 5 and 6. But they have the choice to study four languages and they have to do that if you are studying at that school. So I believe that the kids can pick up four languages. I believe.
Toronto participant 8

Others were attracted to the French language:

Ok, well, when I was in Winnipeg, my neighbour, they're French people. And so, I got so interested because it sounds so romantic. I said, "Oh my God. Someday, when I get married, have children, I'm going to put my kids through French Immersion." And, you know, so when I came to... 'cause I was married here in Vancouver, not there. So when I had my son, what I did, I heard that at the Blessed Sacrament there's a long waiting list. So, when he was 2 years old, I put him right away at the waiting list. And they said, Oh, you have to be a parishioner of the church, you know, in order to get your son to the school, which I did. Even though it's in French I used to go to church, in French. I mean, like, you can understand a little bit like notre Pere, you know, means our Father, you can understand a little bit, so I went to the church and I was a parishioner there, and that's how I got my son to register. ... But I always want French, you know, even before I had my son.

Vancouver participant 3

While others were attracted to the program itself:

Yes, I knew about the French Immersion program, and I did enroll both my children in French Immersion programs. My experiences: I had friends that they were parents of children that they were going to French immersion school, since some of them, they had children that they sent them to English schools. So, I was comparing the two programs before even I sent my own kids to French Immersion school...and I did compare them and I realized that in French Immersion schools they work a little bit harder, and if I may explain, it's not... well, put it more diplomatically, coming from a European country, education is serious business. We wanted our kids to have some kind of homework, to learn more. Do not underestimate their capacities of learning. Education is fun. We cannot say, "Oh we want them to be happy - we don't want them to have too much work." Well, they can be happy by learning. So that was my mentality, and with that in mind, and with that -the mirrors in my head, comparing the two systems, I got influenced to send my kids to French Immersion schools because I can clearly tell now that the programs – the French Immersion programs – they function like the best private schools. And indeed, they offer great opportunities for kids to learn the language, learn the grammar.

Vancouver participant 2

I think, this 50-50 program, I think, for people like us who has, this is the third language, it's very beneficial, because when I sent my daughter there I didn't have anything else to compare it with. Like, any other board, I didn't have knowledge of any other board. All I saw was one of my cousin's son goes to the school, and even she is just like me. She didn't have any background in French, and her son adapt quite nicely. And then I saw people in my family, they were doing really well in French. I was a bit skeptical about it, cause' I didn't know French. I couldn't help her out, and I'm the type of person who is really into the studies with my kids cause' that's how my mom was. Like, she was always involved in this study. So I was very worried, how will this go? So I said, OK, we'll send her for one year, then we'll see. My husband was asking me, what harm will it do? We'll just find out? But, thank god, she's doing really well. She gets all of these certificates and everything, and she's talking

in French, she's reading in French, she's helping her cousin who is in high school. She (the cousin) is not that good in French; she's doing her assignments and just telling her how to translate stuff. So I think this 50-50 program is really good and very beneficial for the kids, especially for people like me whose third language is French.

Toronto participant 3

Another participant recognized opportunities that come with official language

bilingualism:

And then I enrolled her, enrolled my daughter to the French Immersion. And, what influenced my decision, is, I think 'cause Canada is a bilingual country. If you know two official language, it's probably good for your future when you're looking for a job, a new career. It probably affects good way – a positive way. Yeah.

Vancouver participant 4

The North Bay and Vancouver participants were asked about their feelings concerning their children learning/or not learning FSOL. All of the respondents whose children studied FSOL expressed satisfaction:

Again, I feel really good, as I said, how influenced that decision. Their future now, they both went to universities, they took a little bit French there, but as new independent thinkers and independent, anyhow, they work now, right? And the French language helped them a lot in their new careers.

Vancouver participant 5

I think it's good and although she's still in a learning stage, is still struggling, I already see learning success. Because I really didn't realize how fast she can pick up a language. And she can read and she listen to the French novel – those audio-book without trouble. And she take the book and listen to those audio-book and she can also read the books. So I'm good for that.

Vancouver participant 4

The French language also help them to find better jobs. And this is a treat. And many other things, as I said, linguistically speaking: it opened up their horizons, and I'm proud of that.

Vancouver participant 5

I feel okay, but if I know about French Immersion when I arrived to here, maybe I would have put my two oldest kids in French Immersion, but it's very important today to have two languages for any job in the future.

North Bay participant 1

Only the respondents whose children did not study FSOL expressed regret:

Now I think if they had learned French it would have been advantageous to us. Both my children are in the business with me and French is essential, so we could have done better with the French language and not without it. Yeah.
Vancouver participant 6

How did I feel about my son not learning French -because I don't think he learned- is: I really felt guilty. It's almost like he's missing out and I really felt that I should have known better so he would have a better opportunity. Yeah. Would have been nice. Yeah, especially now, he's starting to go into the military and he said the other language would have been a big, big bonus. It will open doors for him, whatever he's doing. I do see now the importance of -had I known actually, had I known before I would have. I never knew. It's just sad.
Vancouver participant 2

In addition to questions that focused on FSOL learning opportunities, the participants were asked if they provided opportunities for their children to maintain the languages from their country of origin. The majority of the participants provided opportunities for their children to use their language at home. Only two participants, one in Vancouver, the other in Toronto, provided formal language learning opportunities for their children, while one participant chose not to have their language maintained formally or at home.

For those who chose to have their language of origin maintained, in addition to its use in their home, some participants made explicit effort to support their children's heritage language by spending time in their country of origin to providing resources:

The most important thing is when I used to take them to Greece every summer, every single summer, religiously, that was the best thing that we've done. And they learned so well, the Greek language without accent.
Vancouver participant 5

In my country, to stay one month, it's very good. They learn a lot of Spanish.
North Bay participant 1

I read them Japanese book as much as I can and read a book with them once a day.
North Bay participant 3

I get some books for her to read and also the writing and she can copy those characters and I try to make a schedule, maybe not every day, maybe once a week to copy the words for the first language.

Vancouver participant 4

The North Bay and Vancouver participants had the opportunity to further detail if and how they supported their children learning FSOL. Three quarters of the respondents made choices to support their children's FSOL acquisition:

Yes. I helped her out with her homework with English and French. But you know sometimes when I'm not supporting her in her English her mom can supported her, can support her. But when it comes to French, she pass it on to me, of course.

Vancouver participant 1

Well, I used to help him when he used to do his homework and I'd kind of help out, reading it and you know. He thought he had to read it, like, good... pronunciation and I learn. And then I used to help him did his homework and we learn from each other. I learn from him and then he get support from me.

Vancouver participant 3

-And what do you do to support your children's English development or French development?

-Books and movies.

-In English or in French? Or in both?

-Yes.

North Bay participant 1

The remaining quarter of the respondents did not acknowledge taking explicit actions as means to help their children's second/third language acquisition.

All of the participants who had children who studied FSOL were optimistic that they would use it in the future. Sixty percent thought they would use their French for work:

They both use it. As I said, my daughter is a flight attendant; every time she flies, she has to say everything in English and in French. So, she's using it. Sometimes we go to some French restaurants we speak a little bit French together. My son, yes, he's using the French language as well, because he works in a place that they use the French language, so, yes. It is a given, it's a plus.

Vancouver participant 5

Making money!
Vancouver participant 2

Just for her to have good opportunities, school and have different options offered for her. Because, when we came here we saw these different jobs which were really good, but they wanted someone who is bilingual. So that's what I want for her.
Toronto participant 3

Another twenty percent envisioned their children continuing to study FSOL in school:

I just want her to continue after primary school, like, why we choose, like, this area because it was only high school that our oldest daughter can continue study French.
Toronto participant 8

Where the final twenty percent saw opportunities for travel:

She did go to France, to Paris, for two months, on her own... I think the important to use any language is the most important thing, right after school.
Vancouver participant 1

The Vancouver and North Bay participants had the opportunity to address the final question on whether the opportunity to use French impacted the importance of learning it. The majority of respondents did not respond directly to the question, highlighting the difficulty/ambiguity of the question. One North Bay respondent recognized the benefits of learning languages beyond having the opportunity to use them:

-And, how do those opportunities, so travel, work, maybe living in Europe affect learning French, influence the learning of French?
-Because France in Europe is very important country, very big.
-Do you think it would be important to learn French if you weren't going to use it?
-It's good for them to learn other languages.
-Why?
-I think culture is very important, and social.
North Bay participant 1

One Vancouver participant, however, recognized the importance of being able to practice the language learned:

So I think the single most important thing in languages is to be able to practice it.

Vancouver participant 1

Although not questions asked with the interview protocol, the Toronto group initiated dialogue on two additional topics: (a) quality of programming and (b) use of French outside of school. All of the Toronto participants that commented on programming (N=4) stated the importance of having some English. Some participants (N=2) saw the Extended French program as a means for their children to establish their English skills before embarking on learning FSOL:

And then we heard through somebody else, not through the school program or the school information, that there is Extended French program, and that we can put them in later at Grade 7 into Extended French program, which teaches more French than the normal English, Core French program. And we were happy about it and we listed both daughters in that program. There is not enough information about Extended French, which I think for the country that has a lot of immigrants coming from different backgrounds, it's really good program because it introduces all of excellent French classes and more French speaking and writing and reading at later stage so that it gives opportunity to immigrants to learn English first well, and then extend to the French portion.

Toronto participant 1

whereas others (N=2) cited the immersion program that offered 50 percent of the program in French and 50 percent of the program in English as a way of providing such English support :

And, to have an earlier English foundation I think is important, and for children especially who speaks more languages other than English at home.

Toronto participant 7

Yeah, I think that the French Immersion is 50-50 is really worked according to the other programs that you mentioned before. Because when they are learning two or three, in the case of my son, he's learning three languages at the same time, I think it's good that they have, you know, something that's a balance between one to the other. My son, he has, he must sometimes to read every day, fifteen minutes, English, French and Spanish. Why? Because at home we always speak Spanish but in any moment the vocabulary in Spanish is always the same. Go. Please. Bring me. Do this. Go to do that, or doing this. And that's it. But, reading, he's going to have more information, more vocabulary. Always he is asking "What does mean this? What does mean that?" In that case, the balance between 50 and 50 at school and only his mother language at home, I think is a good balance.

Toronto participant 4

The second topic of discussion among the Toronto participants centred around the need for the children to use French outside of the classroom:

-My daughter, she is fluent in Portuguese. The comparison I do, how come she is so fluent? Her fluency level in Portuguese is lot higher than in French. And how come? - She is in Early French Immersion since SK? So, you know, the exposure in school is not being enough...

-Yeah, what I agree with you that we need more...practice their French, I totally agree with you.

-The practice – it counts.

-There is a lot of if we want more, we have to pay. We need please some free activities...

-Like, libraries that have drop-in programs. There's book reading and stuff, but that's all in English.

-They have for the little ones in French. But, my daughter, she is twelve.

Summary of adult participants experiences with Canada's educational system. All of the adult Allophone parents were positive about the impact of languages upon their lives citing opportunities and the added language learning facility that comes from additional language learning. The participants were less positive about their experiences with Canada's educational system. For those who got information prior to registration, the majority got their information from sources outside of the school system, with only 20 percent getting the information from the schools themselves. A third of the adults registered their children at their community school without information, nor did they obtain further information upon registration. It is not surprising then that the majority of respondents were not satisfied with the information they received. In fact, fifty percent of those would have made different choices for their children had they had the knowledge to do so. It is noteworthy that three parents were questioned about their desire to register their child in French Immersion/Extended French while one was refused core French as a subject of study.

Only half of the parents knew about French Immersion programming. All, but one, of the parents who chose French Immersion were satisfied with their choice. They cited confidence in their children's abilities to learn additional languages, confidence in the program, future opportunities with facility in Canada's two official languages and a fondness for the French language as factors in their decision to choose French Immersion for their children. The parents expressed optimism that knowing FSOL would provide additional opportunities to their children, specifically in the job market.

Allophone University Student Participants: Interview Findings

Origins and identity. It is interesting to note that although the four Allophone university student participants came from four different countries, all of them described their countries of origin as ones that viewed language learning in a positive light:

Yeah well just the same thing like English and French as well, like you knew those languages and that was considered like really good, ...English and French that was really encouraged.
Allophone university student participant 1

In Poland right now, it's considered really valuable to speak other languages.
Allophone university student participant 2

All of the Allophone university student participants similarly judged their heritage in a positive light. They viewed themselves as having something different that was « cool », « amazing »:

It's a little bit different from everybody else and everybody seems really amazed like when I talk language or, you know, introduce them to your culture, it's also interesting because the cultures are so different, so you get to draw from both of them and kind of combine them which ever way you want, so it's nice.
Allophone university student participant 1

I think it's cool because when you tell people "I wasn't born here" everybody thinks it's nice ... it's nice being kind of different, it's like you got a bit more on your plate

Allophone university student participant 3

Likewise, when responding to the question of identity, all of the participants identified with both their culture of origin and their Canadian culture to varying degrees and according to convenience:

If it comes up and it could be in your benefit then you say you are but if you want to blend in then you say you're Canadian. It's kind of nice to pick and choose. It has its benefits.

Allophone university student participant 3

I identify myself with both, it might depend on where I am in the world, when I'm in Canada and people ask me where I'm from well they obviously think that maybe I wasn't born here so I say Polish but when I'm in Europe then I'll usually say I'm Canadian. It just depends but I will mention both, I'll say I was born in Poland but I live in Canada. So I do identify myself with both.

Allophone university student participant 2

The participants also connected their identities to their multilingualism:

I know for example Russian I can associate with the Russian community so that changes my identity and knowing French I can associate with the francophone community so that again like influences who I am.

Allophone university student participant 1

Similarly, when asked of which societal groups they were apart, all four participants identified having a place in both heritage language and Canadian groups:

I guess it's important to belong to both cultural groups because you can't completely isolate yourself from being Canadian, you live in Canada so you have to associate. But then you can't isolate yourself from your cultural roots either because I find that that's a big part of me and so I'm pretty closely attached to the Russian culture so I think it's important to be part of both.

Allophone university student participant 1

Three of the four participants responded to an additional question on identity, whether they considered English/French bilingualism to be a part of Canadian identity. Where one respondent did not make the connection as her community of

acquaintances were unilingual English, two participants connected official language bilingualism with a Canadian identity in the following ways:

Well yeah, just going along with the whole multiculturalism of Canada, it would kind of be silly if a multicultural country only had one official language. Well to me anyways.
Allophone university student participant 4

I would say that yah it is part of the Canadian identity because when I came to Canada I've met francophones from every province in Canada and so you don't even know there's French speaking people in some areas and I think French is a lot more widespread than just Quebec.
Allophone university student participant 2

In addition to considering their heritage, the Allophone university student interview participants were also asked to recall their perceptions of Canada. In terms of knowing whether Canada was a bilingual country prior to arrival, two of the participants did not recall any prior knowledge where the other two recalled their parents sharing the information but acknowledged that as a child they did not know what that meant. All of the participants, however, realized the importance of French when they started to learn it:

Once I started learning it, I realized how important it was in Canada and how much importance they actually placed on it.
Allophone university student participant 1

When asked to compare their country of origin's perceptions of language learning to that of Canada's, one participant thought all countries valued language learning where the two other respondents suggested that where Canada valued the learning of English and French it undervalued the learning of other languages:

I think the knowledge of languages other than English and French isn't as valued in Canada, there isn't that emphasis and encouragement to learn foreign languages whereas in Europe it's seen as a huge asset, especially in Poland to speak languages other than your own, it seems like people are more motivated to take up foreign languages.
Allophone university student participant 2

Education in Canada. The Allophone university student participants were asked questions pertaining to their experience learning FSOL in Canada. On the onset of their FSOL learning, the participants had a variety of reactions from feeling on par with their Canadian-born peers, to an acceptance, to facing it with difficulty to dislike. However, when asked about their broader elementary experience with FSOL, three of the four participants, representing core French, Extended French and late immersion programs, described their FSOL learning experiences positively. Two associated the strength to their teacher:

I had a really good teacher that's always encouraged me.
Allophone university student participant 4

Starting in Grade 4 we had social studies in French as well and I found that was pretty good because not only were you learning the language but you were also applying it to something other than just grammar studies.
Allophone university student participant 2

In addition, one participant linked the learning of FSOL to their language of origin - Spanish; another participant recognized the ease with which she learned languages. When addressing the core French program specifically, two participants revealed that the program was too basic, one of the two remained in core French while the other continued with the extended program.

One question specifically addressed whether or not the participants considered enrolling in an intensive program to learn FSOL. While half of the participants were successful in doing so, the other two met with opposition that stopped them from pursuing an intensive format:

My parents figured if they put me in a French Immersion program it would help me so they went to the school board and the school board said at first that one of the parents didn't speak French and somehow we got past that and then they were kind of like "oh your English isn't strong enough to start a second language".
Allophone university student participant 3

My parents tried but for some reason in my region they wouldn't let you unless one of your parents spoke French and since neither one of my parents spoke French I never got to do immersion.
Allophone university student participant 4

When asked if they would make other choices given the opportunity, the participants had a range of responses, three of which, however, involved an increased exposure to FSOL at the elementary level:

I would've gone into immersion a lot earlier on.
Allophone university student participant 1

If I had the chance I would've liked to have been in like the bilingual, bilingual schools, where it's like, heavier than immersion.
Allophone university student participant 4

I would've liked to have been in French Immersion.
Allophone university student participant 3

The remaining participant, who was enrolled in an intensive program, was satisfied with her experience to the point where she would not change it.

FSOL became an optional area of study for the Allophone university student participants at the secondary level. Although no longer compulsory, all of the participants chose to continue to study FSOL. It is interesting to note that three of the participants commented on the shrinking size of the classes with the increase in Grade. One participant mentioned the motivation to continue to study FSOL in order to get a certificate upon graduation. It is also noteworthy that when describing their secondary experiences with FSOL, three of the participants expressed frustration with the amount of English used in class:

Whenever he taught us French he always spoke in English so we kind of would conjugate verbs in French and learn vocabulary in French but everything in between was in English and we would just have class discussions in English which was kind of odd.
Allophone university student participant 1

I feel like the grammar I learned in high school was really good, but just the fact that they would speak in English to teach us the lessons, I would've appreciated, as crappy as it would've been to make us speak in French during class but if we spoke in English they didn't care.
Allophone university student participant 4

Teachers spoke English the entire time except for when she gave a verb sheet and even then the only time you had to speak French was when you had to read the sentence yah that was it.
Allophone university student participant 3

Upon questioning of the factors that influenced their decision to continue studying FSOL, three participants cited the benefits of knowing French:

Again, the whole knowing two languages for job opportunities and being better qualified.
Allophone university student participant 1

I just felt that learning another language, it's always going to be beneficial whether it's for your personal life, or travelling, or jobs, it can only benefit you to speak other languages so I thought I would take the opportunity that I have.
Allophone university student participant 2

In addition, two participants cited their love of the language, one specifically acknowledged a bilingual exchange as the impetus for her fondness of the language:

I love French. I just love the way it sounds and everything.
Allophone university student participant 4

I went on this exchange and I came back and I loved everything because you hear it from a completely different environment and hearing it for 3 months straight, everywhere around you, you actually learn to pick it up... So I think after that I kind of liked it, and I kind of wanted to take it.
Allophone university student participant 3

All of the participants were encouraged to learn FSOL from their parents.

Specifically, three of the participants' parents cited employment opportunities as a motivating factor:

They were encouraging me saying it was probably a good idea like when it comes to work, getting work later on, so mostly for employment reasons.
Allophone university student participant 1

In terms of other influential adults who encouraged the study of FSOL, only two participants had other positive influences-their FSOL teachers. In contrast, one participant revealed her FSOL teacher as a discouraging force:

I think it was when my parents wanted to switch me over to immersion in Grade 7, the principal and even the French teacher, she was like “you shouldn’t be here, you don’t have a good enough grasp of English”, she basically told me I was going to fail at it so why would I go into it. And that point I was like “okay I’m done with this there’s no point”.
Allophone university student participant 3

In addition to the value placed on learning FSOL by others, the four participants saw value in learning French for a variety of reasons ranging from employment opportunities, to love of the language, to its usefulness:

Yeah like I said I think it’s really important, obviously for employment purposes but even more than that because, I like I said, if you’re going to count yourself as being Canadian you should embrace everything that Canada is about, I mean history wise and culturally wise, it’s a bilingual, two culture country with English and French so I think you have to accept both of them.
Allophone university student participant 1

For me I just love French so much that I value it, as bad as it sounds I value it even more than Spanish, and Spanish is my first language.
Allophone university student participant 4

The four participants anticipated being able to use the French language for employment purposes within the Canadian government, international business or non-governmental agencies and they viewed the opportunity to use the language as essential to learning it. In fact, the four participants shared the advantages of being multilingual identifying social, knowledge, travel and job benefits:

It’s opened up quite a few opportunities, like friends because you meet somebody and they speak a certain language so you kind of have some common ground to go on and also, you get to find out more things because, as simple as it is, watching Russian TV channels as opposed to French TV channels as opposed to watching the English ones so you get a bunch of different opinions and views of the world with each languages
Allophone university student participant 1

That's the same for me and it goes for everything from applying to jobs to making new friends, being able to travel and having different languages. Learning new languages is kind of easier when you know so many.
Allophone university student participant 4

It was the hope for greater job opportunities (N=2) and the bilingual environment of the bilingual university (N=1) that proved as factors in determining the participants continued FSOL learning at the university level.

All four participants viewed their university FSOL learning experiences as positive. In particular, the participants connected their satisfaction to the opportunity to apply their language skills in and out of class:

The reading skills, they improve massively because you have to do so much reading so at first it's frustrating because you have to translate word for word and it's so frustrating not being able to understand it and knowing you have so much to do it's unbelievable. But after a while it gets easier and like you said with the social stuff it's nice being able to stand in an elevator and have a conversation with somebody where it's like, in a different university you couldn't do that. I think that's one of the first things I noticed is in grade 12 when they had the university campus tours I loved standing in line and the people in front of me were talking English and the people behind me were talking French and I was like oh my God! Like this is so cool!
Allophone university student participant 3

The final two questions pertained to the promotion of FSOL. The first question asked the participants how they would encourage immigrant youth to study FSOL. The Allophone university student participants listed opportunities to communicate with francophone populations, increased job opportunities and the fun of learning. One participant encouraged the sharing of tour and exchange opportunities while another encouraged the sharing of the use of French in all parts of Canada. The last question asked the participants to consider how they would encourage Allophone parents to promote the study of FSOL with their children. Although one participant did not see a need to do so as the parents would already be motivated, in addition to the same ideas mentioned to encourage students, the participants cited the importance of

communicating the time it takes to learn a language and the advantages it would give their children over unilingual people.

Summary of Allophone university student group interviews. All of the Allophone university student participants had positive experiences with multiple languages prior to coming to Canada. They viewed such exposure as advantageous and judged it as a positive part of their identity. The Allophone university student participants did not understand the importance of French in Canada, however, until they had the opportunity to study FSOL. At the commencement of their FSOL studies, the participants judged their FSOL experiences in a variety of ways, but greater satisfaction came with greater exposure to the language as provided by intensive experiences and university studies. The participants also differentiated among FSOL programs, showing a preference for more intensive programs-French Immersion or Extended French. Two of the four participants, however, experienced challenges when trying to register for such opportunities. In regard to their school experience, the participants expressed frustration with the amount of English used in class. Such frustration, however, dissipated at university where the classes were always conducted in French.

As it pertains to their choice to continue to study FSOL, three participants cited job opportunities as a contributing factor. Their consistent choice to study FSOL was supported by their parents. In fact, three of the participants were encouraged by their parents to study FSOL because of increased job opportunities in particular.

Allophone University student participants: Questionnaire Findings

Elementary school experiences with compulsory FSOL study. Although the Allophone university student questionnaire participants came from a variety of provinces representing a variety of FSOL learning opportunities, eighty-five percent

of participants reported that it was compulsory for them to study a second language for a period in their Canadian elementary education. In fact, 88.6% reported that FSOL was the language they studied, with the majority (76%) reporting not having a choice between studying FSOL and another language.

In order to describe their compulsory FSOL study, participants were asked to indicate their agreement or disagreement to a number of questions related to their compulsory FSOL experiences in Canada. Table 7 presents the results of these findings.

In regard to how FSOL experiences relate to their language of origin, sixty-three percent of participants disagreed that learning FSOL in Canada helped them with their first language. They also disagreed (42.2%) that learning FSOL in Canada was similar to their experience learning languages in their country of origin. Participants, however, were relatively split in their agreement about whether learning French in Canada was more communicative (interactive) than their experience in their country of origin, with 38.5% agreeing and 37.4% disagreeing. A similar pattern of response was found for a focus on listening and speaking (38.5% agreement; 35.2% disagreement) and focus on reading and writing (33.0% agreement; 35.2% disagreement). This pattern changed, however, for a focus on grammar with 47.3% of participants agreeing that grammar was a greater focus in Canada than their country of origin (compared to 29.7% disagreeing). Finally, more than half (53.9%) of the participants agreed that learning FSOL in Canada required greater participation than learning languages in their country of origin.

Many participants agreed that learning FSOL in Canada facilitated their knowledge of other languages (43.6%), their interest in learning languages

(51.7%) and the value they placed in being multilingual (68.5%). In contrast, participants tended to disagree (45.0%) that learning FSOL in Canada increased their interest to pursue advanced studies in FSOL but agreed that they felt it would improve their career/job opportunities (63.3%).

Fifty-seven percent of the participants felt that learning FSOL did not help them to learn English and 63.7% felt they did well learning FSOL. Again participants were relatively split in their agreement about how learning FSOL in Canada enabled them to communicate with French speaking people, with 44.4% agreeing and 45.6% disagreeing.

More than 50.0% of participants agreed that learning FSOL in Canada was enjoyable and increased their appreciation and presence in Canada of Francophone cultures. A similar percentage (41.0%) of participants agreed that learning FSOL in Canada increased their sense of belonging in Canada and their Canadian identity. Forty-four percent of participants agreed that learning FSOL in Canada was what their parents, or other adults important to them, wanted.

Table 7

*Description of Allophone University Questionnaire Participants' Elementary**School Experiences with FSOL*

Learning French in Canada...	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	N
helped me with my first language	5.5	5.5	35.2	27.5	26.4	91
was similar to my experience learning languages in my country of origin	5.6	26.7	18.9	23.3	25.6	90
was more communicative (interactive) than my experience learning languages in my country of origin	9.9	28.6	24.2	13.2	24.2	91
was more focused on listening and speaking than learning languages in my country of origin	6.6	31.9	24.2	11.0	26.4	91
was more focused on reading and writing than learning languages in my country of origin	4.4	28.6	26.4	8.8	31.9	91
was more focused on grammar than learning languages in my country of origin	11.0	36.3	20.9	8.8	23.1	91
required greater participation on my part than learning languages in my country of origin	14.6	39.3	18.0	6.7	21.3	89
was facilitated by my knowledge of other languages	12.6	31.0	21.8	9.2	25.3	87
increased my interest in learning languages	15.7	36.0	15.7	13.5	19.1	89

Learning French in Canada...	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	N
increased the value I placed on being multilingual	24.7	43.8	7.9	9.0	14.6	89
increased my interest to pursue advanced study in the French language	19.1	19.1	22.5	22.5	16.9	89
I thought I would improve my career/job opportunities	18.9	44.4	14.4	8.9	13.3	90
I found French also helped me to learn English	6.7	21.3	41.6	15.7	14.6	89
I did well learning French	23.9	39.8	12.5	4.5	19.3	88
enabled me to communicate with French-speaking people	11.1	33.3	26.7	18.9	10.0	90
was enjoyable and stimulating	13.3	38.9	16.7	8.9	22.2	90
increased my appreciation of Francophone cultures	15.6	37.8	18.9	11.1	16.7	90
increased my appreciation of Francophone presence in Canada	18.9	36.7	17.8	11.1	15.6	90
increased my sense of belonging in Canada	13.3	27.8	21.1	12.2	25.6	90
increased my Canadian identity	16.9	24.7	19.1	10.1	29.2	89
was what my parents, or other adults important to me, wanted	14.0	30.2	26.7	12.8	16.3	86

*Note: percentages may not add to 100% due to rounding

Learning French in Canada...	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	N
helped me with my first language	5.5	5.5	35.2	27.5	26.4	91
was similar to my experience learning languages in my country of origin	5.6	26.7	18.9	23.3	25.6	90
was more communicative (interactive) than my experience learning languages in my country of origin	9.9	28.6	24.2	13.2	24.2	91
was more focused on listening and speaking than learning languages in my country of origin	6.6	31.9	24.2	11.0	26.4	91
was more focused on reading and writing than learning languages in my country of origin	4.4	28.6	26.4	8.8	31.9	91
was more focused on grammar than learning languages in my country of origin	11.0	36.3	20.9	8.8	23.1	91
required greater participation on my part than learning languages in my country of origin	14.6	39.3	18.0	6.7	21.3	89
was facilitated by my knowledge of other languages	12.6	31.0	21.8	9.2	25.3	87
increased my interest in learning languages	15.7	36.0	15.7	13.5	19.1	89
increased the value I placed on being multilingual	24.7	43.8	7.9	9.0	14.6	89
increased my interest to pursue advanced study in the French	19.1	19.1	22.5	22.5	16.9	89

Learning French in Canada...	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	N
language						
I thought I would improve my career/job opportunities	18.9	44.4	14.4	8.9	13.3	90
I found French also helped me to learn English	6.7	21.3	41.6	15.7	14.6	89
I did well learning French	23.9	39.8	12.5	4.5	19.3	88
enabled me to communicate with French-speaking people	11.1	33.3	26.7	18.9	10.0	90
was enjoyable and stimulating	13.3	38.9	16.7	8.9	22.2	90
increased my appreciation of Francophone cultures	15.6	37.8	18.9	11.1	16.7	90
increased my appreciation of Francophone presence in Canada	18.9	36.7	17.8	11.1	15.6	90
increased my sense of belonging in Canada	13.3	27.8	21.1	12.2	25.6	90
increased my Canadian identity	16.9	24.7	19.1	10.1	29.2	89
was what my parents, or other adults important to me, wanted	14.0	30.2	26.7	12.8	16.3	86

*Note: percentages may not add to 100% due to rounding

As part of this section, participants were asked to evaluate their compulsory elementary FSOL experiences. Fifty-nine percent of participants were satisfied (very/somewhat) with their obligatory FSOL program experience.

In terms of their skills in FSOL, two-thirds of participants were satisfied with their reading skills, 53.9% with their listening skills, 52.2% with their writing skills, and 46.2% were satisfied with their speaking skills.

The majority of participants' FSOL experiences were supported by their parents; 57.1 % of participants reported their parents' feelings about them taking FSOL were encouraging, 41.8% were uncertain/unsure about how their parents felt about them taking FSOL.

In addition to the quantitative opportunities, the questionnaire also provided three different occasions for the participants to respond to open ended questions. Such an opportunity followed the description of their compulsory FSOL study, participants offered responses pertaining to the single most positive aspect of their elementary FSOL study, one aspect they would improve given the opportunity, and factors their parents presented to influence their choice to study FSOL. I report on the five most frequent answers. In response to the most positive aspect of their FSOL studies, the participants offered ninety-one answers. The most frequently mentioned aspect (N=20) was the focus on oral interaction. Second, participants (N=13) indicated opportunities to learn about Francophone cultures as a positive part of FSOL studies. The third most cited (N=10) positive aspect was the opportunity to add a language to their repertoire. The fourth component most frequently mentioned was the quality of the teacher (N=5) and the fun activities of the class (N=5).

In the same section, the participants were also provided with the opportunity to suggest means to improve FSOL programs. Of the 91 responses, 30 participants stressed the importance of emphasizing oral communication. Second, nine participants highlighted two areas of improvement: better teachers

and more intensive exposure to FSOL. Next most frequent answer (N=7) suggested a de-emphasis of grammar and lastly four participants proposed offering more trips as a means to improve the FSOL program.

The final opportunity to answer an open-ended question in this section asked the participants to relay encouraging/discouraging factors as provided by their parents. Twenty-one of the ninety-one participants cited the enhanced job opportunities as a factor encouraging the study of FSOL. The same amount of participants revealed that their parents remained neutral in this regard. Fourteen participants highlighted the parental belief of an advantage coming with the addition of another language to one's repertoire. Five participants cited academic means by which their parents supported their FSOL studies (i.e., tutors, summer courses). In addition to these positive factors, four participants shared that their parents discouraged them from studying FSOL, most (N=3) not seeing a need to do so.

Decisions to never study FSOL. Those participants who did not study FSOL in elementary school were asked to indicate the degree to which the following factors (Table 8) influenced their decision to not study elementary FSOL. There is little variability across the three response categories for some factors. This lack of variability may be due to the small sample of 12 participants.

Specifically, similar percentages (41.7%) of participants gave ratings of "to some extent" and "not at all" for the factors: did not see the value in knowing an additional language; didn't value being multilingual; and was not making progress learning FSOL. A similar pattern is evident for the "I had no contact with French outside of school" with 50% respondents giving ratings of "to a great degree" and "to some extent" each. A more interesting pattern is shown for

“Learning French would take away from my learning of English” where a similar percentage of participants (33.3%) responded to all three categories.

Two statements for which participants tended to select “to a great degree” were related to not having enough space in the timetable (41.7%) and the difficulty of learning FSOL while learning English (50.0%).

Table 8

Influential Factors in the Decision to not Study FSOL at Elementary School

Please indicate the degree to which the following potential reasons influenced your opportunity/choice to not study French	To a great degree	To some extent	Not at all	N
I didn't think that knowing French would benefit my career/job opportunities	33.3	25.0	41.7	12
I didn't see the value in knowing an additional language	16.7	41.7	41.7	12
I didn't value being multilingual	16.7	41.7	41.7	12
I didn't see the value in learning French	25.0	33.3	41.7	12
I had no contact with French outside of school	50.0	50.0	-	12
The school discouraged me from studying French	16.7	16.7	66.7	12
The school did not allow me to study French	-	41.7	58.3	12
My parents discouraged me from continuing to study French	16.7	25.0	58.3	12
My friends discouraged me from continuing to study French	8.3	33.3	58.3	12
I didn't enjoy studying languages	25.0	41.7	33.3	12
I didn't enjoy studying French	16.7	50.0	33.3	12
I was not good at learning French	8.3	50.0	41.7	12

Please indicate the degree to which the following potential reasons influenced your opportunity/choice to not study French	To a great degree	To some extent	Not at all	N
I was not making progress learning French	16.7	41.7	41.7	12
I did not get good marks in French	25.0	25.0	50.0	12
Learning French was too difficult while learning English	50.0	16.7	33.3	12
Learning French would take away from my learning of English	33.3	33.3	33.3	12
I did not have enough space in my timetable	41.7	33.3	25.0	12
It was not available at my school	-	41.7	58.3	12
I chose to study another language instead	-	18.2	81.8	11

*Note: percentages may not add to 100% due to rounding

**Note: a dash indicates the response was not chosen

Summary of compulsory FSOL experiences. To summarize the participants' compulsory FSOL experiences, participants tended to have split views on how their experience learning FSOL in Canada was similar to their experience learning languages in their country of origin and this was specific to listening, speaking, reading and writing skills and communicating the language whether in class or with others who speak the language. The participants, however, connected the learning of FSOL to their interest in and value of learning other languages, their opportunities to improve, do well, learn about Canada and enjoy their FSOL experiences. Participants tended to disagree with the idea that

learning FSOL helped them in their first language or to learn English. Worthy of note is the satisfaction with which the majority participants judged their experience and subsequent skill development. The participants highlighted several positive aspects of their experiences: oral component of class, cultural content, opportunities provided to learn an additional language, the teacher and the fun had in class. The participants also suggested improvement in the following areas: increase in oral emphasis, teachers, intensity of program, decrease in attention to grammar and provision of trip/exchange opportunities. The parents of the participants also supported their children's FSOL studies and highlighted enhanced job opportunities, the value of an additional language, support provided as encouraging factors. Where participants did not study FSOL, they cited lack of contact with francophones, lack of enjoyment, difficulty, the need to focus on English and their timetable as influential factors in their choice not to study FSOL.

Optional school experiences with FSOL. FSOL study became optional for all participants during their elementary/secondary school experiences. All participants, whether they chose to continue FSOL studies or not, were asked to indicate the extent to which the given factors (see Table 9) influenced their choice about considering whether to continue to improve their FSOL skills through formal classes. More than half of the participants felt that the following factors were very/somewhat encouraging: attitudes of teachers (72.0%); availability of courses (62.6%); their own assessment of the benefits of FSOL for future employment opportunities (58.8%); feelings about the value of learning FSOL (56.1%); the benefits of FSOL for future educational opportunities (55.2%);

attitudes of their parents (55.7%); attitudes of the school (52.4%); and feelings about whether continuing FSOL would be enjoyable (52.3%).

Table 9

*Influential Factors in the Decision of Whether to Continue to Study FSOL when it
Became Optional in School*

Thinking back to the last grade in which you took French, please indicate how the following factors influenced you when it came to considering whether to continue improving your French language skills through formal classes	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain
Attitudes of my friends	10.3	30.8	18.7	5.6	34.6
Attitudes of my parents	27.4	28.3	6.6		37.7
Attitudes of my teachers	37.4	34.6	4.7	0.9	22.4
Attitudes of the school	20.6	31.8	3.7	3.7	40.2
Availability of courses	25.2	37.4	10.3	2.8	24.3
Your own assessment of the status of French	23.6	19.8	21.7	3.8	31.1

Thinking back to the last grade in which you took French, please indicate how the following factors influenced you when it came to considering whether to continue improving your French language skills through formal classes	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain
Your own assessment of French adding to your identity	18.7	24.3	13.1	3.7	40.2
Your own assessment of your current French language skills	18.9	23.6	21.7	9.4	26.4
Your own assessment of how well you might do continuing with French	24.3	18.7	22.4	7.5	27.1
Your own assessment of the French program	15.0	26.2	21.5	9.3	28.0
Your own assessment of the benefits of French for	23.4	31.8	11.2	1.9	31.8

	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain
Thinking back to the last grade in which you took French, please indicate how the following factors influenced you when it came to considering whether to continue improving your French language skills through formal classes					
future educational opportunities					
Your own assessment of the benefits of French for future employment opportunities	28.0	30.8	7.5		33.6
Your own assessment of your ability to cope in a French language environment	21.5	21.5	15.0	8.4	33.6
Your own assessment of real opportunities to become involved with francophone	16.8	20.6	12.1	7.5	43.0

Thinking back to the last grade in which you took French, please indicate how the following factors influenced you when it came to considering whether to continue improving your French language skills through formal classes	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain
communities					
Your feelings about the value of learning French	26.2	29.9	11.2	5.6	27.1
Your feelings about whether continuing French language would be enjoyable or not	27.1	25.2	16.8	11.2	19.6

*Note: percentages may not add to 100% due to rounding

Fifty percent of the participants indicated that they continued to study FSOL when it was no longer compulsory. To investigate the influential factors in that decision, these participants indicated their perception of the level of

importance associated with a list of statements related to the study of FSOL.

Table 10 presents the results of these findings.

The following reasons for studying FSOL received high ratings of importance by a large percentage of participants: improving career/job opportunities (86.7%); belief in the value of learning an additional language (94.4%); value being multilingual (88.5%); French is one of Canada's official languages (75.5%); enjoyment learning other languages (81.1%); enjoyment learning FSOL (80.8%); doing well in FSOL (79.3%); and wanting to continue to improve FSOL skills (86.8%).

Other areas also rated as important/somewhat important by more than half of the participants were related to French being a world language (58.5%); communicating with francophones (64.2%) and learning about francophone cultures (58.4%); encouragement from parents to study FSOL (56.6%); wanting to pursue advanced studies in FSOL (53.8%); FSOL being one of their better subjects (60.4%); encouragement from teachers to study FSOL (58.4%); the FSOL program they took was good (60.3%); and FSOL teachers were good (64.2%).

In contrast, participants rated the following as being not very or not at all important in their decision to study FSOL: the presence of French in their community (62.2%); contact with francophones in the community or among friends and family (60.3%); encouragement from friends to learn FSOL (60.4%); learning FSOL helped with English (47.2%); learning FSOL would improve their chances of getting a scholarship (41.6%); extracurricular opportunities in French (47.1%); it allowed them to stay with friends (56.6%); it allowed them to stay in

the school they wanted to attend (58.5%); and it was what their parents, or other adults important to them wanted (47.2%).

The percentage of participants who gave high or low ratings of importance in relation to the statement that studying FSOL would improve their chances of getting university entrance were somewhat close with 38.5% giving high ratings and 32.7% giving low ratings.

In summary, those items receiving high ratings of importance by a large number of participants were related to whether participants enjoy FSOL, do well in FSOL, want to improve their skills in FSOL, and are aware of the value of being multilingual and benefits of FSOL for future employment opportunities. In contrast, those receiving low ratings were related more to the influence of friends, family, and community.

Table 10

Description of Factors in the Choice to Continue to Study FSOL

Why did you choose to study French?	Important	Somewhat important	Not very important	Not at all important	Uncertain	N
I thought it would improve my career/job opportunities	50.9	35.8	3.8	1.9	7.5	53
I believed in the value of learning an additional language	62.3	32.1	-	1.9	3.8	53
I valued being multilingual	65.4	23.1	3.8	1.9	5.8	52
French is one of Canada's official languages	45.3	30.2	9.4	5.7	9.4	53
French is a world language	28.3	30.2	15.1	7.5	18.9	53
French was present in my community	11.3	11.3	35.8	26.4	15.1	53
I wanted to speak to francophones	30.2	34.0	20.8	5.7	9.4	53
I wanted to learn about Francophone cultures	22.6	35.8	17.0	9.4	15.1	53
I had contact with francophones in the community or among friends and family	9.4	17.0	35.8	24.5	13.2	53
My parents encouraged me to study French	20.8	35.8	24.5	7.5	11.3	53

Why did you choose to study French?	Important	Somewhat important	Not very important	Not at all important	Uncertain	N
Studying French was part of forming a Canadian identity	20.8	28.3	26.4	9.4	15.1	53
Studying French increased my sense of belonging in Canada	24.5	22.6	26.4	11.3	15.1	53
My friends encouraged me to study French	9.4	15.1	43.4	17.0	15.1	53
I enjoyed learning other languages	56.6	24.5	3.8	-	15.1	53
I enjoyed learning French	55.8	25.0	3.8	-	15.4	52
I did well learning French	47.2	32.1	3.8	-	17.0	53
I wanted to continue to improve my French	58.5	28.3	1.9	1.9	9.4	53
I wanted to pursue advanced study in the French language	34.6	19.2	15.4	7.7	23.1	52
Learning French helped me with English	11.3	19.0	28.3	18.9	22.6	53
It was one of my better subjects	26.4	34.0	24.5	3.8	11.3	53
The school encouraged me to study	13.2	30.2	20.8	9.4	26.4	53

Why did you choose to study French?	Important	Somewhat important	Not very important	Not at all important	Uncertain	N
French						
My teachers encouraged me to study French	22.6	35.8	7.5	9.4	24.5	53
The French program was good	22.6	37.7	11.3	9.4	18.9	53
The French teachers were good	30.2	34.0	13.2	1.9	20.8	53
I thought it would improve my chances of getting university entrance	13.5	25.0	17.3	15.4	28.8	52
I thought it would improve my chances of getting a scholarship	15.1	17.0	20.8	20.8	26.4	53
There were extra-curricular opportunities in French (e.g., trips)	15.1	9.4	22.6	24.5	28.3	53
It allowed me to stay with my friends	5.7	17.0	26.4	30.2	20.8	53
It allowed me to stay in schools I wanted to attend	9.4	7.5	24.5	34.0	24.5	53
It was what my parents, or other adults important to me, wanted	5.7	22.6	26.4	20.8	24.5	53

*Note: percentages may not add to 100% due to rounding

**Note: a dash indicates the response was not chosen

The same participants were provided with the opportunity to evaluate their optional FSOL experience. In doing so, three quarters of those participants felt that overall the experience was very satisfactory/somewhat satisfactory. In terms of their skills in FSOL, 81.1% of participants were satisfied (very/somewhat) with their reading skills in FSOL, 71.7% with their listening skills, 64.1% with their writing skills, and 59.4% with their speaking skills. This pattern of results is similar to that observed for participants who took an obligatory FSOL program.

Participants were also asked to rate their FSOL skills in terms of preparation in a number of areas using the response scale 'good,' 'adequate,' and 'poor'. Eighty-three percent of participants felt that their FSOL skills were good/adequate enough for them to continue learning FSOL at a higher level. Sixty-nine percent felt their FSOL skills were good/adequate enough to cope in social situations where French is the main language and 66% felt their skills were good/adequate enough for using French language mass media. Sixty percent felt their FSOL skills were good/adequate enough to study other subjects in French rather than English and apply for jobs requiring some French, respectively.

In regard to support of their parents for their continued FSOL study, seventy percent of participants felt their parents were encouraging, while 26.4% felt uncertain/unsure about how their parents felt about them taking FSOL. This pattern of result is similar to that observed for participants who took an

obligatory FSOL program however; a greater percentage of participants who took the optional FSOL program felt their parents were more encouraging.

For the second time in the questionnaire, the participants were posed three open-ended questions. The first question asked the participants to identify the most important factor in their decision to continue to study FSOL when it was no longer compulsory. There were fifty-three respondents to this section. The participants identified enhanced the importance of adding FSOL to the repertoire of languages most frequently (N=9) followed by enhanced job opportunities (N=7), enjoyment of learning FSOL (N=5), the love of the language (N=4), and the opportunity to better their FSOL skills (N=3).

The participants were then asked to add two additional influential factors in their decision to continue studying FSOL. A pattern of enhanced job opportunities continues with nine respondents. Participants (N=7) also cited the importance of FSOL in Canada and the usefulness of FSOL for travel as two additional factors. The importance of communication was also revealed by five participants, four participants each cited the important factors of teachers, friends and parents in their decision making.

Beyond the influential factors, participants were asked to identify the most positive aspect of their optional FSOL learning experiences. Of the fifty-three responses, the importance of oral communication was the aspect most frequently cited (N=7). The ability to understand French text was also a positive component noted by the respondents (N=6) as was the teacher (N=5) and the cultural content (N=5). The opportunity FSOL provided to become multilingual, enhance already established FSOL skills and get good grades were given equal representation (N=3) as positive parts of the FSOL program.

Further to highlighting the positive, the participants (N=52) were also given the opportunity to suggest ways to improve the optional program. The participants emphasized the need to: concentrate on speaking skills (N=18), offer more intensive FSOL opportunities (N=9), decrease the focus on grammar (N=4), improve the quality of teachers (N=3), and de-emphasize the writing (N=3).

In addition to providing insights into what the participants valued, they also provided factors as presented to them by their parents. There were fifty-three responses to this open-ended question. As seen previously, parents encouraged their children to study FSOL in order to obtain enhanced job opportunities (N=11). The second most cited response was a lack of parental influence as it pertained to influencing their child to study FSOL (N=7). The three next most frequent (N=3) responses as to factors presented by parents to encourage the study of FSOL were the usefulness of FSOL, the priority to become official language bilingual and the support provided by the parents.

Beyond offering factors of influence on their choices, the participants were afforded the opportunity to suggest means by which to encourage immigrant youth to study FSOL. Fifty-three responses were received. Two different ways of presenting the information was suggested: Brochures and posters (N=5) and presentations in schools (N=3). As it pertains to information to include the participants suggested highlighting enhanced job opportunities (N=18), Francophone cultures (N=8), links to other languages (N=4), scholarship opportunities (N=3) and the benefits of becoming multilingual (N=3).

The participants were also asked to suggest ways by which to address immigrant parents. Some participants suggested means to do so: commercials

(N=2) and brochures/pamphlets (N=2) for example. In terms of information to share with immigrant parents, the participants emphasized the importance of highlighting enhanced job opportunities (N=23). Other suggestions included underscoring the importance of the official languages in Canada (N=8), the benefits of multilingualism (N=6) and scholarship opportunities (N=4).

Experiences of those who did not continue with the study of FSOL in school. In addition to gathering information from those participants who chose to continue to study FSOL in school, the questionnaire gathered information from those participants (N=54) who chose not to continue with their FSOL studies after the mandatory study period. Specifically, participants were asked to indicate the degree to which the listed factors influenced their decision to not continue to study FSOL (see Table 11). A large percentage of participants responded “not at all” to the following statements: school not allowing them to study FSOL (88.5%); being discouraged by parents (87.0%); school availability (85.2%); not valuing being multilingual (81.5%); not seeing the value in knowing an additional language (72.2%); being discouraged by friends (63.0%); being discouraged by the school (62.3%); choosing to study another language (62.3%); not thinking that FSOL would benefit my career/job opportunities (51.9%); learning FSOL would take away from learning English (53.7%); not seeing the value in learning FSOL (44.4%); and learning FSOL was too difficult while learning English (42.6%).

A few statements were also rated by a fairly large percentage of participants using the response option “to some extent”: not good at learning FSOL (55.6%); not having enough space in their timetable (48.1%); did not enjoy studying FSOL (46.2%); and not making progress learning FSOL (40.7%).

There were two statements for which the percentage of participants selecting “to some extent” or “not at all” were quite similar: did not enjoy studying languages (44.4% to some extent; 46.3% not at all); and did not get good marks in FSOL (42.6% to some extent; 40.7% not at all).

There was only one statement for which a large percentage of participants selected “to a great degree”: had no contact with French outside the school (69.8%).

In summary, participants gave ratings of “to some extent” in relation to those statements that deal with participants’ availability, performance, progress in FSOL and enjoyment studying FSOL. In contrast, participants gave ratings of “not at all” for those statements related to the influence of parents, school and friends, the value of learning FSOL, being multilingual and benefits of FSOL for future employment opportunities.

Table 11

Influential Factors to not Continue the Study FSOL when it Became Optional in school

Indicate the degree to which the following factors influenced your decision to not continue to study French	To a great degree	To some extent	Not at all	N
I didn't think that knowing French would benefit my career/job opportunities	9.3	38.9	51.9	54
I didn't see the value in knowing an additional language	5.6	22.2	72.2	54
I didn't value being multilingual	5.6	13.0	81.5	54
I didn't see the value in learning French	14.8	40.7	44.4	54
I had no contact with French outside of school	69.8	22.6	7.5	53
The school discouraged me from studying French	7.5	30.2	62.3	53
The school did not allow me to study French	1.9	9.6	88.5	52
My parents discouraged me from continuing to study French	1.9	11.1	87.0	54
My friends discouraged me from continuing to study French	5.6	31.5	63.0	54
I didn't enjoy studying languages	9.3	44.4	46.3	54
I didn't enjoy studying French	32.7	46.2	21.2	52
I was not good at learning French	14.8	55.6	29.6	54

Indicate the degree to which the following factors influenced your decision to not continue to study French	To a great degree	To some extent	Not at all	N
I was not making progress learning French	25.9	40.7	33.3	54
I did not get good marks in French	16.7	42.6	40.7	54
Learning French was too difficult while learning English	18.5	38.9	42.6	54
Learning French would take away from my learning of English	14.8	31.5	53.7	54
I did not have enough space in my timetable	16.7	48.1	35.2	54
It was not available at my school	1.9	13.0	85.2	54
I chose to study another language instead	17.0	20.8	62.3	53

*Note: percentages may not add to 100% due to rounding

In addition to the quantitative data gathering, participants who do not choose to continue FSOL were also asked two open-ended questions regarding their decision to stop studying FSOL. The first question asked the participants to share the most important factor influencing their decision. Fifty-two responses were received. Two factors were cited most frequently (N=7): lack of space in their timetable and lack of interest. Other participants cited their dislike for learning FSOL (N=6), their desire to study other languages (N=4) and their teachers as discouraging factors.

The second open-ended question asked the participants to provide two additional factors they considered when dropping FSOL. The most frequent answer was the lack of space in their timetables (N=11). The participants also cited lack of

interest (N=7), desire to study other languages (N=5), desire to get good grades (N=5) and the difficult of learning FSOL (N=4).

Summary of optional FSOL experiences. When faced with the decision to continue to study FSOL or not, the participants identified the following as encouraging factors: teachers, availability of courses, improved future job opportunities, and the value placed on FSOL. Half of the participants chose to continue to study FSOL when it was no longer required. In explaining the reasons for their choice the participants cited: value in learning an additional language, value of multilingualism, opportunity to improve their FSOL skills, enhanced job opportunities and the enjoyment in learning. As they did with the compulsory study description, these participants also highlighted the oral component, teachers, cultural content and the value of multilingualism as positive aspects of the program. They also added the positive aspect of comprehending text. In addition, the participants suggested more time speaking, greater intensity, less of a focus on grammar, more quality teachers, and less writing as means to improve the program. In addition to the factors that influenced the participants' decision to study FSOL, the majority of their parents supported their decision citing job opportunities, usefulness, the support they offer and the importance of official languages as influential factors in their encouragement. The participants also provided suggestions to better reach immigrant youth and their parents by prioritizing the need to communicate the availability of additional job prospects.

Participants who did not choose to continue to study FSOL made that choice due to lack of: contact with francophones, enjoyment and good grades. However, in response to the open-ended questions these participants cited timetabling space as the most influential factor in their decision. They also

revealed no interest, dislike of subject, the choice to study another language and teachers as factors influencing their decision to not pursue further FSOL studies.

University level experiences with FSOL. Participants were asked to indicate the extent to which the following factors (see Table 12) influenced their choice about considering whether to continue FSOL in university. In general, the percentage of participants responding very/somewhat encouraging were quite low. More than 40.0% of participants felt that the following factors were very/somewhat encouraging: their own assessment of the benefits of FSOL for future employment opportunities (48.4%); feelings about the value of learning FSOL (45.6%); and their own assessment of the benefits of FSOL for future educational opportunities (48.4%).

More than 40.0% of participants felt that the following factors were very/somewhat discouraging: their own assessment of current English skills (49.5%); feelings about the value of learning FSOL (45.6%); their own assessment of how well they will do in future FSOL courses (45.6%); and the number of electives they can take in their program (45.1%). Participants also tended to rate feelings about whether continuing FSOL would be enjoyable or not (37.0%); performance in FSOL courses (35.5%); and their own assessment of availability to cope in a French language environment (32.2%) as very/somewhat discouraging compared to very/somewhat encouraging.

Finally, participants tended to be more uncertain as to how friends (65.6%), parents (58.7%) and professors (73.1%) influenced their choice to continue to study FSOL at university.

Table 12

Influential Factors Determining the Initial Choice to Study FSOL in University

On balance, were each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
Your performance in your French course(s)	6.5	19.4	28.0	7.5	38.7	93
Attitudes of your friends	5.4	18.3	9.7	1.1	65.6	93
Attitudes of your parents	10.9	23.9	6.5	-	58.7	92
Attitudes of your professors	4.3	16.1	6.5	-	73.1	93
The number of electives you can take within your program	4.4	14.3	27.5	17.6	36.3	91
Your own assessment of your current French language skills	5.4	10.8	38.7	10.8	34.4	93
Your own assessment of how well	5.4	14.1	32.6	13.0	34.8	92

On balance, were each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
you will do in future French courses						
Your own assessment of the benefits of French for future educational opportunities	15.1	26.9	8.6	2.2	47.3	93
Your own assessment of the benefits of French for future employment opportunities	19.4	29.0	7.5	2.2	41.9	93
Your own assessment of your ability to cope in a French language environment	6.5	18.3	24.7	7.5	43.0	93
Your own assessment of real opportunities to become involved	3.2	18.3	20.4	7.5	50.5	93

On balance, were each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
with francophone communities						
Your feelings about the value of learning French	15.2	30.4	12.0	3.3	39.1	92
Your feelings about whether continuing French language learning would be enjoyable or not	8.7	16.3	27.2	9.8	38.0	92

*Note: percentages may not add to 100% due to rounding

**Note: a dash indicates the response was not chosen

Twenty-one percent of participants reported that they chose to study FSOL at university. Of these participants, 62.5% indicated that they took or will take some courses in FSOL and half decided to take FSOL in the first and later years of university.

Upon evaluation of their FSOL studies in university, 88 percent of participants felt satisfied (very/somewhat) with their overall university FSOL

program experience. In terms of their skills in FSOL, 91.7% of participants were satisfied with their listening skills in FSOL, 87.5% with their reading skills, 75.0% with their speaking skills, and 66.6% with their writing skills. This pattern of results is different from that observed for participants who took an obligatory or optional FSOL program where a greater percentage of participants felt more satisfied with their reading skills compared to the other skills.

Participants were also asked to rate their university FSOL skills in terms of preparation in a number of areas using the response scale 'good,' 'adequate,' and 'poor'. Seventy-five percent of participants felt that their FSOL skills were good/adequate enough for them to continue learning FSOL. Two-thirds felt their FSOL skills were good/adequate enough for using French language mass media. Fifty-eight percent felt their FSOL skills were good/adequate enough to apply for jobs requiring some FSOL. Fifty-four percent felt their FSOL skills were good/adequate enough to study other subjects in French rather than English and to cope in social situations where French is the main language, respectively.

In order to evaluate their university studies, participants were asked to indicate the extent to which the statements listed in Table 13 were encouraging or discouraging when considering whether to continue with FSOL in their university program. More than 70.0% of participants felt that the following factors were very/somewhat encouraging: own assessment of the benefits of FSOL for future employment opportunities (95.8%); feelings about the value of learning FSOL (91.6%); how well they were doing in their FSOL course so far (87.5%); own assessment of current FSOL language skills (83.3%); own assessment of ability to cope in a French language environment (83.4%); own assessment of the benefits of FSOL for future educational opportunities (79.1%);

own assessment of how well they will do in FSOL courses (75.0%); and own assessment of real opportunities to become involved with Francophone communities (70.8%).

Table 13

Factors Influencing the Decision to Continue to Study FSOL in University

On balance, is each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
How have you been doing in your French course(s) so far	50.0	37.5	4.2	4.2	4.2	24
Attitudes of your friends	16.7	41.7	-	-	41.7	24
Attitudes of your parents	29.2	37.5	-	-	33.3	24
Attitudes of your professors	29.2	37.5	-	-	33.3	24
The number of electives you can take within your program	12.5	41.7	12.5	8.3	25.0	24
Your own assessment of your current French language skills	37.5	45.8	4.2	4.2	8.3	24

On balance, is each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
Your own assessment of how well you will do in future French courses	41.7	33.3	12.5	-	12.5	24
Your own assessment of the benefits of French for future educational opportunities	45.8	33.3	-	-	20.8	24
Your own assessment of the benefits of French for future employment opportunities	62.5	33.3	-	-	4.2	24
Your own assessment of your ability to cope in a French language environment	41.7	41.7	8.3	-	8.3	24
Your own assessment of real	33.3	37.5	8.3	-	20.8	24

On balance, is each of the following encouraging or discouraging factors when it comes to deciding whether you will continue with French in your university program?	Very encouraging	Somewhat encouraging	Somewhat discouraging	Very discouraging	Uncertain	N
opportunities to become involved with francophone communities	58.3	33.3	-	-	8.3	24
Your feelings about the value of learning French	52.2	30.4	13.0	-	4.3	23
Your feelings about whether continuing French language learning would be enjoyable or not						

*Note: percentages may not add to 100% due to rounding

**Note: a dash indicates the response was not chosen

Beyond the quantitative data gathering, the questionnaire provided open-ended questions regarding FSOL studies in university. When asked the most influential factor in choosing to study FSOL in university, the participants (N=24) cited a variety of reasons. The most frequently cited factor was the importance of maintaining the FSOL they had already learned (N=4). The participants also cited

the impact of their bilingual context (N=3), the importance of official language bilingualism (N=2), the opportunity to improve their skills and the prospect of job opportunities. When citing two additional factors that influenced their decision to study FSOL in university, the participants revealed the enhanced job opportunities (N=9), the ease of FSOL learning (N=4), the opportunity to improve their existing FSOL skills (N=3), their interest in pursuing FSOL (N=3) and the superior international opportunities (N=3).

In addition to citing the factors above that influenced whether the participants chose to study FSOL in university, the participants also provided answers to the same two questions as they pertained to their choice to continue to study FSOL in university beyond their first experience. The participants offered a variety of responses to the most important factor they considered when deciding to continue to study FSOL in university. Only five responses had multiple respondents (N=2): quality of professors, ease of learning FSOL, ability to do well in FSOL, desire to maintain their FSOL knowledge and superior job opportunities. When asked to provide two additional factors for their choice, the participants offered a variety of responses the most frequent of which are as follows: Enhanced job opportunities (N=6), enjoyment of FSOL courses (N=3), opportunity to interact with francophones (N=3), opportunity to get good grades (N=2) and the quality of FSOL as an elective (N=2).

Further to the factors influencing the participants' choice to study FSOL in university, the participants were asked to evaluate their university experience by revealing the most positive aspect and suggesting an area of improvement. The most common positive aspect offered was the opportunity to improve FSOL skills (N=6). The other answers that had multiple respondents were: the chance

to make friends (N=3), the opportunity to study subjects in French (N=2), and the enjoyment of FSOL (N=2). In regard to offering suggestions to improve the university FSOL program, the participants offered the following suggestions: increase course selections (N=6), support to non-francophones (N=3), quality of teachers (N=3), opportunities for interaction (N=3), and emphasis on writing (n=2).

Experiences of those who did not continue with the study of FSOL in university. Participants were asked to indicate the degree to which the following factors (see Table 14) influenced their decision to not continue to study FSOL at university.

While the pattern of results observed are similar to that seen for participants who did not take an optional FSOL program there are some differences that are of note. Specifically, some variables where the majority of participants gave ratings of “to some extent” and both (i.e., to some extent and not at all) were now viewed by the majority of participants as being in the “not at all” category: did not enjoy studying languages (55.9%); did not enjoy studying FSOL (41.3%); and did not get good marks in FSOL (43.0%).

There were two new statements for which the percentage of participants selecting “to some extent” or “not at all” were quite similar: not good at learning FSOL (42.4% to some extent; 38.0% not at all); and not making progress learning FSOL (38.7% to some extent; 39.8% not at all).

There were now two statements for which participants tended to select “to a great degree”: had no contact with French outside the school (39.8%) and not enough space in my timetable (40.9%).

In summary, participants tend to give ratings of “to some extent” in relation to those statements that deal with participants’ performance, progress in FSOL and enjoyment studying FSOL. In contrast, participants gave ratings of “not at all” for those statements related to the influence of parents, school and friends, the value of learning FSOL, being multilingual and benefits of FSOL for future employment opportunities.

Table 14

Influential Factors to not Study FSOL in University

Indicate the degree to which the following factors influenced your decision to not continue to not study French at university	To a great degree	To some extent	Not at all	N
I didn't think that knowing French would benefit my career/job opportunities	11.8	31.2	57.0	93
I didn't see the value in knowing an additional language	8.7	21.7	69.6	92
I didn't value being multilingual	5.4	12.0	82.6	92
I didn't see the value in learning French	7.5	26.9	65.6	93
I had no contact with French outside of school	39.8	32.3	28.0	93
The school discouraged me from studying French	8.6	19.4	72.0	93
The school did not allow me to study French	6.5	12.9	80.6	93
My parents discouraged me from continuing to study French	5.4	12.9	81.7	93
My friends discouraged me from continuing to study French	0.5	20.7	72.8	92
I didn't enjoy studying languages	11.7	32.3	55.9	93
I didn't enjoy studying French	25.0	33.7	41.3	92
I was not good at learning French	19.6	42.4	38.0	92

Indicate the degree to which the following factors influenced your decision to not continue to not study French at university	To a great degree	To some extent	Not at all	N
I was not making progress learning French	21.5	38.7	39.8	93
I did not get good marks in French	23.7	33.3	43.0	93
Learning French was too difficult while learning English	15.1	21.5	63.4	93
Learning French would take away from my learning of English	10.8	22.6	66.7	93
I did not have enough space in my timetable	40.9	32.3	26.9	93
It was not available at my school	4.3	14.0	81.7	93
I chose to study another language instead	20.0	12.2	67.8	90

*Note: percentages may not add to 100% due to rounding

**Note: a dash indicates the response was not chosen

The questionnaire also offered two open-ended questions also investigating the influential factors the participants considered when choosing not to study FSOL in university. The first question asked them to provide the most important factor in their decision with the second question encouraging them to expand adding an additional two factors. The participants (N=91) identified a variety of factors contributing to their decision-making. Lack of space in their timetable was the most cited factor (N=28). Second, participants did not feel prepared for university FSOL courses (N=10). Third, the fear of not getting good grades (N=9) also influenced their decision to not study French in university. Other participants (N=5) did not see FSOL as a necessary subject of

study, while still others (N=4) chose a different language or did not have interest in continuing with FSOL.

When supplying two additional influential factors, the participants continued to cite timetabling constraints (N=22), the choice to study a different language (N=11), importance of getting good grades (N=7), and lack of interest (N=7). They added the additional factor of lack of money for electives (N=12).

Summary of University level experiences with FSOL. Upon choosing whether or not to study FSOL in university, the participants considered job opportunities, the value of FSOL in general and its value in education as influential encouraging factors on their decision-making. Those participants who then made the choice to study FSOL in university highlighted the importance in maintaining their FSOL, the university environment, the opportunity for more jobs, the importance of official language bilingualism and the chance to improve their skills as reasons for their choice. After having experienced FSOL in university, those that continued chose to do so indicated the availability of employment opportunities, the value of learning FSOL, their value of the course itself, their assessment of their own skills and their ability to cope in a Francophone environment as encouraging factors. In the open-ended question those participants cited the value of the professors, the ease of learning, their good grades, maintenance of FSOL and additional employment opportunities as reasons to continue to study FSOL. The vast majority of participants who studied FSOL in university were satisfied with their experience and expressed increased satisfaction with their language skills, although less confidence in their application. The most positive aspects of their university studies were their skill improvement, the people they met in classes, the subjects taught in French and

their enjoyment of FSOL learning. The participants suggested improvements could be made to the program by increasing course selections, support to non-francophones, the quality of professors, opportunities for interaction and writing improvement.

Those participants who did not study FSOL in university revealed their dislike for studying languages, their dislike for FSOL in particular and their lack of good grades as factors in their choice. However, when given an open-ended opportunity to provide factors for their choice those participants cited timetable constraints, lack of preparedness, grades, lack of value of FSOL and the opportunity to study other languages as the most important factors in their decision making.

Relationships amongst the data. In response to the last research question, what is the relationship, if any, among biographical information, past language learning experiences and FSOL learning in Canada?, chi-square analyses were conducted to investigate the factors that influence FSOL study. The results for these analyses will be presented by guiding question.

- a. Does age of arrival to Canada have an influence on whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
 - There is a statistically significant relationship between age and whether or not participants had studied FSOL, $\chi^2 (2, N=117) = 8.14, p=.02$, such that regardless of age group most participants reported having studied FSOL at elementary or secondary school in Canada.

- No relationship was found between age of arrival and whether or not participants were in immersion, $\chi^2 (2, N=108) = 0.21, p=.91$, indicating that age of arrival does not influence participants' immersion experience.
- No relationship was found between age of arrival and whether or not participants studied FSOL when it was optional, $\chi^2 (2, N=108) = 1.42, p=.49$, indicating that age does not influence a participant's choice to study FSOL.

b. Does country of origin have an influence in whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?

- No relationship was found between country of origin and whether or not participants had studied FSOL, $\chi^2 (3, N=117) = 3.41, p=.33$, indicating that country of origin does not influence participants' study of FSOL.
- There is a statistically significant relationship between country of origin and whether or not participants were in immersion, $\chi^2 (3, N=108) = 17.03, p=.00$. This relationship is observed where, in general, participants were more likely to report not having an immersion experience; this was most evident for participants from Asia and Europe, which is not surprising given that the majority of participants came from those regions.

- No relationship was found between country of origin and whether or not participants studied FSOL when it was optional, $\chi^2 (3, N=108) = 3.40, p=.33$, indicating that country of origin does not influence their choice to study FSOL.
- c. Does language of origin have an influence on whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between language of origin and whether or not participants had studied FSOL, $\chi^2 (1, N=117) = 0.29, p=.59$, indicating that language does not influence participants' study of FSOL.
 - There is a statistically significant relationship between language of origin and whether or not participants were in immersion, $\chi^2 (1, N=108) = 7.32, p=.01$, where a larger percentage of participants speaking an Asian language were more likely not to have had an immersion experience than those speaking another language.
 - No relationship was found between language of origin and whether or not participants studied FSOL when it was not compulsory, $\chi^2 (1, N=108) = 2.46, p=.12$, indicating that language does not influence their choice to study FSOL.
- d. Is there a relationship between participants who studied FSOL in their country of origin and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?

- No relationship was found between participants' prior study of FSOL and whether or not they studied FSOL, $\chi^2 (1, N=117) = 0.80, p=.37$, indicating that a participant's prior experience with FSOL in their country of origin does not influence their choice to study FSOL.
 - No relationship was found between participants' prior study of FSOL and whether or not they were in immersion, $\chi^2 (1, N=108) = 1.17, p=.28$, indicating that a participant's prior experience with FSOL in their country of origin does not influence their immersion experience.
 - No relationship was found between participants' prior study of FSOL and whether or not they chose to study FSOL when it was optional, $\chi^2 (1, N=108) = 1.76, p=.18$, indicating that a participant's prior experience with FSOL in their country of origin does not influence their choice to study FSOL.
- e. Is there a relationship between participants who studied a language other than English, FSOL or their first language in their country of origin and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between participants who studied other languages and whether or not they studied FSOL, $\chi^2 (1, N=117) = 2.67, p=.10$, indicating that a participant's experience with other languages does not influence their choice to study FSOL.
 - No relationship was found between participants who studied other languages and whether or not they were in immersion, $\chi^2 (1, N=108) =$

2.43, $p=.12$, indicating that a participant's experience with other languages does not influence their immersion experience.

- No relationship was found between participants who studied other languages and whether or not they chose to study FSOL when it was optional, $\chi^2(1, N=108) = 0.47$, $p=.49$, indicating that a participant's experience with other languages does not influence their choice to study FSOL.

f. Is there a relationship between the Grade participants entered upon arrival to Canada and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?

- There is a statistically significant relationship between Grade level upon arrival to Canada whether or not participants studied FSOL, $\chi^2(3, N=117) = 18.79$, $p=.00$, such that regardless of Grade a greater percentage of participants reported studying FSOL in Canada.
- No relationship was found between Grade level upon arrival to Canada and whether or not participants were in immersion, $\chi^2(1, N=108) = 1.17$, $p=.76$, indicating that grade level does not influence participants' immersion experience.
- No relationship was found between Grade level upon arrival to Canada and whether participants chose to study FSOL when it was optional $\chi^2(1, N=108) = 4.82$, $p=.19$, indicating that Grade level does not influence their choice to study FSOL.

- g. Does literacy in their first language influence whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between participants' literacy in their first language and whether or not they studied FSOL, $\chi^2 (1, N=117) = 3.37$, $p=.07$, indicating that literacy in the first language does not influence participants' study of FSOL.
 - No relationship was found between participants' literacy in their first language and whether or not they were in immersion, $\chi^2 (1, N=108) = 0.43$, $p=.51$, indicating that literacy in the first language does not influence participants' immersion experience.
 - No relationship was found between participants' literacy in their first language and whether or not they studied FSOL when it was optional, $\chi^2 (1, N=108) = 0.04$, $p=.84$, indicating that literacy in the first language does not influence a participant' choice to study FSOL.
- h. Is there a relationship between participants' ratings of their English listening and speaking skills and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between participants' ratings of their English listening and speaking skills and whether or not participants they studied FSOL, $\chi^2 (4, N=117) = 0.89$, $p=.93$, indicating that participants' perceptions of their English listening and speaking skills do not influence participants' study of FSOL.

- No relationship was found between participants' ratings of their English listening and speaking skills and whether or not they were in immersion, $\chi^2 (4, N=108) = 9.37, p=.05$, indicating that participants' perceptions of their English listening and speaking skills do not influence participants' immersion experience.
 - No relationship was found between participants' ratings of their English listening and speaking skills and whether or not they chose to study FSOL when it was optional, $\chi^2 (4, N=108) = 5.15, p=.27$, indicating that participants' perceptions of their English listening and speaking skills do not influence a participant's choice to study FSOL.
- i. Is there a relationship between participants' ratings of their English reading and writing skills and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between participants' ratings of their English reading and writing skills and whether or not they studied FSOL, $\chi^2 (4, N=117) = 3.93, p=.42$, indicating that participants' perceptions of their English reading and writing skills do not influence participants' study of FSOL.
 - No relationship was found between participants' ratings of their reading and writing skills in their first language and whether or not they were in immersion, $\chi^2 (4, N=108) = 4.54, p=.34$, indicating that participants' perceptions of their English reading and writing skills do not influence participants' immersion experience.

- No relationship was found between participants' ratings of their English reading and writing skills in their first language and whether or not they chose to study FSOL when it was not compulsory, $\chi^2 (4, N=108) = 4.55, p=.34$, indicating that participants' perceptions of their English reading and writing skills do not influence a participant's choice to study FSOL.
- j. Is there a relationship between receiving ESL support when they first arrived to Canada and whether participants studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between ESL support for participants when they first arrived in Canada and whether or not participants they studied FSOL, $\chi^2 (1, N=117) = 0.02, p=.88$, indicating that initial ESL support does not influence participants' study of FSOL.
 - No relationship was found between ESL support for participants when they first arrived in Canada and whether or not they were in immersion, $\chi^2 (1, N=108) = 0.13, p=.72$, indicating that initial ESL support does not influence participants' immersion experience.
 - No relationship was found between ESL support for participants when they first arrived in Canada and whether or not they chose to study FSOL when it was support, $\chi^2 (1, N=108) = 1.46, p=.23$, indicating that initial ESL support does not influence a participant's choice to study FSOL.

- k. Is there a relationship between participants who continued to study in their first language after arriving in Canada and whether students studied FSOL or not, were in immersion, and whether they chose FSOL when it was optional?
- No relationship was found between participants choice to continue to studying in their first language after arriving in Canada and whether or not they studied FSOL, $\chi^2 (1, N=117) = 2.59, p=.11$, indicating that a participant's choice to continue studying in their first language after arriving Canada does not influence participants' study of FSOL.
 - No relationship was found between participants choice to continue studying in their first language after arriving in Canada and whether or not they were in immersion, $\chi^2 (1, N=108) = 1.14, p=.29$, a participant's choice to continue studying in their first language after arriving Canada does not influence participants' immersion experience.
 - No relationship was found between participants choice to continue studying in their first language after arriving in Canada and whether or not they chose to study FSOL when it was optional, $\chi^2 (1, N=108) = 0.34, p=.56$, a participant's choice to continue studying in their first language after arriving Canada does not influence their choice to study FSOL.

*Please note that province was not included in the analysis because of the way in which this variable was collected. Specifically, students were asked to check all grades that applied making it difficult to combine this into one variable.

Summary of relationships. Chi-square analyses were conducted to examine if and how background experience influenced participants' FSOL studies. Eleven background variables were analysed to examine if and how they

related to the participants' FSOL study, immersion study and choice to study FSOL when it was optional. Given that 29 of the 33 analyses showed no significant relationship, in general background variables do not impact FSOL studies. In fact, even where significant relationships were found such links pertained to the majority of the participants rather than a sub-group. For example, age and Grade at arrival were related to whether the participants studied FSOL in that the majority did so regardless of age or Grade. Similarly, lack of immersion experiences relating to language and country of origin is indicative of the majority of participants not having immersion experience.

Comparisons across time. The results presented below relate to comparisons across levels of FSOL programming—compulsory, optional and university studies. Therefore the analysis presented here seeks to explore trends or changes over time for those scales that were repeated across more than one level. It is important to note however that sample size varies from one comparison to the next and thus the characteristics of participants in the sample vary as well. For example, the majority of participants reported taking a compulsory FSOL course at the elementary/secondary level but not all of them reported taking a FSOL course when it was optional. In addition, depending on whether participants responded yes/no to participating in any one of these programs they were directed to specific questions. Therefore to compare across levels (over time) it was important to ensure that the same participants were being compared from one level to the next. This was achieved in different ways and will be discussed within each section presented below.

Comparison of scales across levels – compulsory, optional, university.

Participants were asked to rate their satisfaction with progress they made in speaking, listening, reading and writing skills using a five point scale: “very satisfactory,”

“somewhat satisfactory,” “somewhat dissatisfactory,” “very dissatisfactory,” and “uncertain”. To compare participants’ ratings of their progress for each of the four skills participants who indicated they took FSOL across the three levels only were selected, resulting in 21 participants who fit these criteria. Table 15 shows the percentage of participants who were very/somewhat satisfied with their progress in speaking, listening, reading and writing. Specifically, participants have become more satisfied with their progress in listening and speaking skills over time. Participants felt most satisfied with their reading and writing skills when they took an FSOL course that was optional.

Table 15

Percentage of Participants Rating their French Skills as Very/Somewhat Satisfactory Across Levels

French Skills	Compulsory	Optional	University	N
my speaking skills in French	52.3	61.9	71.4	21
my listening skills in French	61.9	76.2	85.8	21
my reading skills in French	76.2	90.5	81.0	21
my writing skills in French	61.9	76.2	61.9	21

Using a satisfaction scale similar to that described previously, participants were asked to rate their overall experience with each of the three programs they took.

The results of Table 16 show that participants' satisfaction with each of the three FSOL programs they took remained stable or was unchanged.

Table 16

Participants' Ratings of Overall Experience as Very/Somewhat Satisfactory

Program	%	N
Compulsory	85.7	21
Optional	85.7	21
University	85.7	21

Participants who had taken a compulsory or optional FSOL program were asked to describe their parents' feelings about their taking French, using three options: "encouraging," "discouraging," and "uncertain/neutral". Twenty-four participants who responded to this question took both a compulsory and optional FSOL course. From Table 17 we can see that participants felt their parents were more encouraging when they continued to study FSOL beyond the mandatory period of studies.

Table 17

Participants' Rating of Encouraging of Parents' Feelings about Them Taking French

Program	%	N
Compulsory	54.2	24
Optional	66.7	24

Participants also rated their FSOL program in terms of preparing them for the five skills listed in Table 18. It is important to note that while participants who indicated they had taken an optional and university FSOL course were asked to respond to this question based on these two experiences over time the response scale differed for optional and university and so these ratings are less comparable as any changes in ratings may be due to differences in the scale.

Optional scale: good, adequate, poor

University scale: very good, good, adequate, poor, very poor.

The results in Table 18 present the percentage of participants who responded “good” for optional and very good/good for university. While we interpret these results with caution participants’ seem to feel more prepared in these skills over time.

Table 18

Participants' Rating of their FSOL Program as Preparatory for Five Skills

At the time when you finished your French program, how would you rate your French skills in terms of preparing you for each of the following?	Optional (Good)	University (Very good/Good)	N
Continuing your French language learning at a higher level	61.9	71.4	21
Studying other subjects in French rather than English	28.6	47.6	21
Applying for jobs requiring some French	23.8	52.3	21
Using French language mass media (e.g., movies, newspapers, radio)	33.3	61.9	21
Coping in social situations where French is the main language used	28.6	47.6	21

Participants were asked to rate the degree of importance of the factors listed in Table 19 in their decision or reason(s) for choosing to study FSOL. This question was asked for participants who indicated they had taken optional and university FSOL; there were 24 participants who took an optional and a university program; these participants were used in this analysis.

Participants who responded at the optional level rated the degree of importance using the scale: “very important,” “somewhat important,” “not very important,” “not at all important”. However, under the university context there was an error in the response options where “somewhat important” was provided twice

excluding the “not at all important” option. Therefore, only the “very important” option will be compared here.

Table 19 shows the results of this comparison. In general, ratings were higher for university than optional. This was especially evident for those factors related to better career/job opportunities, the value they place on learning a different language and being multilingual, their views of French as a world language, wanting to know more about Francophone cultures, their desire to continue to improve and advance their knowledge and skills in French, and having a good French teacher. In contrast, there were areas where their views remained unchanged such as the fact that French is one of Canada’s official languages, their desire to speak to francophones, an increased sense of belonging, enjoyment of learning other languages, and French being one of their better subjects.

Table 19

Participants' Ratings of Degree of Importance of Factors that Influence Their

Decision to Study French

Factors	Optional	University	N
I thought it would improve my career/job opportunities	58.3	62.5	24
I believed in the value of learning an additional language	66.7	79.2	24
I valued being multilingual	70.8	66.7	24
French is one of Canada's official languages	58.3	58.3	24

Factors	Optional	University	N
French is a world language	25.0	45.8	24
French was present in my community	12.5	16.7	24
I wanted to speak to francophones	37.5	37.5	24
I wanted to learn about Francophone cultures	29.2	37.5	24
I had contact with Francophones in the community or among friends and family	12.5	20.8	24
My parents encouraged me to study French	16.7	20.8	24
Studying French was part of forming a Canadian identity	20.8	29.2	24
Studying French increased my sense of belonging in Canada	29.2	29.2	24
My friends encouraged me to study French	8.3	12.5	24
I enjoyed learning other languages	66.7	66.7	24
I enjoyed learning French	62.5	58.3	24
I did well learning French	54.2	58.3	24

Factors	Optional	University	N
I wanted to continue to improve my French	62.5	70.8	24
I wanted to pursue advanced study in the French language	50.0	58.3	24
Learning French helped me with English	16.7	29.2	24
It was one of my better subjects	41.7	41.7	24
The school encouraged me to study French	12.5	29.2	24
My teachers encouraged me to study French	20.8	25.0	24
The French program was good	25.0	37.5	24
The French teachers were good	33.3	41.7	24
There were extra-curricular opportunities in French (e.g., trips)	12.5	29.2	24
It allowed me to stay with my friends	4.2	8.3	24
It was what my parents, or other adults important to me, wanted	4.2	8.3	24

Summary of statistical analyses. When comparing satisfaction scale results over time, in general the participants became more satisfied and prepared with their skills. Similarly, parents were more encouraging when their children chose to continue with FSOL studies when that became optional. Influential factors also changed over time with the choice to study FSOL in university being more strongly based in the following factors: better career/job opportunities, the value they place on learning a different language and being multilingual, their views of French as a world language, wanting to know more about Francophone cultures, their desire to continue to improve and advance their knowledge and skills in FSOL, and having a good FSOL teacher.

Discussion

The interview and questionnaire findings revealed Allophone adult and university participants who are committed to FSOL acquisition. Both qualitative and quantitative data showed that both groups judged the acquisition of languages, FSOL in particular, as positive. In fact, the majority of both groups, adults and university participants, expressed the desire and took action to study FSOL. Their prior language learning experience also allowed them to judge that the learning of one language helped with the learning of another.

The triangulated findings revealed dedication to FSOL that despite initial challenging experiences the majority of participants remained committed to learning FSOL. The majority of the adult Allophone participants arrived to Canada with the idea that Canadians would speak both English and French. Despite a change in perception after arrival, the majority of participants sought opportunities to learn FSOL. Not only did they seek opportunities to learn FSOL for themselves, they, when knowledgeable, sought intensive opportunities for their children to learn FSOL. Both

interviews and questionnaire findings revealed Allophone parents as supportive of FSOL learning. Such commitment to learn their second official language, for themselves and for their children, may be grounded in their exposure to bilingual/multilingual contexts prior to arrival, their imagined bilingual Canada, their support of their children's FSOL acquisition, their belief and experience that it is possible and beneficial to learn multiple languages and the perceived opportunities that accompany official language bilingualism as revealed in their interviews and supported by the questionnaire respondents' description of factors important to their parents.

The immigrant Allophone university participants also sought opportunities to enhance their FSOL acquisition despite identified challenges. Through the interviews, some of the university participants described initial difficulty and dissatisfaction with the FSOL program. As with the adults, the university participants remained committed to learning FSOL as shown in 50% of the questionnaire respondents choosing to study FSOL when it was no longer mandatory. Such a commitment may find its foundation in prior exposure to bilingual contexts and in the potential benefits accrued with official language bilingualism. Specifically, the belief that FSOL skills would prove beneficial in the job market was consistently revealed by the Allophone adult and university participants in both the interviews and questionnaire findings.

It is worthy to note that challenges did not deter from satisfaction learning FSOL as revealed by the questionnaires. In fact, general satisfaction with skill development increased over time.

The interviews with both groups and the questionnaire findings, however, also highlighted that opportunities remain to provide immigrant communities with information about educational choices in their regions. It is in the dissatisfaction

expressed in regard to the educational system that means to support Allophones is revealed. In regard to the adult Allophone interview findings; although many participants gathered information regarding educational choices from social networks, they also revealed getting information from cultural centres. Providing cultural centres with information on educational choices is one way to better inform newly arrived parents of their choices. Given that many parents went directly to their community school to register their children, providing a reception system whereby parents are informed of their choices, within and beyond the community school, prior to registration would also prove beneficial. Upon comparing responses across locations, it became apparent that the participants who had been here for the shortest amount of time, North Bay participants, had the least information. Such an observation further highlights the need to provide information on educational choices to parents in cultural centres and community schools.

As it pertains to FSOL learning, both groups and both data collection methods revealed a desire for intensive learning opportunities. Such a desire is mitigated by opportunity to do so. The questionnaire participants indicated a desire for such experiences for example, but the majority did not have such an experience. A minority of both groups interviewed also shared of challenges registering for intensive programming. The interviews, however, also offered insights to improve Allophone access to intensive learning opportunities. Specifically, the interviews detailed that Allophones could best access intensive learning opportunities in regions where there is a variety of programming options and entry points available due to the time it presently takes such parents to gather information about their educational choices and also the age of their children upon arrival. For example, if the region only offers early French Immersion, an Allophone child who arrives at age eight could not access that

program but could access a late immersion or Extended French option if it were available. In addition, as it pertains to FSOL learning according to both adult and Allophone university participant interviews, employees within the system require information/direction upon which to make their recommendations. For example, if employees had and shared information that explained choices of programming for learning FSOL, parents could make fully informed choices. I envision such information to explain French Immersion in the region including the provision for English language learning within and the choices for entry into the program, Extended French, Intensive French and core French. Likewise, if employees were aware of the advantages of learning a third language after having learned a second they may be more welcoming of Allophone students within intensive learning opportunities in particular. Similarly, if employees were aware and shared information on immigrants learning FSOL in Canada without detriment to their English (Carr, 2009) parents and their children could make more knowledgeable choices.

In addition to increasing opportunities for FSOL programming through the sharing of information, both groups of interview participants, adult and Allophone university participants, and questionnaire respondents expressed the desire for authentic opportunities for language use. Parents suggested programs in public libraries where the Allophone university participants highlighted opportunities to communicate with francophones with the examples of exchanges, increased use of FSOL in the classroom and time in bilingual communities.

This study's participants are motivated to learn FSOL. Beyond motivation, the participants act on their desire in the face of obstacles. In contrast, although schools, provincial and federal governments want success for their students, they do not act in a consistent manner so as to provide FSOL learning opportunities to immigrant youth.

The parental and youth voice as expressed through this study provides information with which, if acted upon, schools and governments could improve the immigrant educational experience in Canada.

Shortcomings and Limitations

I recognize that this study has shortcomings in terms of its design in particular. One limitation comes with the recruitment of participants. The fact that the participants in Toronto and Vancouver were recruited through Canadian Parents for French and the Allophone university student group in Ottawa by the Director of Immersion Studies highlights a potential bias for the participants to be more positive toward the FSOL language than if they had been recruited through a neutral venue. A second limitation as it pertains to the participants is their differing time in Canada. A third consideration is the limited number of Allophone university student participants.

As it pertains to the interviews, I recognize that a group interview allows for the participants to influence each other and I may have received different results had I had the opportunity to interview them one at a time. Individual interviews may have also allowed each participant to respond to each question where the group interview in Toronto was limited by time and the interest of the participants to express their views beyond that of the protocol.

In addition, the questionnaire limited my ability to investigate further issues as they became apparent. Specifically, although not initially an area of investigation, the comparison of results over time would have been facilitated by consistent scales.

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Appendix A

Interview Questions for Adult allophones

Perception of Canada as a bilingual country prior to arrival

1. What countries are you from?
2. What language (s) do you speak? Which language (s) did you learn first, second, third....
3. How long ago did you immigrate/come to Canada?
4. What factors influenced your decision about where to live?
5. What languages are used in your country of origin and where are they used? If more than one language is used, what did you think about the use of different languages in your country? What did you think about learning different languages while in your country?
6. What factors influenced your decision to come to Canada as opposed to another country?
7. Did you visit Canada before deciding to immigrate/come here?

The next two questions are for those who did NOT visit Canada before immigrating/coming.

8. Did you know Canada was an officially bilingual country (English/French)? How did you get that information?
9. When you learned that Canada was bilingual, how did you imagine this would be (in terms of its citizens, its way of doing business, etc.)?
10. Once you arrived, did those perceptions about bilingualism change? If so, how?
11. Before coming to Canada, did you choose to learn French? What factors influenced that decision?
12. After arriving in Canada, did you look for opportunities to learn or improve your French? Describe your experiences.

Education

1. What languages are used in your home? With whom?
2. How has knowing different languages affected your life?

3. How did you learn about Canada's educational system? (What did you learn?)
 - a. Did you have enough information at the time to make good choices for your children? Would you do anything differently now? If so, what would that be?
4. Did you meet with anyone *before* enrolling your child/ren in school? If so, who (e.g., principal, secretary)? What did you learn from that meeting?
5. Who registered your children in school? (ex. Principal, secretary)
6. Did you know about the French Immersion program? If so, how did you learn about it?
7. Did you enrol or consider enrolling your children in French Immersion? What influenced that decision? Describe your experiences.
8. If not in French Immersion, did/do your children study French as a second official language as part of their elementary school day? Why or why not? Describe any experiences you encountered during that process.
9. How did/do you feel about your children learning/or not learning French?
10. Did your children continue to study French after elementary school (in Ontario, after Grade 10)? What influenced that decision? How did you feel about it?
11. Did you have the option to have your children study in their first language during the school day? If so, what factors influenced your decision?
12. Did you have the option to have your children study in their first language after the school day (after-school program, weekend school programs, tutoring)
13. What have you done/what do you do to support your children's language development- in their first language? In their second and additional language/s?
14. For those who have children who study/ied French, will your children use the French they learned? How? Where?
15. How does the opportunity to use French affect the importance of learning it?

Appendix B

Student Focus Group Interview

Section 1: Origins

1. How old were you when you immigrated to Canada?
2. Where did you come from?
3. Which language (s) did you learn first?
4. What languages were used in your country of origin and where are they used? If more than one language was used, what did you think about the use of different languages in your country?
5. Tell me about learning languages (other than your first) in your country of origin. (what languages, describe your experiences)
6. How do people in your country of origin view the learning of other languages?
7. Do you feel proud of your heritage? Why?
8. Did you know Canada was an officially bilingual country (English/French)? How did you get that information?
9. When you learned that Canada was English/French bilingual, how did you imagine this would be (in terms of its citizens, its way of doing business, education etc.)?

Section 2: Education in Canada

10. Describe your English skills upon arrival to Canada. (listening, speaking, reading and writing)
11. Once you arrived, did your perceptions about official bilingualism change? If so, how?
12. Do you see any differences and/or similarities between how people in Canada and people from your country of origin view the learning of languages? Describe them.
13. After arriving in Canada, did you learn French in elementary school? Describe your experiences.
14. For those of you who took immersion in elementary, how would you evaluate those French learning experiences?

- a. For those of you who took Intensive French in elementary, how would you evaluate those French learning experiences?
 - b. For those of you who took elementary core French, how would you evaluate those French learning experiences?
15. Do you know what factors your parents' considered when advising you about the study of French?
16. Did you consider enrolling in a more intensive French program (immersion or extended)? Why or why not? Describe your experiences.
 Were there people who encouraged an intensive choice? Describe. (ex. principals, French teacher, ESL teacher, guidance counsellor, other teachers)
 Were there people who discouraged your choice? Describe.
17. If you had a chance to make a different decision regarding the study of French in elementary school, would you? Why?
18. How did you feel about learning French?
19. Were you ever denied/discouraged from the opportunity to study French? Describe those experiences.
20. For those of you who took immersion, did you choose to continue studying French in secondary school after the study of a second language was no longer compulsory? Describe your experiences.
- For those of you who took intensive French, did you choose to continue studying French in secondary school after the study of a second language was no longer compulsory?
 Describe your experiences.
- For those of you who took core French, did you choose to continue studying French in secondary school after the study of a second language was no longer compulsory? Describe your experiences.
21. How would you evaluate your secondary French learning experiences?
22. Do you know what factors your parents' considered when advising you whether to continue with the study of French?
23. What factors influenced your decision whether to continue to study French in secondary school?
- Were there people who encouraged an intensive choice? Describe. (ex. principals, French teacher, ESL teacher, guidance counsellor, other teachers)
 Were there people who discouraged your choice? Describe.

24. If you had a chance to make a different decision regarding the study of French in secondary school, would you? Why?
25. You have been in Canada for many years now, how would you define yourself?
26. What societal groups do you consider yourself to be apart of?
27. Which groups are important to belong to? Why?
28. Do you consider English/French bilingualism important to a Canadian identity?
29. What value do you place on learning French?
30. Will you use the French you learned? Where? For what purposes?
31. How does the opportunity to use French affect the importance of learning it?
32. How has knowing different languages affected your life?
33. Can you describe if and how languages play a role in your identity.
34. For those of you who studied in immersion, did you choose to study French in university? Describe your experiences.

For those of you who studied in intensive French, did you choose to study French in university? Describe your experiences.

For those of you who studied in core French, did you choose to study French in university? Describe your experiences.
35. How would you evaluate your university French learning experiences?
36. What factors influenced your decision whether or not to study French at the university level?

Were there people who encouraged your choice? Describe. (ex. principals, French teacher, ESL teacher, guidance counsellor, other teachers)
Were there people who discouraged your choice? Describe.
37. If you wanted to encourage another Allophone student to study French as a second language at the high school and university levels, how would you do it? How would you reach them? (ex. What important information to include, language, pictures of diverse students etc.)
38. If you wanted to encourage an Allophone parent to encourage their children to learn French how would you do it? How would you reach them? (ex. What important information to include, language, pictures of diverse students etc.)

Appendix C

Student Survey

Thank you for participating in our survey of post-secondary students who immigrated to an English-dominant region of Canada and had a first language other than French or English.

This survey is for people who can answer yes to each of the following three questions:

- A. I immigrated to an English-dominant region of Canada before my 14th birthday.
Yes No
- B. My first language is neither English nor French.
Yes No
- C. I am in undergraduate studies in a Canadian University.
Yes No

If they answer yes to the three questions they continue with the survey below. If they answer no to one or more questions they receive the following message: We appreciate you taking the time to respond to our questions. Thank you. We are limiting this survey to those who immigrated to an English-dominant region of Canada with a first language other than French or English who are presently enrolled in undergraduate studies. We hope to gather your input on another occasion.

Thank you for your interest in participating in this survey. We, Canadian Parents for French and myself, Callie Mady from Nipissing University, hope to explore: (1) the factors influencing your decisions to pursue or not pursue French as a second official language education, and (2) your experiences within such programs.

Section 1: Origins

- 1. How old were you when you immigrated to Canada?
 - Under 5 years
 - 5 to 9 years
 - 10 to 14 years

- 2. Where did you come from?
 - United States of America
 - Central America
 - Caribbean and Bermuda
 - South America
 - Oceania

Northern Africa
Southern Africa
Central Africa
Eastern Africa
Western Africa
China
Hong Kong
Philippines
India
Other Northern Asia
Other Southern Asia
Other Eastern Asia
Other Western Asia

Northern Europe
Southern Europe
Eastern Europe
Western Europe

Middle East

3. Which language (s) did you learn first?

Arabic
Cantonese
Korean
Mandarin
Hindi
Punjabi
Tagalog
Urdu
Vietnamese
Other, please specify

4. When you started school in Canada, could you read and write in your first language?

Yes No

5. At present, can you read and write in your first language?

Yes No

6. Did you study English in school in your country of origin?

Yes No

If yes, did you study other subjects in English (for example, history/geography was taught in English)

YesNo

7. Did you study French in your school in your country of origin?

Yes No

8. Did you study a language other than English, French or your first language in school in your country of origin?

Yes No

Section 2: Elementary/Secondary Schooling in Canada

9. What grade did you enter in school upon arrival to Canada?

Kindergarten-Grade 3

Grade 4-6

Grade 7-8

Grade 9-12

10. In which province (s) and/or territory, did you attend elementary and secondary school?

Alberta

British Columbia

Manitoba

New Brunswick

Newfoundland and Labrador

Northwest Territories

Nova Scotia

Nunavut

Ontario

Prince Edward Island

Quebec

Saskatchewan

Yukon Territory

If more than one, please indicate Grades spent in each location.

11. When you started school in Canada, how would you rate your English listening and speaking skills in terms of coping with schooling in English?

Very good – good –adequate-poor-very poor

12. When you started school in Canada, how would you rate your English reading and writing skills in terms of coping with schooling in English?

Very good – good –adequate-poor-very poor

13. Upon arrival to school in Canada, did you receive English as a second/additional language support?

Yes No

If yes, for how many years did you receive English as a second/additional language support?

1,2,3,4,5,6,7,8,9,10, 11,12

If no, why did you not receive English language support?

None, I didn't need it, none, it wasn't available, other

14. After arriving in Canada did you continue to study in your first language?

Yes No

If yes, in which of the following ways?

Heritage language classes within the school system Yes -No

Language classes outside the school system Yes-No

Informal tutoring by friends or family Yes-No

What factors influenced your choice?

If you continued to study your first language in any of the above-mentioned ways, for how many years did you continue to study your first language?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, I am still studying it

If no, please select from the following reasons

None, it wasn't available.

My family opted for me not to.

I chose not to.

What factors influenced your choice?

Section 3: FSL in Elementary and Secondary School

15. Was studying a second language, French or another second language, compulsory in any grade at your Canadian elementary school (s)?

Yes No

If yes, the second language I studied was:

(a) French

(b) Other

If French, Please indicate the obligatory grades in which you studied French:

Did you have a choice between studying French and another second language?

Yes No

Please indicate the level to which you agree or disagree with each of the following statements about your

compulsory French experience. 1=strongly agree;
2=somewhat agree; 3=uncertain; 4=somewhat disagree;
5=strongly disagree

Learning French in elementary school in Canada...

- a. Was similar to my experience learning languages in my country of origin.
- b. Was more communicative (interactive) than my experience learning languages in my country of origin.
- c. Was more focused on listening and speaking than learning languages in my country of origin.
- d. Was more focused on reading and writing than learning languages in my country of origin.
- e. Was more focused on grammar than learning languages in my country of origin.
- f. Required greater participation on my part than learning languages in my country of origin.
- g. Was facilitated by my knowledge of other languages.
- h. Increased my interest in learning languages.
- i. Increased the value I placed on being multilingual.
- j. Increased my interest to pursue advanced study in the French language.
- k. I thought would improve my career/job opportunities.
- l. I found French also helped me learn English.
- m. I did well learning French.
- n. Enabled me to communicate with French-speaking people.
- o. Was enjoyable and stimulating.
- p. Increased my appreciation of Francophone cultures.
- q. Increased my appreciation of the Francophone presence in Canada.
- r. Increased my sense of belonging in Canada.
- s. Increased my Canadian identity.
- t. Was what my parents, or other adults important to me, wanted.

How do you rate your overall experience with the French program?
Very satisfactory ___ Somewhat satisfactory ___ Uncertain ___ Somewhat
unsatisfactory ___ Unsatisfactory ___

At the time when you completed your obligatory study of a second
language, how satisfied were you with the progress you had made in
learning French in each of the following areas? Very satisfactory ___
Somewhat satisfactory ___ Uncertain ___ Somewhat unsatisfactory ___
Unsatisfactory ___

- a. My speaking skills in French.
- b. My listening skills in French.
- c. My reading skills in French.

d. My writing skills in French.

What was the single, most positive aspect of your elementary French studies?

If you could choose one aspect to improve the French program you followed, what would you improve upon? How?

How would you describe your parents' feelings about you taking French?

Encouraging

Neutral/Uncertain

Discouraging

Describe the factors your parents presented in order to encourage/discourage you taking French.

If you studied another language other than French, was this your heritage language:

Yes No

If you studied another language other than French, please indicate:

In which grades you studied this language 1 2 3 4 5 6 7 8
9 10 11 12

Which language you studied

Was this your heritage language?

Yes No

16. Was French a compulsory subject in any grade at your Canadian schools?

Yes No

17. Did you study French in any grade at your Canadian elementary or secondary school?

Yes No

If Yes, at what Grades?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Did you take a French program that was more intensive than the core program for elementary school students in your school district, for example, a French immersion program?

YesNo

If yes, what type of program was this?

French Immersion including Extended
French/intensive/other please specify

In what Grades did you take this intensive program?
1,2,3,4,5,6,7,8,9,10,11,12

18. Did you study French when it was not compulsory? (You chose to study French when you didn't need to study a second language or you chose to continue with French beyond the grades in which it was compulsory)

Yes No

If yes, in which grades did you choose to study French?
1,2,3,4,5,6,7,8,9,10,11,12

Why did you choose to study French? We are interested in your reasons for starting or staying in French-not those of your parents or guardians. Some of the reasons below are ones you may have seen before, **this time please focus on the time you chose to study French when it was not compulsory.** Please rate each of the following reasons as: 1-important, 2 somewhat important, 3-not very important, 4 not at all important, 5 not applicable

- a. I thought it would improve my career/job opportunities.
- b. I believed in the value of learning an additional language.
- c. I valued being multilingual.
- d. French is one of Canada's official languages.
- e. French is a world language.
- f. French was present in my community.
- g. I wanted to speak to francophones.
- h. I wanted to learn about Francophone cultures.
- i. I had contact with francophones in the community or among friends and family.
- j. My parents encouraged me to study French.
- k. Studying French was part of forming a Canadian identity.
- l. Studying French increased my sense of belonging in Canada.
- m. My friends encouraged me to study French.
- n. I enjoyed learning other languages.
- o. I enjoyed learning French.
- p. I did well learning French.
- q. I wanted to continue to improve my French.
- r. I wanted to pursue advanced study in the French language.
- s. Learning French helped me with English.
- t. It was one of my better subjects.
- u. The school encouraged me to study French.

- v. My teachers encouraged me to study French.
- w. The French program was good.
- x. The French teachers were good.
- y. I thought it would improve my chances of getting university entrance.
- z. I thought it would improve my chances of getting a scholarship.
- aa. There were extra-curricular opportunities in French (e.g, trips)
- bb. It allowed me to stay with my friends.
- cc. It allowed me to stay in schools I wanted to attend.
- dd. It was what my parents, or other adults important to me, wanted.
- ee. Other, please identify.
- ff. Other, please identify.

How do you rate your overall experience with the optional French program? Very satisfactory ___ Somewhat satisfactory ___ Uncertain ___ Somewhat unsatisfactory ___ Unsatisfactory ___

At the time you finished with your French program, at the end of the last grade when you took French, how satisfied were you with the progress you had made in learning French in each of the following areas? Very satisfactory ___ Somewhat satisfactory ___ Uncertain ___ Somewhat unsatisfactory ___ Unsatisfactory ___

- e. My speaking skills in French.
- f. My listening skills in French.
- g. My reading skills in French.
- h. My writing skills in French.

At the time you finished with your French program, how would you rate your French skills in terms of each of the following:
Good, adequate, poor

Continuing your French language learning at a higher level.
Studying other subjects in French rather than English.
Applying for jobs requiring some French.
Using French language mass media (e.g., movies, newspapers, radio)
Coping in social situations where French is the main language used.

What would you say was the single most important factor in your decision to study French beyond when it was compulsory?

What two other factors were important in your decision?

What was the single, most positive aspect of your optional French studies?

If you could choose one aspect to improve the optional French program you followed, what would you improve upon? How?

How would you describe your parents' feelings about you taking French?

Encouraging

Neutral/Uncertain

Discouraging

Describe the factors your parents presented in order to encourage/discourage you taking French.

If you wanted to encourage an immigrant student whose first language is neither French nor English to study French as a second language at the high school and university levels, how would you do it? How would you reach them? (ex. What important information to include, language, pictures of diverse students etc.)

If you wanted to encourage an immigrant parent to encourage their children to learn French how would you do it? How would you reach them? (Ex. What important information to include, language, pictures of diverse students etc.)

If no, please indicate the degree to which the following factors influenced your decision: 1= to a great degree, 2= to some extent, 3= not at all.

- a. I didn't think that knowing French would benefit my career/job opportunities.
- b. I didn't see the value in knowing an additional language.
- c. I didn't value being multilingual.
- d. I didn't see the value in learning French.
- e. I had no contact with French outside of school.
- f. The school discouraged me from studying French.
- g. The school did not allow me to study French.
- h. My parents discouraged me from continuing to study French.
- i. My friends discouraged me from continuing to study French.
- j. I didn't enjoy studying languages.
- k. I didn't enjoy studying French.
- l. I was not good at learning French.
- m. I was not making progress learning French.
- n. I did not get good marks in French.
- o. Learning French was too difficult while learning English.

- p. Learning French would take away from my learning of English.
- q. I did not have enough space in my timetable.
- r. It was not available at my school.
- s. I chose to study another language instead.
- t. Other, please identify.
- u. Other, please identify.

If you stopped studying French when there were opportunities to continue, what would you say was the single most important factor in your decision?

What two other factors were important in your decision?

If no, in retrospect, would you make a different choice today?

Yes No
Please explain.

19. Thinking back to the last grade in which you took French, were each of the following encouraging or discouraging factors when it came to considering whether to continue improving your French language skills through formal classes or other means.

[Very encouraging, somewhat encouraging, neutral, somewhat discouraging, very discouraging, not applicable]

Attitudes of my friends

Attitudes of my parents.

Attitudes of my teachers.

Attitudes of the school.

Availability of courses.

Your own assessment of the status of French.

Your own assessment of French adding to your identity.

Your own assessment of your current French language skills.

Your own assessment of how well you might do continuing with French.

Your own assessment of the French program

Your own assessment of the benefits of French for future educational opportunities.

Your own assessment of the benefits of French for future employment opportunities.

Your own assessment of your ability to cope in a French language environment.

Your own assessment of real opportunities to become involved with francophone communities.

Your feelings about the value of learning French.

Your feelings about whether continuing French language learning would be enjoyable or not.

20. Did you attend an elementary or secondary school where French was the official language of the school and school board?

Yes No

If yes, in what grades did you take this program?

1,2,3,4,5,6,7,8,9,10,11,12

21. Did you choose to study French at university?

Yes No

If yes, please specify your area of focus.

a-I am studying at a Francophone university.

B-major in French

C-minor in French

D-took/will takes some French courses

E-took/will take one French course

Did you choose to study French in your first year at university or in later years?

First year

Later Years

Both

What factors influenced your decision to study French in university. Some of the reasons below are ones you have seen before, **this time please focus on your university choice**, please rate the following possible reasons as: 1-very important, 2-somewhat important, 3-not very important, 4-not at all important, 5 not applicable

- a. I think it would improve my career/job opportunities.
- b. I believe in the value of learning an additional language.
- c. I value being multilingual.
- d. French is one of Canada's official languages.
- e. French is a world language.
- f. French is present in my university community.
- g. French was present in my home community.
- h. I want to speak to francophones.
- i. I want to learn about Francophone cultures.
- j. I have contact with francophones in the community or among friends and family.
- k. My parents encouraged me to study French.
- l. Studying French is part of forming a Canadian identity.

- m. Studying French increases my sense of belonging in Canada.
- n. My friends encouraged me to study French.
- o. I enjoyed learning other languages.
- p. I enjoyed learning French.
- q. I did well learning French.
- r. I wanted to continue to improve my French.
- s. I wanted to pursue advanced study in the French language.
- t. Learning French helped me with English.
- u. It was one of my better subjects.
- v. The secondary school encouraged me to study French.
- w. The university encouraged me to study French.
- x. My secondary school teachers encouraged me to study French in university.
- y. The French program at the university is good.
- z. The French teachers are good.
- aa. There are extra-curricular opportunities in French (e.g., study abroad).
- bb. It allowed me to stay with my friends.
- cc. It was what my parents, or other adults important to me, wanted.
- dd. Other, please identify.
- ee. Other, please identify.

If you took French, what would you say was the single most important factor in your decision?

What two other factors were important in your decision?

How do you rate your overall experience with the university French program? Very satisfactory ___ Somewhat satisfactory ___ Uncertain ___ Somewhat unsatisfactory ___ Unsatisfactory ___

How satisfied were you with the progress you had made in learning French at university in each of the following areas? Very satisfactory ___ Somewhat satisfactory ___ Uncertain ___ Somewhat unsatisfactory ___ Unsatisfactory ___

- a. My speaking skills in French.
- b. My listening skills in French.
- c. My reading skills in French.
- d. My writing skills in French.

How would you rate your current French language skills in terms of each of the following?

[Very good, good, adequate, poor, very poor, not applicable (if you were too young to attempt activity)]

Continuing your French language learning.
Studying other subjects in French rather than English.
Applying for jobs requiring some French.
Using French language mass media (e.g., movies,
newspapers, radio)
Coping in social situations where French was the main
language used.

On balance, is each of the following an encouraging or
discouraging factor when it comes to deciding whether you
will continue with French in your university program.

[Very encouraging, somewhat encouraging, neutral,
somewhat discouraging, very discouraging, not applicable]

How you have been doing in your French course(s) so far.

Attitudes of your friends

Attitudes of your parents.

Attitudes of your professors.

The number of electives you can take within your
program.

Your own assessment of your current French language
skills.

Your own assessment of how well you will do in future
French courses.

Your own assessment of the benefits of French for
future educational opportunities.

Your own assessment of the benefits of French for
future employment opportunities.

Your own assessment of your ability to cope in a French
language environment.

Your own assessment of real opportunities to become
involved with francophone communities.

Your feelings about the value of learning French.

Your feelings about whether continuing French
language learning would be enjoyable or not.

What would you say was the single most important factor
in your decision whether to continue with French in your
university program?

What two other factors will be important to your decision?

If you could choose one aspect to improve the university
French program you followed, what would you improve
upon? How?

If no, please indicate the degree to which the following factors influenced your decision. Some of the reasons below are ones you may have seen before, **this time please focus on your decision for university**: 1= to a great degree, 2= to some extent, 3= not at all:

- a. I didn't think that knowing French would benefit my career/job opportunities.
- b. I didn't see the value in knowing an additional language.
- c. I didn't value being multilingual.
- d. I didn't see the value in learning French.
- e. I had no contact with French outside of school.
- f. The school discouraged me from studying French.
- g. The school did not allow me to study French.
- h. My parents discouraged me from continuing to study French.
- i. My friends discouraged me from continuing to study French.
- j. I didn't enjoy studying languages.
- k. I didn't enjoy studying French.
- l. I was not good at learning French.
- m. I was not making progress learning French.
- n. I did not get good marks in French.
- o. Learning French was too difficult while learning English.
- p. Learning French would take away from my learning of English.
- q. I did not have enough space in my timetable.
- r. It was not available at my school.
- s. I chose to study another language instead.
- t. Other, please identify.
- u. Other - please identify.

What would you say was the single most important factor in your decision not to continue with French in your university program?

What two other factors were important to your decision?

22. On balance, were each of the following encouraging or discouraging factors when it came to deciding whether you would take French in your university program? [Very encouraging, somewhat encouraging, neutral, somewhat discouraging, very discouraging, not applicable]

How you have been doing in your French course(s) so far.
Attitudes of your friends
Attitudes of your parents.

Attitudes of your professors.
The number of electives you can take within your program.
Your own assessment of your current French language skills.
Your own assessment of how well you will do in future French courses.
Your own assessment of the benefits of French for future educational opportunities.
Your own assessment of the benefits of French for future employment opportunities.
Your own assessment of your ability to cope in a French language environment.
Your own assessment of real opportunities to become involved with francophone communities.
Your feelings about the value of learning French.
Your feelings about whether continuing French language learning would be enjoyable or not.

23. Please indicate your gender.

Female Male

24. At which university are you currently enrolled?

25. Which year of your university program are you now in?

1st ___ 2nd ___ 3rd ___ 4th ___

26. What career do you have in mind at this point? _____

27. Do you think this career will take you?

Exclusively in Canada

Mainly in Canada, but with some foreign work settings

In a variety of Canadian and foreign work settings

28. Do you think that your career will involve working with or for people whose own language of work is not English?

Rarely or never

Sometimes

Often

39. Do you think your career will involve working with or for people whose own language is French?

Rarely or never

Sometimes

Often

Please give us the following information so that we can send you your cheque. Processing and sending the cheque will take approximately four weeks. The information below will be held in strict confidence.

Name _____

Address (where cheque will be sent)

Email: _____

