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**LINGUISTIC AND ATTITUDINAL ASPECTS OF
SCHOOL YEAR GROUP EXCHANGES:
IMMEDIATE AND LONG TERM OUTCOMES
FOR PARTICIPANTS**

by

Alina MacFarlane

A thesis submitted to the School of Graduate Studies and Research
in partial fulfilment of the requirements
for the degree of Doctor of Philosophy

University of Ottawa

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ABSTRACT

Neither interactional ability nor cultural understanding are easily acquired in the language classroom. In a recent study (MacFarlane & Wesche, 1995), French immersion graduates who reported using their French during contact opportunities with francophones outside the classroom were those who attained higher French proficiency and integrated French more into their daily lives after graduation. This led to the hypothesis that certain classroom limitations may be overcome by providing young learners of both official languages with opportunities for contact with native speakers and their culture beyond the classroom.

To test this hypothesis, this study examined interethnic contact in the context of the SEVEC (The Society for Educational Visits and Exchanges in Canada) School Year Group Exchange Program. This exchange program, linked directly to classroom language study through pre- and post-exchange activities which supplement the 5 to 7 day visits in each community, pairs groups of anglophone and francophone students between the ages of 10 and 18 at minimal cost to participants. Although many exchange formats exist, the School Year Group Exchange program is accessible to a wider range of language students than longer exchanges.

This research sought to answer the following questions:

1. What are the characteristics of school year group exchanges?
2. Which factors promote successful school year exchanges?
3. How are brief interethnic contact experiences and classroom language learning complementary?

A two stage study was designed to address these questions. The first stage consisted of a survey sent to two thousand 1992-93 school year group exchange participants. It provided baseline

data on recent participants throughout Canada, features of exchanges, the perceived effects for participants and the conditions which made them perceive the experience as more or less successful. Correlations between participant characteristics, exchange features and exchange outcomes provided an indication of which factors promoted successful exchanges.

The second stage consisted of a twelve month case study of one exchange between grade six classes in Ontario and Québec. Both quantitative and qualitative techniques were used to gather data: questionnaires tied this stage to the preceding one; focus groups, observation and interviews provided an in-depth understanding of how participants perceive the exchange experience and the acquisition processes in operation during the exchange which affect the development of second language skills, second language use outside the classroom, and language-related attitudes.

Data from Stage 1 and Stage 2 provide details of school year group exchanges in three areas: participant characteristics, exchange activities and participants' reactions to them, and exchange outcomes. Participants are between the ages of 10 and 18; most participants in "13 and under" exchanges are 12 years old and most participants in "14 and above" exchanges are 15 years old. More girls than boys participate in school year group exchanges, particularly in the 14 and above exchanges, presumably because more girls continue L2 studies in high school and exchanges are more attractive to girls. Anglophone participants report more years of exposure to classroom L2 instruction and more participation in intensive L2 programs; francophone participants claim more previous L2 use outside the classroom. More francophone than anglophone participants chose learning more L2 as a reason for participating in the exchange.

Similar activities were available to participants in both Stage 1 and Stage 2 exchanges including group activities, sightseeing, attending classes, and time alone with exchange partners.

Most participants reported enjoying all exchange activities except "educational" sightseeing excursions. Few participants under 13 years of age attended classes, probably due to their limited L2 proficiency. All participants indicated that they used their L2 more during free time with their twins than during group activities.

Almost all participants considered their exchange experience successful. For many, the deciding factor was enjoyment rather than improvement in language learning skills. Most participants did report improved listening comprehension, particularly in face-to-face L2 encounters while explanations given by tour guides, group conversations and L2 television still caused some difficulty. Most also reported improvement in speaking ability. Observation and focus groups discussions during Stage 2 suggest that specific areas of improvement included accent, faster rate of speech, and the acquisition of routines, formulae, fillers, and colloquial terms. Most participants indicated that they were more self-confident as a result of the exchange. Most expressed a desire for further contact opportunities and many indicated that they intended to continue to study the L2.

Results from Stage 1 and 2 indicate that several factors promote these positive exchange outcomes. The first is second language use during the exchange. Two participant factors seem to be prerequisites for this L2 use: a threshold level of proficiency and self-confidence. Two exchange features also encourage L2 use: the homestay context provides one-on-one interaction opportunities for twins which promotes the formation of social bonds. These one-on-one opportunities and social bonds also encourage L2 use. Enjoyment promotes continued communication with the twin both during and after the exchange and motivates further language study.

Evidence from the case study exchange indicates that exchange language learning processes and classroom language learning processes are complementary. The classroom equips participants with basic language skills without which communication would be impossible. It also provides participants with the self-confidence to attempt communication with native speakers (NSs). The exchange provides a sheltered “real” L2 use context: participants are paired with native-speaking peers in situations which guarantee opportunities and incentive for communication. Whereas the classroom is mainly limited to academic discourse and vocabulary, the exchange context expands the range of discourse types and vocabulary through the introduction of L2 use contexts unavailable in the classroom. The unmodified vocabulary of the various interlocutors participants encounter improves listening comprehension skills and introduces vocabulary needed for everyday communication. Because these various interlocutors are mainly native-speaking peers, participants are motivated to converge to native-speaker norms rather than the non-nativelike version of L1 classmates. The perception of improved L2 ability gives participants the self-confidence to attempt interaction with less familiar interlocutors and in unfamiliar contexts. While self-confidence acquired through classroom learning permits students to attempt communication with a native speaking peer in a sheltered one-on-one interaction provided by an exchange, self-confidence gained through interaction with native speakers during the exchange motivates contact in more ‘real’ contexts. Finally, different learning styles are accommodated in each context. For gregarious students, unmotivated by classroom academic-type L2 acquisition, the exchange context provides a social stage for language acquisition more suited to their personalities.

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CHAPTER ONE

INTRODUCTION

The purpose of the present study is to examine brief interethnic contact experiences as a complement to classroom language learning by school children. Dissatisfaction with classroom language learning outcomes almost thirty years ago led to the implementation of an innovative language program in Canada, French immersion. Until that time, most classroom second language (L2) programs taught about the L2 but such methodology almost never resulted in functional proficiency. It was hypothesized, on the basis of changing theories on the nature of language and language learning, that extensive exposure to the L2, such as that found in immersion, would lead to improved L2 proficiency and interactional competence (Gardner & Lambert, 1972). It was also assumed by many that attitudes of immersion students and graduates towards francophones and their communities would become more tolerant as proficiency in the second language increased (Lambert, 1987). A combination of improved French proficiency and interactional competence (increased ability to interact with others in the L2) would equip immersion students for contact with francophones. Such contact, in turn, would lead to better cross-cultural understanding and communication and thus accomplish the dual goals of immersion: bilingualism and biculturalism (Genesee, 1987, 1988).

While subsequent experience with immersion and other intensive, use-oriented language teaching approaches has indeed demonstrated that such approaches develop functional proficiency (Lightbown & Spada, 1994; Swain & Lapkin, 1986; Wesche, 1993), this proficiency rarely leads to L2 use outside the classroom (De Vries, 1985; MacFarlane & Wesche, 1995). The L2 interactional ability and cultural understanding required for such use are not easily acquired in the

classroom. An examination of the outcomes of immersion, still considered to be one of the most successful language programs to date (Genesee, 1987, 1988; Krashen, 1984), reveals limited development in terms of native-like proficiency, positive attitudes towards language learning and L2 use and intercultural communication (Genesee, 1987; Wesche, Morrison, Ready & Pawley, 1990). However, a sub-study of immersion students six years after high school graduation found that individuals who took part in opportunities for contact with francophones offered during the early years of their immersion program attained higher French proficiency and integrated French more into their daily lives as young adults (MacFarlane & Wesche, 1995). Thus I hypothesized that the outcomes of intensive programs such as immersion may be enhanced by providing young learners of both official languages with opportunities for contact with native speakers outside the classroom. Such opportunities would furnish interactional practice and the possibility of creating social bonds to motivate continued attempts to communicate in the L2. Short-term exchanges may not produce striking changes in proficiency or interactional ability, but there is considerable anecdotal evidence that for many students they may initiate a cyclical process leading to these outcomes (MacFarlane, 1992; MacFarlane, 1997; MacFarlane & Wesche, 1995). It is hypothesized that contact experiences may promote better classroom language learning which, in turn, will lead to further contact experiences. At the same time, contact experiences may promote development of initial skills and motivation for out-of-class language learning in natural L2 settings. Such a pattern may result in more frequent L2 interaction with the target language (TL) group and its culture and through this, support the development of mutual understanding. Both of these are important goals of language education in bilingual or multilingual societies such as Canada.

Evidently, organizing an interethnic contact experience for large numbers of second language learners requires considerable effort and expense. SEVEC (The Society for Educational Visits and Exchanges in Canada) organizes such opportunities as part of the School Year Group Exchange Program¹ at minimal cost to classroom learners of French and English throughout Canada. In this program, SEVEC pairs groups of anglophone and francophone students between the ages of ten and eighteen for 5 to 7 day visits in each others' communities during the school year. The exchange is often directly linked to classroom language study through pre- and post-visit activities. Longer French/English exchange programs are available in Canada but incur higher costs and are therefore not accessible to the majority of L2 learners.

This study presents evidence that classroom language learning may be both enhanced and complemented through these brief interethnic contact experiences by providing contact with the other culture and motivated interaction with native speakers (NSs). It seeks to identify and describe the factors which interact to promote successful exchanges. Essentially, three basic questions direct this research which focuses on processes and outcomes for anglophone (majority group) Canadians:

1. What are the characteristics of school year group exchanges?
2. Which factors (learner variables and/or exchange features) promote successful exchanges for individuals?
3. How are brief interethnic contact experiences and classroom language learning complementary and if so, how?

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A two stage study was designed to answer these questions. The first stage, a survey of 891 students who participated in the 1992-93 SEVEC school year group exchange programs, provides descriptive data on recent participants and the brief contact experiences in which they participated throughout Canada. The survey results furnish details of:

1. participants' characteristics (i.e., age, type of classroom language program, language-related attitudes, self-assessed proficiency, and previous L2 contact experience),
2. exchange features (i.e., activity types), and
3. student responses to these features (i.e., L2 use during the exchange and enjoyment of exchange activities).

They also examine how participants retroactively perceive the effects of the exchange and which aspects of the experience they perceive as having been successful. These data were also used to determine possible criteria for successful experiences and to facilitate the selection of groups for an intensive study of one exchange in the following stage.

The second stage narrows in focus. It consists of a case study of a grade six class of pre-adolescent anglophone learners participating in a SEVEC exchange with a francophone class chosen on the basis of criteria established during the first stage. Data were also gathered on the francophone participants but since temporal and financial considerations limited the analyses which could be completed at this time, francophone data will be used primarily to validate and elucidate anglophone findings². Stage 2 verifies and elaborates on the findings from Stage 1. More

² Analyses of francophone participants' data will be undertaken as soon as possible after completion of this thesis.

importantly, it explores the exchange process in depth through focus group discussions, observation, field notes and documents provided by teachers. These qualitative data permit a more in-depth understanding of the characteristics of school year group exchanges and what makes them successful. They also facilitate examination of second language acquisition processes during the exchange to determine the complementarity of this experience and classroom language learning. Quantitative data in the form of several questionnaires on demographic and personal data, reasons for participating in the exchange, L2 use during exchange activities and perceived outcomes were also gathered to triangulate the findings and to provide a direct link with Stage 1.

Issues

A major focus of this study is the nature of the relationship between brief interethnic contact and classroom language learning. Current models of L2 proficiency claim that proficiency includes not only a mastery of the L2 code and the ability to understand and produce discourse in the L2, but also the ability to interact with native speakers of the target language in various contexts, and some understanding of their world view (Bachman, 1990; Bachman & Palmer, 1996; Canale & Swain, 1980; Cummins, 1981, 1988). These models suggest that language knowledge and skills acquired in one context may differ from language acquired in another (Bachman, 1990; Cummins, 1981; Genesee, 1991) and, furthermore, that the acquisition of a high level of interactional competence may require exposure to 'natural' L2 use contexts (Cummins, 1981). It is hypothesized that the language knowledge and skills acquired in the language classroom are not necessarily appropriate for interaction with NSs in L2 use contexts. The exchange may thus provide a transitional context in which learners can acquire the knowledge and skills needed for out-of-class L2 use.

Theories and models of second language acquisition (SLA) address not only the processes by which language knowledge and skills are acquired but also underline the importance of the social nature of language in these processes. This suggests several other aspects of contact with NSs which may complement classroom acquisition. These models illustrate how demographic, economic and political factors in the context determine both the physical availability of language 'input' and the attractiveness of the L2 to the learner (Giles & Byrne, 1982; Schumann, 1978a, 1986). Evidently, for immersion students learning French in unilingual anglophone areas, 'natural' L2 input will be limited, resulting in lack of opportunity or incentive for L2 use. Immersion students' language ability reflects the types of interactions and the NS models (i.e., teachers) available to them in the immersion classroom. Similarly, immersion students' attitudes, although positive, are not positive enough to motivate much out-of-school L2 use (MacFarlane & Wesche, 1995; Van der Keilen-Herman, 1995). While several experimental interventions which have attempted to highlight certain problematic language features in the classroom have been of some value for the acquisition of linguistic features (Harley, 1989; Lyster, 1990, 1994a, 1994b; Swain, 1988), practice with NSs is still needed to overcome the students' contextual limitations. Researchers acknowledge that the lack of pressure for native-like performance (such as when speaking to a NS) may account for the limited production skills of immersion students. Furthermore, frequent interaction limited to other learners may lead to fossilization of interlanguage forms which are deemed acceptable in the classroom (Lyster, 1987, 1994b; Tarone & Swain, 1995). Practice with native speaking peers will lead to the development of interactional fluency which will facilitate further opportunities for interaction with NSs in various L2 use contexts. Awareness of NS norms and positive attitudes about contact opportunities are required

to motivate continued language learning or willingness to use the L2 (Clément, 1980, 1984, 1986; Genesee, 1991; Prujiner, Deshaies, Hamers, Blanc, Clément & Landry, 1984).

One objective of this study is to determine which factors promote successful exchanges. Several *participant* factors seem to play a role. One such factor is age. Tajfel's theory of social identity (Abrams & Hogg, 1990; Tajfel, 1982) suggests that it would be preferable to initiate contact before the age by which social identity is formed. Schumann (1978b) likewise outlines how older students resist contact experiences to avoid the loss of sophistication of expression, possible ridicule and 'language shock' and suggests that an early starting age for exchange participation would be advantageous. Another factor is L2 proficiency. Clément (1986) notes that without some degree of proficiency, interaction would be impossible. This suggests that students from intensive programs such as immersion are better candidates for such experiences. Positive attitudes are another possible factor. This also suggests the possibility that immersion students, whose attitudes are generally more positive than those of Core French students, are better candidates for such experiences (Genesee, Polich & Stanley, 1977; Lambert & Tucker, 1972). Several *exchange* factors also seem to play a role in determining the success of exchanges. The importance of one-on-one interactions for language acquisition would suggest that exchanges which promote such interactions between individuals would be more successful than those which promote group interactions. If one-on-one interactions promote success, appropriate matching of participants would likely influence successful exchange outcomes as well.

Relatively little is known about brief interethnic contact experiences or the elements which make them successful for students who participate. Most empirical studies have examined the effects of contact on subsequent classroom outcomes rather than considering the language learning

which takes place in contact situations as largely complementary to and distinct from classroom language learning. The suppositions underlying this study are that contact experiences together with classroom language learning may lead to more successful overall language acquisition. Contact experiences, particularly brief ones, may mainly influence subsequent classroom success indirectly by motivating further classroom learning and by helping learners to identify what they have already learned and what they still must learn in order to interact successfully with native speakers. Such experiences may also make students more open to future contact. Enhanced proficiency together with this 'openness' may then lead students to seek further contact opportunities. This may lead to a cyclical pattern alternating between classroom language learning and future contact experiences which will result in the continued use and greater reciprocal empathy which are important goals of language education in our bilingual country.

In sum, this study aims to contribute to the literature on second language learning and teaching by examining the nature of and potential complementarity of intensive classroom language learning and brief interethnic contact experiences, with a special focus on pre-adolescent immersion students learning French. The results may suggest pedagogical implications for the teaching of L2 in contexts where the goals of such teaching are both linguistic and social. Utilizing both a large-scale survey and a case study approach with quantitative and qualitative data gathering techniques allowed the researcher to examine the exchange process in depth and capture the perspective of the student participants. Pedagogical implications of the study have to do both with the inclusion of exchange opportunities in school language learning curricula and with ways of maximizing the effectiveness of such experiences for language learning.

The thesis is organized as follows: Chapter Two reviews the relevant literature; Chapter Three describes the methodology of the study; Chapter Four provides the results and discussion for Stage 1 of the study; Chapter Five presents the results and discussion for Stage 2 of the study; Chapter Six presents conclusions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review will build a framework within which to study brief (two week) contact experiences between adolescent groups who are learning each others' languages in a classroom context. The study seeks to provide a detailed description of such contact experiences, outline the factors which make them more or less successful and assess the extent to which they complement classroom language learning to enhance second language acquisition (SLA). To prepare a framework to address these issues, five topics will be reviewed:

1. current definitions of L2 proficiency,
2. theories and models of second language acquisition,
3. outcomes of classroom language learning,
4. approaches to overcoming classroom limitations, and
5. previous studies of contact experiences.

The first section examines two current models of language proficiency. The first highlights the importance of contact experiences for classroom language learners by specifying how different learning contexts result in the acquisition of context-specific language knowledge and abilities; the second provides operational definitions of the components of communicative language ability which will be used to assess the outcomes of language learning in the classroom context and in the natural (contact experience) context. The second section builds on the first by examining current theories and models of L2 acquisition which provide a framework for a detailed examination of the exchange process. The selected models outline the social, linguistic and cognitive processes which support the acquisition of the components of language ability defined in the previous section

and further elaborate the importance of context in the acquisition process. The third section examines the outcomes of classroom language learning (particularly immersion outcomes), outlining both its strengths and limitations using definitions from the first section. A fourth section examines studies which have attempted to identify possible causes of these limitations identified in classroom language learning, and as the latter, relate to the models and theories presented in section two. The third and fourth section will also highlight the language abilities and processes which may be promoted by contact experiences to suggest how such experiences may address some of the classroom limitations. A final section will examine previous studies of contact and exchange experiences as a starting point for the research undertaken in this study.

Current Definitions of L2 Proficiency

Until recently, most theories defined L2 proficiency in strictly linguistic terms. It is now acknowledged that language proficiency includes not only knowledge of phonology, morphology, syntax and semantics but also knowledge of discourse structure and pragmatic relationships. One focus of this study is an examination of L2 proficiency acquired through classroom language learning to determine to what extent learners acquire not only L2 knowledge but the ability to use this knowledge appropriately in different contexts and to pinpoint the limitations and their causes. A second focus is to examine the effects of brief contact experiences on the language learning outcomes of participants and the extent to which these experiences address some of the classroom limitations. Both foci require a theory of L2 proficiency to define the relevant constructs in terms which are measurable and/or observable. This section will examine two models. The first emphasizes the differences in proficiency which develop in different contexts. The second builds on this distinction to provide operational definitions of the components involved.

Cummins (1983, 1988) distinguishes two types of L2 proficiency which develop in different contexts: basic interpersonal communication skills and cognitive/academic language proficiency. Basic interpersonal communication skills (BICS) are the skills required for oral fluency and sociolinguistic appropriateness and are thought to develop in 'natural' contexts as a result of exposure to a language through communication with NSs. Cognitive/academic language proficiency (CALP) consists of the linguistic knowledge and literacy skills required for academic work and requires exposure to contexts such as classroom learning in which such knowledge and skills are practised. Evidently both BICS and CALP must be acquired for full language proficiency. Cummins' conceptualization has been particularly significant in identifying limitations in the school achievement of immigrant and language minority children and in providing guidelines for special programs to overcome these limitations. While these children quickly acquire BICS due to their extensive exposure to the L2, the acquisition of CALP is much more problematic. Cummins' distinction has led to the development of programs tailored to support immigrant and minority language children's comprehension and acquisition of academic language and cognitive skills through the modification of classroom language, including contextual support and the manipulation of the cognitive difficulty of tasks. Unlike the situation for minority/immigrant children, for children in L2 and foreign language (FL) contexts who are acquiring language through classroom study with either limited or non-existent exposure to the L2 outside of class, it is the acquisition of BICS rather than CALP that is more problematic. The obvious implication for majority language children in FL or L2 contexts is the need for increased exposure to non-school related communication with NS peers in 'natural' contexts. Cummins' model was not intended to address majority language children learning a second or foreign language but is useful

for the purposes of this study because it introduces the idea that language acquired in one context may not be what is required in another context and suggests that the acquisition of BICS may require contact with NSs in 'natural' contexts.

Bachman's (1990) framework subsumes many of the ideas found in Cummins' model without making the distinction based on context as explicit. It builds on these ideas to provide operational definitions of the components involved in language knowledge.

Language Competence			
Organizational Competence		Pragmatic Competence	
Grammatical Competence	Textual Competence	Illocutionary Competence	Sociolinguistic Competence
<ul style="list-style-type: none"> - Vocabulary - Morphology - Syntax - Phonology/Graphology 	<ul style="list-style-type: none"> - Cohesion - Rhetorical organization 	<ul style="list-style-type: none"> - Ideational functions - Manipulative functions - Heuristic functions - Imaginative functions 	<ul style="list-style-type: none"> - Sensitivity to dialect/variety - Sensitivity to register - Sensitivity to naturalness - Cultural references/figures of speech

Figure 1. Schematic representation of the components of language competence according to Bachman (1990).

In his framework, there are two components of language knowledge, **organizational** competence and **pragmatic** competence. **Organizational** competence includes the knowledge required to produce grammatically correct sentences, to understand their propositional content, and to organize them to form texts; **pragmatic** competence includes the knowledge of conventions for performing language functions and the ability to recognize the context of the communication by performing those functions appropriately for that context. According to Bachman, the context in which the language is used integrates the two components. He specifies that it is the interaction among factors in the language use context (including both sociological and cultural phenomena)

which determines both the form (organizational features) and function (pragmatic features) of discourse. In other words, for Bachman, context influences acquisition of both organizational and pragmatic competence and is the link between the two competencies as realized in performance. In a more recent discussion, Bachman and Palmer (1996) also indicate that characteristics of individual language users such as affective schemata and previous experience with a given context may interact with the L2 use context to determine whether learners even attempt to use language in a given situation and how flexible they are in adapting language to variations in the setting.

When considered in the light of Bachman's 1990 model, the distinction proposed by Cummins becomes more explicit. Although both BICS and CALP include organizational and pragmatic competence, the organizational and pragmatic components which are appropriate in the classroom context differ from those which are appropriate in out-of-class contexts. Extensive experience with forms and functions used in out-of-class social interactions may not be helpful for academic classroom work nor will extensive experience with forms and functions required for classroom academic work necessarily transfer to out-of-class social interactions. Bachman and Palmer's (1996) more recent discussion also suggests that lack of experience in a given context or negative experiences in a given context may trigger affective schemata which will inhibit L2 use or hinder attempts to adapt to a different context.

Bachman's 1990 model enhanced by the more recent discussion in Bachman and Palmer (1996) offers operational definitions of the components of language knowledge, a clearer understanding of how language use differs in different contexts and an illustration of how context influences the choice of language forms and functions and their uses; thus it provides the best model available for the purposes of this study. However, this model, intended for use in language

testing, still falls short of what is needed for the study of social aspects of language acquisition. The conceptualization of language as a salient attribute of another culture, of language proficiency as the ability to understand and interact with native speakers in a range of contexts in a L2 and language learning as socialization into the L2 culture are only implied rather than stated specifically. Furthermore, Bachman identifies only the linguistic outcomes of language acquisition. Although he states that willingness to use the L2 in unfamiliar contexts is the result of an interaction between personal characteristics and the L2 use context, he perceives this as a factor which may affect test results rather than viewing it as a non-linguistic agent and outcome of language acquisition. Such factors as willingness to use the second language, changes in self-identity, extension of world view, and persistence in language study are the precursors *and* the results of identification with and accommodation to a new speech community, that is, socialization into the L2. They promote further acquisition of "communicative language ability" and need to be recognized more explicitly in a model of L2 communicative language ability for use in acquisition research over time. Such factors are particularly relevant in learning contexts such as that of Canadian immersion where students learn the L2 to a high functional level with very limited exposure to native speakers and L2 use contexts. This relevance is recognized intuitively if not explicitly in that these non-linguistic outcomes are often an implicit goal in organized exchanges.

The present study will examine exchange outcomes in terms of both the organizational and pragmatic components of communicative language ability as defined in Bachman's framework as well as in terms of the socioaffective components described above.

Theories and Models of Second Language Acquisition (SLA)

This study represents an attempt to examine not only the outcomes of brief interethnic contact experiences but also to situate these experiences within the overall process of second language acquisition to determine the extent to which they may be complementary to and distinct from classroom language learning. While the outcomes of an exchange experience may be defined in terms of the language ability constructs identified in the previous section, the brief exchanges which are the focus of this study would not be expected to result in great changes in language ability. Furthermore, outcomes reveal little of the processes involved. Thus, an examination of models informed by several disciplines which propose underlying processes and conditions for L2 acquisition have been examined for a more detailed framework for the study of brief contact experiences.

Evolving definitions of language have led to the acknowledgment that language is multidimensional. It is at the same time a communicative coding system, an integral part of an individual's identity, and a channel of social organization (Dörnyei, 1994, p. 274). These linguistic, cognitive, psychological and social dimensions figure in models from various disciplines concerned with SLA. But each discipline has a particular focus and the resulting models often portray only one dimension while assuming or ignoring the others. Language acquisition, proficiency and behaviour appear to be too complex to represent in one comprehensive model. Thus, this section presents models informed by several disciplines which examine details of the linguistic/cognitive and psychological/social processes involved in SLA from different perspectives. These details are used to elaborate Lily Wong Fillmore's multidimensional *Teachability Model* (1989) which integrates the essential SLA processes without providing many

details. The *Teachability Model*, buttressed by the theoretical constructs from more detailed but less multidimensional models from several disciplines, will form, together with Bachman's model of communicative language ability, the conceptual framework for this study.

Linguistic/Cognitive Dimension

The linguistic and cognitive processes involved in acquiring the L2 coding system are the focus of SLA models from linguistics or applied linguistics.

For Krashen, the essential process of acquisition is *comprehension*. Krashen's Input Hypothesis (1982, 1985) states that comprehensible language input (i.e., language data from which the learner develops L2 proficiency) is the major causative factor in SLA (Krashen, 1981). Learning occurs when the learner understands the meaning conveyed through syntactic structures just beyond his/her current level of competence ($i + 1$). This understanding is facilitated through extralinguistic cues in the context and/or modifications made to the input. Krashen's model implies the involvement of social processes and cognitive processes through the introduction of the 'affective filter' and a language acquisition device (LAD) but he provides few details of their operation.

Few SLA theorists would now dispute the vital role of L2 input but critics of the Input Hypothesis have, however, suggested important research-based refinements to Krashen's Input Hypothesis. Long (1981), while agreeing with Krashen that input must be comprehensible, argues that interactive modifications are more effective than non-interactive modifications in making it comprehensible. White (1987, p. 95) maintains that change to the learner's internalized grammar is triggered by incomprehensible rather than comprehensible input since the learner must realize that a given structure is inadequate before change can occur. Faerch and Kasper (1986) claim that

comprehension and acquisition are partially independent processes and that input may serve a dual function: at times assisting in the interpretation of meaning and at other times also assisting in the restructuring of IL. Although it is evident that modifications whether interactive or non-interactive aid comprehension, and that comprehension is a vital linguistic process for much of what must be acquired, it is evidently not the only one.

Research initiated by Evelyn Hatch (1978, 1983) suggested that the learning of L2 structure evolves out of communicative use. This led to extensive research concerning a second interactive linguistic process now termed '*negotiation*'. This refers to the modification and restructuring of input and output that occurs when a learner and an interlocutor experience difficulties in message comprehensibility (Pica, 1994). Long (1981, 1983, 1991) suggests that '*negotiation*' elicits negative feedback from the NS which promotes the noticing of forms by the learner which are non-native like. Swain (1985, 1995) suggests that comprehension is possible with little syntactic analysis of the input but production forces the use of specific morphology and syntax if the precise meaning is to be understood. Thus, feedback provided to the learner through negotiation and the modified learner output which results from this feedback may contribute to interlanguage development, a cognitive process. These models also imply the involvement of social/psychological processes: Pica (1994) notes that effective negotiation and interactional modifications depend on a non-threatening environment based on supportive relationships between learners and native speakers. Several researchers also suggest that context of learning plays a role in acquisition by affecting attitudes towards native-like performance. Classroom language learning does not seem to provide the motivation for such native-like language development: Swain (1985) states that if classroom learners are not '*pushed*' (through negative feedback) to be more native-

like, they may develop high levels of strategic competence and be able to communicate without improving their output to make themselves understood. Lyster (1987) implies that this is the case for immersion students for whom negotiation and modification of output is unnecessary since interaction is mainly with L1 peers who share the same cultural referents and the same 'fossilized' interlanguage. Ellis (1994) suggests that without exposure to different settings and different addressees, classroom learners' pragmatic competence may also remain at a low level.

The linguistic and cognitive processes outlined in these models and studies are of particular relevance to this study. It is evident that comprehension is one of the linguistic processes necessary for acquisition. Negotiation as defined by these models involves the learner's interpreting contextual clues and signalling any difficulties in comprehending the message to the NS, often resulting in modifications to input by NSs to ensure message comprehensibility. Negotiation, which aids the linguistic process of comprehension, may also be involved in the cognitive processes which lead to the acquisition of specific features by helping the learner to notice which elements of his internalized grammar are non-native-like. Negotiation for acquisition involves feedback provided to the learner by a native speaking model and output modifications by the learner following this feedback. All the above models and studies suggest that interpersonal contact with NSs is essential to the acquisition of some L2 properties.

Psychological/Social Dimension

Several models provide details of the psychological and/or social processes which are assumed or suggested in the more linguistically/cognitively focussed models of the previous section. The first three examine language as a channel of social organization to show how social factors within the 'macro' context explain to what extent a language group will become bilingual.

Gardner's Socioeducational Model (Gardner, 1985b; Gardner & MacIntyre, 1992, 1993) suggests that the 'macro' social context influences SLA by determining accessibility to L2 input and by influencing the L1 community's attitudes towards learning the L2. These attitudes towards the L2 and L2 speakers are transmitted to L2 learners by parents and the L1 community. According to Gardner, although attitudes do not directly influence L2 learning, they lead to motivation, which does. The significance of these attitudes depends on the particular context in which a language is being learned: in classroom contexts, where no opportunities for contact with NSs are possible, attitudes towards the L2 and L2 culture have little direct effect on learning; outside the classroom, in situations involving contact with TL speakers, motivation plays a direct role. Motivation to seek contact opportunities is based on and sustained by positive attitudes. Because of the voluntary nature of contact with NSs outside the classroom, individuals who are not motivated will not take part whereas those who are strongly motivated will.

For anglophones learning French in Quebec, the social relevance of learning the L2 gives the social dimension of motivation particular meaning and predictive power (Dörnyei, 1994). But Gardner's conceptualization of motivation has not proven as applicable to other educational contexts where research based on his categories has been less successful in predicting student behaviours. Recent research has attempted to expand Gardner's conceptualization by integrating motivational constructs from other fields and approaches (Dörnyei, 1994; Crookes & Schmidt, 1991; Clément & Kruidenier, 1983; Oxford & Shearin, 1994). Nevertheless, Gardner's model is particularly valuable for its attempt to explain how factors in the 'macro' social context limit L2 proficiency by restricting accessibility to input and influencing attitudes about L2 learning. This

complements the models in the previous section which outlined the linguistic and cognitive processes leading to L2 proficiency but assumed unlimited access to L2 input and native speakers.

While Gardner's model has been influential in educational SLA research, other researchers have conducted parallel studies of the same questions in other contexts using different constructs. Schumann's Acculturation Model (1978a, 1986) also suggests that factors in the 'macro' social context determine the L2 input that will be available to the learner. However, where Gardner does not enumerate these factors, Schumann provides a list (including demographic, political and economic factors) which define the social distance between the language learner's group and the TL group. His model suggests that these factors determine the amount of exposure learners will have to L2 use contexts and that the amount of exposure will correlate with how much L2 learners will acquire.

While both Gardner's and Schumann's models predict that social factors in Canada will severely limit contact opportunities for anglophone students, particularly outside of Quebec, for Schumann this means that anglophones will not tend to become proficient in French. Schumann's model also includes psychological factors which, for some individuals, can override the effects of the social factors to promote or impede L2 acquisition. It is one of these factors, motivation, which Schumann suggests is responsible for the success of immersion. Immersion, for Schumann (1978a), is an example of a special educational setting in which considerable L2 acquisition can take place without acculturation (i.e., without significant contact with native speakers) due to students' high motivation and aptitude. Since this motivation deals with language learning without contact with NSs, one must assume he is referring to psychological motivational constructs mentioned by Dörnyei (1994) or Oxford and Shearin (1994) rather than social motivation as

proposed by Gardner (1985). However, Schumann also notes that immersion students' proficiency may only develop to a certain level because of the lack of exposure to varied L2 use contexts (1978a, p. 49), a socially determined factor.

Schumann also enumerates psychological factors which may deter learners from participating in available L2 use situations. These factors include:

1. language shock (fear of appearing comic, of criticism, of loss of available L1 sophistication);
2. culture shock (anxiety resulting from disorientation upon entering a new culture);
3. low ego permeability (degree of permeability of learner's language ego boundaries' which determine openness' to TL input).

Evidently, even the availability of L2 use contexts does not guarantee L2 use. Introducing learners to contact with NSs at an early age and repeated short encounters might decrease the operation of these psychological factors when interaction is attempted in later life.

Schumann's model underlines social factors as the major cause of restricted input, and consequently, of restricted proficiency development by anglophone students attempting to acquire French in Canada. This model also suggests that while motivation in learners with restricted input can result in some acquisition, it cannot overcome the limitations in proficiency caused by limited contact with the L2. Schumann also suggests that psychological distance factors may play a role in situations which would appear to provide access to L2 input.

A model elaborated by Prujiner, Deshaies, Hamers, Blanc, Clément & Landry (1984, in Landry, Allard & Théberge, 1991) extends our understanding of L2 input and the need for varied sources in the development of bilingual proficiency. This model suggests that an individual's

network of linguistic contacts in both L1 and L2 predicts not only the degree of proficiency an individual will acquire but also the type of bilingualism (additive or subtractive,³ Lambert, 1975) and the type of proficiency (BICS or CALP, Cummins, 1979) that he/she will acquire. The individual network of linguistic contacts is divided into three types:

1. interpersonal contacts,
2. contacts through the media and
3. language experiences mediated by the schooling process.

Interpersonal contact contexts are closely related to the acquisition of BICS, (Cummins, 1979) while contact through media and schooling are related to the acquisition of CALP (Cummins, 1979). In other words, the type of contact with the L2 that an individual experiences will determine which organizational and pragmatic (Bachman, 1990) features the individual will acquire; they also determine his/her language related attitudes (i.e., the willingness to learn and use the language for particular purposes.)

Two further models build on the social factors found within the 'macro' context to illustrate how these factors become part of an individual's identity and affect face-to-face interactions with individuals from the TL culture.

Clément's model (Clément, 1980, 1987; Clément & Kruidenier, 1985) developed for contexts where bilingual contact is possible, proposes, with Gardner, that second language

3 In 1975, Wallace Lambert introduced the terms "additive" and "subtractive" bilingualism. Additive bilingualism refers to a situation where an individual's first language is dominant and prestigious and in no danger of replacement when a second language is learned; subtractive bilingualism refers to a situation where an individual's first language is a minority, non-prestigious one and is likely to be replaced to some degree by the second language.

proficiency is affected by the learner's motivation. But for Clément, this motivation is influenced by two factors in the language learning context:

1. the learner's perception of the relative ethno-linguistic vitalities (i.e., status and institutional power) of the first and second language groups, and
2. the frequency and quality of the learner's contact with the second language group.

The first factor, ethno-linguistic vitality of the L1 and the L2 as perceived by the individual, determines the primary motivational process. Where the L1 is perceived as having low ethno-linguistic vitality compared to the L2, the individual should be attracted to the L2 group and therefore motivated to learn the language. This process is most effective in unicultural settings for minority language individuals (e.g., a francophone or an immigrant learning English in Toronto). However, parental attitudes concerning learning the L2 can be transmitted to young members of a community. These attitudes will influence the primary motivation process. In other words, immersion students can be motivated by parental expectations to learn French in spite of high anglophone ethno-linguistic vitality; francophone students can be unmotivated to learn English because of parental fear of assimilation in spite of low francophone ethno-linguistic vitality.

The second factor, frequency and quality of contact with the TL group, determines the secondary motivational process. It also depends on the individual's self-confidence in his/her capacity to use the L2 in an adaptive and efficient manner, which motivates continued learning of the L2. Members of the language majority, because of their less frequent contact with members of the minority, would tend to be less self-confident about their L2 use. Since self-confidence is directly related to motivation, members of the language majority would tend to be less motivated

for contact with L2 speakers and hence less motivated for continued language learning. This, in turn would result in lower L2 achievement for majority members than for minority members.

Clément's (1980, 1986) model also attributes a major role to L2 proficiency in determining whether the learner will participate in contact situations: at low levels of proficiency, neither motivational process would have much effect since language proficiency is required for sustained contact. This point is particularly relevant for organized contact experiences (exchanges): evidently, little communication will take place during brief exchanges if both participating groups have acquired only low levels of proficiency in the L2.

Giles and Byrne's (1982) Intergroup Model, based on Tajfel's Theory of Social Identity (Tajfel, 1982; Tajfel & Turner, 1979) and Speech Accommodation Theory (Giles, 1980; Giles, Bourhis & Taylor, 1977; Giles & Powesland, 1975; Giles & Smith, 1979), identifies social factors very similar to Schumann's which determine learners' attitudes towards their own language and culture and toward the language and culture of the TL group. Tajfel's Theory of Social Identity (Tajfel, 1982) proposes that people aim to see themselves in a positive way both objectively and relative to others. Social identity refers to an individual's self-identification in terms of his/her group memberships. This theory becomes relevant to language acquisition when the basis for group membership is language. When learners find themselves in a situation where interaction with a L2 group is possible, each group member evaluates the situation and decides whether or not to emphasize solidarity with his/her own linguistic group based on this evaluation.

The basic hypothesis is that in a contact situation, individuals try to achieve a positive sense of self-identity by making their group favourably distinct from the other on a valued dimension. The aim of differentiation is to maintain or achieve superiority over the out-group. Whereas for

Schumann and Gardner, such an evaluation determines whether the learner will interact with L2 speakers or not, for Giles and Byrne, it also determines which type of adjustments learners will make to their speech during the interaction. Speech Accommodation Theory identifies two principal types of adjustment: convergence and divergence. Convergence occurs in situations which are person-centred (where the learner has decided not to emphasize solidarity with his/her group). Learners attempt to adjust their speech to make it similar to that of the TL speaker or to some prestige norm they believe he/she values. Divergence occurs in situations where learners wish to emphasize solidarity with their own in-group. Learners attempt to make their speech dissimilar from that of TL speakers. Speech accommodation can take place at any level of language use - in the choice of language, speed, pronunciation, vocabulary, grammatical structures etc. According to the Intergroup Model, SLA is defined as frequent, long-term convergence toward chosen TL norms.

Studies within this perspective have also addressed convergence and divergence in classroom acquisition. A study by Takahashi (1989) found that learners became more hesitant and brief when using the L2 to address other learners who shared their L1 and were also less prepared to negotiate meaning when communication problems arose. Similarly, Beebe and Zuengler (1983) suggest that learners using the L2 with members of their own L1 group do not converge towards target language norms. A study by Tarone and Swain (1995) indicates that learners who share the same L1 converge towards a common interlanguage which develops in the classroom rather than towards target language norms.

The social and psychological processes outlined in these models indicate how factors found in the 'macro' context determine which L2 input will be available and attractive to the learner, and

consequently how proficient he/she may potentially become. The Gardner and Schumann models illustrate the link between access to L2 input and L2 proficiency development: Schumann's model outlines the social factors which determine access and Gardner's model clarifies how these factors influence access as mediated through attitudes. Evidently, due to a combination of demographic and political factors, immersion students outside Quebec have limited access to L2 input. The Gardner and Schumann models together explain that the positive parental attitudes transmitted to immersion students facilitate immersion students' acquisition of functional proficiency, but these positive attitudes are not enough to overcome the limitations in proficiency caused by limited input. The Prujiner *et al.* model suggests that knowing which input categories the learner experiences can predict which language competencies the L2 learner will acquire and in which L2 contexts the L2 learner will be willing to use the L2. This is illustrated in the qualitative differences between early French immersion (EFI) and late French immersion (LFI) outcomes: EFI students who experience more face-to-face interactions than LFI students tend to be more fluent and confident than LFI students. This corresponds to Bachman's (1990; Bachman & Palmer, 1996) and Cummins' (1979) definitions of proficiency in the first section, which show the importance of the context in the acquisition of L2 pragmatic and organizational features and willingness to use the L2 in specific settings. Two further models link these social factors with psychological processes which determine how the learner will react in available contact situations. Clément's model extends both the Prujiner *et al.* model and Gardner's model to suggest that it is not only the experience with various L2 input contexts which leads to advanced proficiency and desire for future contact but also the quality of these interactions. He also highlights the importance of initial proficiency without which little contact is possible. The proficiency level of

students in immersion programs students permits interaction with NSs which may also lead to motivation for both further contact and further language learning. Research indicates that if students do not experience interactions with NS during formal schooling they may not be motivated to engage in such interactions when formal schooling has ended. Giles and Byrne's model demonstrates the choices faced by learners in contact situations and illustrates the need for interpersonal learner/NS relationships. They also point out how these contact experiences motivate the learner to reorganize his IL through the process of convergence. These models complement the theories and models in the second section which outlined how input negotiation in the 'micro' context contributed to the linguistic and cognitive processes which determine SLA.

Wong Fillmore's Teachability Model

Lily Wong Fillmore's Teachability Model (1989) incorporates many of the processes and conditions defined by the preceding models to illustrate how contact with native speaking peers works for L2 acquisition. Although a 'macro' context is implied, she describes the 'micro' context of the interaction and focuses on the individual rather than the group. Her model consists of three components: the learner, speakers of the TL; and the social setting. These correspond to the components described in the models above: the learner, input (the speakers of the TL) and the social setting (the micro and macro social context). She suggests that these components support the interrelated processes involved in SLA: social/psychological processes and linguistic/cognitive processes foreshadowed by the various models discussed above.

For Wong Fillmore, **social processes** represent the steps by which learners and TL speakers jointly create social contexts or situations in which communication in the target language is possible. They involve receptiveness and responsiveness to communication on the part of the

learner and modification of speech on the part of the native speaker. To activate these social processes, there must be:

1. continuing contact between learners and speakers to allow the development of social bonds which provide the motivation needed to keep both parties talking despite communication difficulties.
2. varied opportunities which present a reasonable sample of TL data and provide access to its meaning to help learners to figure out how speakers use language to accomplish communicative goals.

The **linguistic processes** for learners are based on their prior linguistic knowledge of the L1 and L2 and on their previous L2 use experiences which permit them to interpret the linguistic data available to them. For the TL interlocutor, the linguistic processes are based on assumptions they make which "permit them to select, modify and support the linguistic data they produce for learners" (p. 323) to aid comprehensibility.

The **cognitive processes** include both general cognitive processes and language specific processes by which learners sort out available linguistic data to figure out how a language works. The general cognitive processes, including the use of abilities such as perception, memory association, categorization and inference, permit learners to discover rules, principles and patterns in the L2 while the language specific processes organize these pieces of information into a grammar.

Wong Fillmore's model, together with the models which support it in the preceding sections, integrates both the social/psychological and linguistic/cognitive processes needed to explain L2 acquisition. This acquisition includes language knowledge and its use in different

contexts (Bachman, 1990) as well as the non-linguistic elements which support it, such as willingness to use the L2, persistence in language study, changes in self-identity and extension of world view. The present study will examine evidence of these SLA processes during the exchange as defined by the Teachability Model and other models described above.

Outcomes of Classroom Language Learning

This section examines the linguistic and non-linguistic outcomes of classroom SLA with particular emphasis on French immersion outcomes, referring to the theories and models presented in the two previous sections of this review. This examination will build a case for the inclusion of out-of-class contact experiences in classroom learning programs by outlining what can be acquired through classroom L2 learning and what is more difficult to acquire. Many of the references will concern the outcomes of French immersion programs since immersion is considered to be one of the most successful if not the most successful classroom approach in Canada (Genesee, 1987, 1988; Krashen, 1984) and is the focus of the Case Study in Stage 2.

Proficiency

Program evaluations from across the country indicate that immersion students' French proficiency outcomes consistently surpass those of any other language teaching program available to anglophone students in the school system (Genesee, 1987, 1988; Lapkin & Swain, 1984; Wesche, Toews-Janzen & MacFarlane, 1996). Graduates acquire high levels of functional proficiency in all four skills adequate for age appropriate school academic work, particularly in listening and reading.

A number of evaluations of immersion students' listening and reading comprehension skills indicate that immersion students' comprehension levels are comparable to those of NS children

in similar grade levels both by the end of elementary school (Harley & Swain, 1984; Lambert & Tucker, 1972; Lapkin, Swain & Argue, 1983) and in secondary school (Swain & Lapkin, 1986). However, several qualifications should be noted. First, the more contact students have with NSs, the better these results. Results in submersion (e.g., anglophone Québec students 'submerged' in French-language schools), where there are few anglophone students surpass those of students in immersion centres where no English programs are offered (Genesee, Morin & Allister, 1974) whereas results in immersion centres surpass those from dual-track schools where immersion and English programs run concurrently (Lapkin & Swain, 1984). Secondly, such comparisons are generally based on comprehension tests using the careful standard variety of French most commonly used in the classroom, while immersion students themselves often report difficulty in understanding native speakers outside the classroom (Bibeau, 1991; Genesee, 1987; Lyster, 1987).

In L2 speaking and writing, most studies have found that although immersion students develop highly functional skills and far surpass the outcomes of students in regular French programs, they do not approach the precision, range and accuracy found in native speaker performance (Harley, 1989, 1991, 1992; Swain, 1988; Swain & Lapkin, 1986; Wesche, 1993). When compared with native speakers, the oral and written production of immersion students has been characterized as:

1. less complex and less redundant than that of native speakers (Genesee, 1987; Harley, Allen, Cummins & Swain, 1990; Harley & Swain, 1984),
2. showing numerous signs of English transfer (Harley & Swain 1984; Spilka, 1976; Vignola, 1994).

3. non-idiomatic (i.e., immersion students' use of lexical and syntactic forms deviates from native usage in ways that cannot necessarily be labelled incorrect but which are simply uncommon or highly unlikely in the case of a native speaker (Bibeau, 1984; Genesee, 1987; Harley, 1992; Spilka, 1976; Vignola, 1994),
4. evidencing non-native like pronunciation (Bibeau, 1984).

According to Genesee (1987, p. 47), these limitations indicate that immersion students' production grammar is shaped by:

1. their first language grammar system,
2. the limited communication demands made on them in the immersion classroom, and
3. the type of native speaker models they have available.

He suggests that "exposure to a second language in a school setting alone will not provide learners with the full range of language varieties and styles that they are likely to encounter and need outside of school".

Thus in terms of Bachman's model, immersion students' L2 communicative language ability could be characterized as functionally proficient in organizational competence but non-native like due to L1 interference and limited classroom input. In terms of pragmatic competence, proficiency is restricted to language functions and contexts encountered through classroom study and those which are similarly encoded in L1 or L2.

Attitudes

While most studies have been concerned with the effects of immersion on French linguistic proficiency, some have also attempted to verify its effects on attitudes since language proficiency is defined as not only knowledge but the willingness and ability to use this knowledge

appropriately in different contexts (for a review see Lambert, 1987). In the previous section, it was shown that motivation to seek L2 use opportunities is based on and sustained by positive attitudes (Gardner & MacIntyre, 1992). Lambert and Tucker (1972) found that at grade 2 in early French immersion, some non-ethnocentric attitudes were being developed. Later, however, in higher grades, these students' attitudes towards francophones were generally not much different from those of non-immersion students in the control group, who perceived anglophones more positively than francophones. A similar study of student attitudes in late immersion (Genesee, Polich & Stanley, 1977), reinforced the findings of Lambert and Tucker that very positive attitudes were only evident at the beginning levels of immersion programs and were not maintained over time. In no cases, however, were the attitudes of immersion students less positive than those of non-immersion students.

Using a technique called multi-dimensional scaling, Cziko, Lambert and Gutter (1979) asked children in Grades 5 and 6 to compare pairs of descriptive terms such as "American", "bilingual English Canadian", and "bilingual francophone" as to their degree of similarity. They concluded that participation in early immersion reduced the social distance which students perceived between the two language groups.

In elementary school, early French immersion students' answers to direct questions indicated that feelings about French people are generally more favourable than those of unilingual anglophone controls (Lambert & Tucker, 1972). Direct questioning of high school immersion students (Cziko, Lambert, Sidoti & Tucker, 1980) indicated that they have a more sophisticated understanding of the social implications of bilingualism than non-immersion students: they expressed a desire for more contact with francophones since, in their opinion, overcoming the

language barrier was only one step towards cross-cultural understanding. Lapkin and Swain (1984) note that although French-Canadian reality remains remote for many immersion students, they are more aware of the social and cultural aspects of Canadian life than non-immersion students. For example, compositions about Canada written by Grade 5 and 6 immersion students underlined Canada's linguistic and cultural diversity while non-immersion students focussed on Canada's natural beauty.

These studies corroborate both Gardner's and Schumann's models by illustrating to what extent the 'macro' social context influences the L2 learners attitudes towards learning the L2. Immersion students' positive attitudes towards the L2 and L2 speakers are evidently the reflection of the attitudes of their parents and L1 community. Most immersion parents' view acquisition of a second language in terms of future marketable skills and as a result their attitudes towards L2 learning are positive (Gardner, 1985b). But since immersion students have few opportunities for contact with NSs in classroom settings, these attitudes are translated into a desire for academic excellence rather than motivation for contact with NSs.

L2 Use

More positive attitudes, as indicated by Gardner's model, are expected to lead to increased motivation leading to voluntary interaction between L2 speakers and members of the TL group. Because such interaction is voluntary, individuals who are not motivated will not take part whereas those who are strongly motivated will. Several research studies have explored the extent to which immersion students use the second language outside the classroom.

Not surprisingly, in Peel County, Ontario, which has no French-speaking community, a survey of late immersion students at the senior high school level showed that French was rarely

used outside the classroom (Lapkin, Swain, Kamin & Hanna, 1983). More surprising, however, is the finding that the pattern is very similar in areas where contact with francophones is a daily possibility. Genesee (1987) found that in Montréal, although immersion students were more comfortable using French than non-immersion students and more likely to use it if necessary for communication, this represented what he called 'reactive' rather than 'active' contact. They rarely sought additional opportunities to use French in spite of availability afforded by the bilingual context. A similar conclusion was reached in a study of Sudbury elementary immersion students in grades 5-8 (Van der Keilen-Herman, 1995). While French immersion pupils reported greater participation in activities involving the use of French than those in the English/Core French stream, this was mainly limited to passive/receptive French language use and use with family members and immersion peers. The researcher interpreted this as a response to the school requirement to practice acquired competence outside the classroom rather than as a desire for contact with the target group.

Although these results indicate that students do not make much voluntary use of their L2 outside of class during their participation in immersion programs, it was expected that students would make use of their acquired language skills after graduation. De Vries (1985) interviewed over four hundred former immersion students from programs in the Ottawa-Carleton area. Their French language use was minimal; while some reported using French some of the time on the job and French was used "sometimes when talking to friends", many claimed they had never seen a play or a movie in French. Wesche and colleagues (Wesche, 1993; Wesche, Morrison, Pawley & Ready, 1986) found that most immersion graduates in first through third year university did not make significant use of French outside the classroom although the universities from which the

greatest number of students participating in the study were drawn (Carleton University and the University of Ottawa) are located in a bilingual community. A stronger tendency to take courses offered in French and somewhat greater non-classroom use among individuals was noted at the University of Ottawa, the latter presumably because of the accessibility of varied language experiences afforded by a bilingual university, but these differences were modest.

In a study of former immersion students three years after graduation from university, most participants, again with some exceptions, indicated that they seldom used French and when they did it was mainly for instrumental purposes. However, a small percentage who had experienced contact opportunities during schooling reported much more frequent L2 use, friendships with francophone individuals and integration of French into their daily lives (MacFarlane & Wesche, 1995).

The studies outlined above indicate that L2 proficiency acquired through intensive classroom language study in French immersion programs, while far superior to levels acquired in less intensive programs, does not generally reach native-speaker norms (Wesche, 1993). Similarly, attitudes though generally more positive than those of non-immersion students, are not positive enough to motivate most students to initiate contact with the target language group (Genesee, Polich & Stanley, 1977; Lambert & Tucker, 1972). Furthermore, the levels of proficiency and attitudes developed through immersion do not result in very much student/graduate use of the language outside the classroom (De Vries, 1985; Wesche, 1993) nor do they generally lead to much interethnic contact after formal schooling (MacFarlane & Wesche, 1995). While intensive classroom language learning may lead to the development of high levels of proficiency and positive attitudes towards the other culture, it does not necessarily lead to inter-ethnic contact.

According to Rebuffot (1993), research which evaluates immersion outcomes represents two perspectives: one perspective perceives immersion as a means through which students acquire a functional level of French for classroom purposes or eventual bilingual positions in the work force while the other perspective sees immersion as a method of teaching French in a way which is detached from French Canadian culture and its speakers which, while leading to proficiency adequate for instrumental purposes, limits the development of the sociolinguistic aspects of communication (Bibeau, 1982; Singh, 1986). Proponents of both perspectives are agreed that immersion classroom instruction does not result in full communicative language proficiency as defined by Bachman (1990).

Approaches to Overcoming Classroom Limitations

Having identified limitations in immersion students' L2 production, attitudes and willingness and ability to use the L2 in varied contexts, researchers have attempted to determine their causes and suggest possible solutions. Three areas will be considered here:

1. classroom input
2. classroom interaction patterns, and
3. classroom socialization.

Classroom Input

Restricted input has been examined as a possible cause of immersion students' non-native-like production. Several studies have investigated classroom input. Swain and Carroll (1987) examined Grade 6 immersion students' under use of *vous* to indicate both formality and plurality. They found that teachers had few opportunities in the classroom context to use *vous* to indicate formality but teacher use of *vous* indicating plurality was available in classroom input. They

concluded that *vous* indicating formality was underused by students because of restricted input while *vous* indicating plurality was underused because of infrequent opportunities for student use of that form. Swain (1988) examined a grade six immersion history class to determine why certain verb forms were under-represented in the speech of immersion students. She found that the history teacher switched from the past to the present and then to the immediate future to make the historical events real for the children. The restricted variety of verb forms in student production was attributed to the limited selection presented as input in the classroom due to the focus on meaning rather than language in content classrooms.

While the above studies examined the frequency of specific features in naturalistic classroom language input, others examined the effects of 'input enhancement' (i.e., a teaching approach highlighting specific language features) to ensure 'noticing' of particular input through multiple samples and/or contrastive presentation. Harley (1989) studied the impact of a six week teaching approach to highlight the distinction between the *imparfait* and the *passé composé* in a grade 6 early French immersion class. The findings of the study indicate that although students exposed to the experimental treatment initially benefited from this teaching, when tested six weeks after the experiment, their results were not superior to those of a control group. Harley suggested that better results could perhaps be obtained with longer treatment and a younger class which had not yet developed strategies sufficient for classroom communication such as overusing the present tense to refer to the past. Day and Shapson (1991) examined the results of an intervention which integrated formal, analytic presentations and functional/communicative use of the French conditional in several grade 7 immersion classes. The results showed that the experimental group performed significantly better in writing although not in speaking than the control group. The

authors note, as did Harley, the tendency for students to contextualize their speech in the present, thus eliminating the need for the conditional. Such studies of input frequency and input enhancement in immersion classrooms seem to confirm the likelihood that restricted input and the lack of pressure for native-like performance may account for limited production skills in immersion students.

The source of L2 input was also considered to be a possible cause of non-native-like production. Input in the immersion classroom is not only provided by the teacher but also by other immersion classmates. Interlanguage forms used by students have been found to be less grammatical than teacher input (Pica & Doughty, 1985; Porter, 1986; Wong Fillmore, 1992). Porter (1986) also found student interlanguage to be sociolinguistically deficient. She examined speech acts such as agreeing and disagreeing and found that students do not make use of politeness strategies to the same extent as do native speakers. In general, they do not produce the sociocultural input needed to develop sociolinguistic competence. It is possible that exposure largely limited to incorrect peer input may lead to fossilization of interlanguage forms (Lyster, 1987) or, as suggested by Tarone and Swain (1995), to convergence towards a common classroom interlanguage rather than towards TL norms.

Classroom Interaction Patterns

The types of interaction which take place in classrooms was examined to account for the limitations in students' willingness and ability to interact in the L2 in varied contexts. Although there has been little systematic documentation of how language is used in immersion classrooms by either students or teachers (Genesee, 1991), classroom interactions between the teacher and

students usually follow established pedagogical patterns, not uncommon in most classrooms, but very different from patterns found in interactions outside the classroom.

In a study of interaction patterns in an immersion class, Swain and Lapkin (1990) indicate that 40% of students' production involved one or two words responses to the teacher's display questions (where the answer is already known to the teacher). They observe that a language teaching approach based on content compels immersion teachers to concentrate their efforts on the content to be covered, which they may accomplish through question and answer sequences on what they have already presented or on what the students have read. There is little true interaction or communication. The answers given by students are generally short and factual. Any feedback given by the teacher is usually focussed on the content and occasionally on such language elements as syntax, morphology or pronunciation.

According to Kramsch (1985), classroom discourse does not involve the same participant roles, moves or knowledge as natural discourse. In instructional discourse, both student and teacher adopt institutional roles; the moves involve the reception and transmission of knowledge and are controlled by the teacher; and the focus is on knowledge as a product and on accuracy. Natural discourse, on the other hand, is characterized by more fluid roles established through interaction; the moves encourage equal participation in the negotiation of meaning; and the focus is on the interactional process itself and on fluency.

Clearly, immersion classrooms such as the one observed by Swain and Lapkin (1990) represent classroom discourse rather than natural discourse. Participant roles indicate the institutional pattern found in many classrooms. Pica and Long (1986) found that there was very little negotiation of meaning in elementary ESL classrooms between teacher and student compared

to NS-NNS conversations outside the classroom. Doughty and Pica (1986) noted that in classroom situations, students are reluctant to indicate a lack of understanding in front of their teacher and an entire class of students and for that reason do not negotiate as much comprehensible input in whole-class settings. Furthermore, the teacher has the power to determine the topic according to the subject matter being taught, and in many cases, does most of the talking. Any turns for students are allocated by the teacher who also controls the length of these exchanges. According to Van Lier (1991), if teachers control turn-taking, students do not learn how to identify transition points where they might take their turn. Nor do they learn how to initiate dialogue based on their own interests or questions or to develop communication collaboratively through yielding and taking the floor, gaining time, interrupting, topic collaboration or appropriate openings and closings. They are consequently inadequately prepared for effective interaction outside the classroom.

In some immersion classrooms, group work provides the opportunity for students to interact with each other. Unfortunately, these interactions are also atypical of interactions found between NS/NNS in natural settings. Immersion students all share similar interaction skills and sociocultural referents based on their L1 context. Varonis and Gass (1985), in research on pairs of ESL learners, tabulated the frequency of what they term 'non-understanding routines' which indicate a lack of comprehension and lead to negotiation of meaning. They found that the lowest frequency of negotiating sequences was in pairs with the same language background and proficiency level. Long and Porter (1985) suggest that interaction between speakers with the same language background and proficiency level causes the development of classroom dialects intelligible only to other members of the class. This makes negotiation unnecessary. In the

previous section, it was shown that negative feedback resulting from negotiation may lead to the modification of output, resulting in restructuring of interlanguage development. It would appear that classroom interaction between L1 peers blocks the acquisition of certain aspects of language proficiency.

Classroom Socialization

One immersion study has extensively examined language acquisition as socialization into the second language. Weber and Tardif (1991) studied how immersion kindergarten students gain access to meaning. They describe how, by including games, fairy tales, and songs familiar to the children in English, teachers profit from shared understanding, which is used as a cognitive map on which new words are superimposed. Meaning in the classroom is situationally embedded: that is, meaning is scaffolded around the second language situation with gestures, body movements, intonation, concrete materials, pictures and rituals. Since this is the childrens' first exposure to the second language, meaning is not negotiated, it is experienced. However, the major curriculum of the French immersion kindergarten appears to be learning how to behave in school and learning what school is about. According to Weber and Tardif, the school-specific rather than the language-specific aspects of immersion seemed to be the foreign culture which the children are learning in immersion.

Classroom interaction fails to adequately socialize the learner into the NS verbal patterns of thought and behaviour required by the new language and culture. In natural settings, socialization is the process by which learners develop social skills, behaviours and values through interactions with valued members of the language group. Speaking a language means more than referring to the world; it also means relating to one's interlocutor. The ways in which one learns

to relate to interlocutors depends the contexts in which one learns to use the language. In the classroom, the only interactions which socialize the learner into the L2 culture are those between the learner and the teacher. This is the main available social support to maintain personalized, favourable attitudes towards French language speakers. As illustrated in the study of Sudbury immersion students (Van der Keilen-Herman, 1995), this limited network does not lead to the very positive attitudes necessary to motivate desire for contact with the target group. The students' positive attitudes may motivate them to practice acquired competence with family members or immersion peers but often not beyond. Although young children identify with their teacher, which may explain initial highly positive attitudes, for adolescents, peer groups become all important. Therefore, maintenance of the very positive attitudes towards francophones would seem to require the socioemotional support of L2 peer relationships (MacNamara, 1974) which requires out of classroom contact with native speaking peers.

If language learning is viewed as a process of socialization in which attitudes and beliefs are created through repeated communication with various valued members of a sociocultural group in a variety of situations (Hamers, 1987; Prujiner *et al.*, 1984), it appears evident that even intensive school programs such as immersion cannot duplicate the conditions which foster such development. Weber and Tardif's (1991) study indicates that immersion kindergarten children are socialized into the sub-culture of the French immersion classroom rather than into francophone culture. While immersion targets majority language speakers and therefore would be expected to promote additive bilingualism, the restricted classroom L2 input, classroom interaction patterns and limited network of linguistic contacts available to immersion students blocks both the development of native-like proficiency and the willingness and ability to use the L2 in varied

contexts. One approach to overcoming these classroom limitations is providing L2 learners with opportunities for contact with NSs.

Previous Studies of Contact Experiences

This section examines previous studies of the effects of contact experiences with native speakers on the development of attitudes, motivation, and proficiency in classroom L2 learning. A first section explores the effects of contact in bilingual settings and two retrospective studies. The second section reviews studies of planned contact experiences (exchanges).

Contact in Bilingual Settings

Several studies have reported improved attitudes and/or motivation as a result of contact with native speakers. A study by Genesee, Morin and Allister (1974) compared the attitudes of Grade 7 late immersion students who were studying in an all French school to those of immersion students in an English school. They found that although the attitudes of immersion students in the English school were more positive than those of non-immersion students, they were not as positive as those in the French school which facilitated daily contact between peers of both ethnic groups. Similarly, results in immersion centres, where no English programs are offered, tend to surpass those of dual-track schools, where immersion and English programs run concurrently (Lapkin & Swain, 1984).

A study of the attitudes and motivation of 871 anglophone and francophone Grade 11 students from Quebec City, London Ontario, and Ottawa learning French, English and Spanish was conducted by Clément and Kruidenier (1985). Analysis of the data showed that integrative motivation (e.g., the desire to affiliate with the other group) occurred only in members of the clearly dominant group who had immediate access to the target language group, illustrating the

positive motivational effects of contact with the target language group for majority language members.

Dörnyei (1990) attempted to replicate the Clément and Kruidenier study with 134 learners of English in Hungary. His results indicated that foreign language learners often have not had enough contact with target language speakers to form attitudes about them. He concluded that in foreign language contexts, it is instrumental motivation which promotes learning. Furthermore, his study indicated that such motivation was only sufficient for the acquisition of an intermediate level of second language proficiency.

Thériault (1993) compared the attitudes of immersion students in Vancouver and Montréal who were in their last year of secondary school to determine the effects of a unilingual versus a bilingual sociocultural context. While the attitudes of both groups towards English Canadians were the same, students from Vancouver expressed more positive attitudes towards French Canadians and towards the learning of French than did the group from Montréal. These findings are explained in terms of the sociocultural context: for majority group members, learning a second language represents additive bilingualism and therefore does not alter cultural identity whereas for anglophone students in Québec, family and peer group attitudes as well as the sociopolitical context and their minority status may have contributed to the more negative attitudes of the Montréal group. These conclusions illustrate the complexity of the study of attitudes as outlined by Lambert (1987). Although it is possible that Vancouver students' attitudes towards francophones are more positive than those of the Montréal group, it seems likely that this is the expression of what Lambert refers to as the 'stereotype' component of attitudes which, given that

they have had have had no contact with francophones other than their teacher, has little to do with feelings towards actual francophones or the desire for contact with them.

Lapkin, Hart and Swain (1993) conducted a retrospective study which examined how secondary school students perceived the effects of earlier visits to French dominant areas. Information was gathered on how recently students had spent a week or more in a French dominant area and on how much time cumulatively they had spent in such an area. Neither recency of visit nor cumulative time spent was related to tested proficiency in French; both were however, correlated with self-assessments of proficiency. Those who had made more recent visits and those with higher cumulative totals assessed their speaking and listening ability more positively. Recency of visit was also positively related to current use of French outside the classroom and to the proportion of post-secondary courses students planned to take in French.

In their exploratory study of former French immersion students six years after high school graduation, MacFarlane and Wesche (1995) found that individuals who, as part of their immersion program, reported using their French and having opportunities for contact with francophones outside the classroom in early years of their immersion program, were those who had attained higher French proficiency and had integrated French more into their daily lives as young adults.

The studies reviewed above indicate that contact experiences may mediate between factors in the broad social context and individual psychological factors to promote bilingualism and biculturalism.

Planned Contact Experiences (Exchanges)

While bilingual L2 learning contexts, such as those described above, offer unlimited access to L2 input and interaction opportunities, such contexts are not available to all L2 learners. Since

contact experiences have long been assumed to be beneficial to language learning, classroom language learning programs have often included some form of planned contact with native speakers and their culture. The following section examines previous research of such planned contact experiences.

Up until very recently, many of the studies of contact experiences have presented conflicting findings or have found no evidence that informal contact leads to an increase in L2 proficiency (Day, 1985; DeKeyser, 1991; Freed, 1990; Krashen & Seliger, 1976; Spada, 1985, 1986); others have found that informal contact does lead to measurable increased proficiency (Hanna, Smith, McLean & Stern, 1980; Lussier, 1984; Martin, 1980). In terms of attitudes, conflicting results have also been reported, particularly in studies of integrative motivation and social distance. Several studies found that attitudes were improved by an exchange experience (Deshaies & Hamers 1981; Lussier, 1984), that they increased integrative motivation to master the target language (Gardner, Glikzman & Smythe, 1978; Gardner & Lambert, 1972) or reduced the perceived social distance between cultural groups (Cziko, Lambert & Gutter, 1979; Hamers & Deshaies, 1984). But, when Hanna *et al.* (1980) used the same measures in a similar study, they found only short-term evidence of increased integrative motivation and no reduction in social distance. They indicated that the measures used in these studies mainly explore generalizations or stereotypes prompted by explicit stimuli and as such give an incomplete picture of participants attitudes or their reactions to exchange visits.

Freed (1995, p. 6) suggests several possible reasons for these contradictions: inadequate documentation of the students' actual linguistic experiences; inadequate instruments to measure the changes in students' communicative language skills or attitudes; and lack of attention to

possible confounding variables such as type and duration of contact experience, type of classroom instruction, initial level of student proficiency, and initial attitudes and motivation towards L2 learning.

More recent studies have attempted to address some of these shortcomings by combining qualitative and quantitative techniques and gathering as much and as varied information on exchange students and their environment as possible. However, even these recent studies present contradictions. For example, several recent studies suggest that the greatest gains in proficiency as a result of informal contact were made by students at the lower initial levels (Brecht, Davidson & Ginsberg, 1993; Brecht & Robinson, 1993; Freed, 1990; Hart, Lapkin & Swain, 1994; Kaplan, 1989; Lapkin, Hart & Swain, 1995); Freed qualified these findings to conclude that students with higher initial proficiency benefited more from non-interactive contact (e.g., watching TV, reading books) while lower level students benefited more from interactive contact (e.g., time spent speaking with friends); Kaplan (1989) cautions that participants should have a threshold level of proficiency or they may be limited to short service encounters such as ordering meals.

Recent studies suggest that as a result of contact experiences, students gain some type of global fluency: the ability to 'sound good' by increasing the rate of speech and /or decreasing the length of time between utterances, and by learning appropriate fillers, modifiers, formulae, and compensation strategies (Freed 1995, p. 10; Lussier & Massé, 1995). For example, while DeKeyser (1991) found no measurable differences in proficiency between American students who had spent a semester in Spain and a comparable group who remained at home, those who had studied in Spain were perceived to be more proficient by native speakers. This would suggest that students acquire the sociolinguistic components of pragmatic competence rather the textual or

grammatical components of organizational competence (Bachman, 1990). This represents a qualitative improvement which is difficult to measure through a language test (Kaplan, 1989) and could be the source of conflicting results in previous studies. More qualitative data such as self-report, case studies and diary studies indicate that participants feel that their oral-aural skills have improved (Brecht & Robinson, 1993; DeKeyser, 1991; Meara, 1994; Warden, Lapkin, Swain & Hart, 1994).

Similarly, studies examining more context-specific attitudinal improvement seem to avoid the generalizations and stereotypes that resulted in contradictory results. Such studies have indicated that successful contact experiences increased motivation for further contact opportunities (Clément, Gardner & Smythe, 1977, 1980; Desrochers & Gardner, 1981), or for further language learning in order to be able to communicate with native speakers in a more native-like way (Brecht & Robinson, 1993; DeKeyser, 1990).

Although planned contact experiences have been included as part of certain language learning programs for many years, their value has been primarily judged by the extent to which they improve classroom proficiency and attitudes. But the value of such contact experiences may extend beyond the improvement of classroom proficiency, particularly in bilingual countries such as Canada: they may provide a link between classroom language learning and real-life L2 use during and following formal language study. The gains may not be reflected in the organizational and pragmatic components needed for the classroom context but may represent those components needed to facilitate communication with NSs, thus providing increased self-confidence and motivation for future contact experiences. The contradictory results of many of the earlier studies lend credence to the hypothesis that quantitative techniques and classroom-based instruments may

be inadequate to measure gains achieved by learners through such experiences. The presumed influence of early contact experiences on successful classroom language learning, particularly in terms of social aims, the inconclusive results of former studies, and the lack of information on short-term contact experiences which are more accessible than longer exchanges justify further study with a different focus and methodological approach.

Research Framework and Research Questions

This study is based on the assumption that the purpose of learning a second language is not only mastery of the L2 code but also successful communication with native speakers from the target culture. To examine why classroom language learners have difficulty achieving this objective and to provide a framework for the assessment of contact experiences as a partial solution, research findings from five different perspectives have been synthesized in this review.

The importance of contact experiences for classroom language learners is implied by Cummins who defines the role played by context in language learning. He claims that language components needed to function in the classroom differ from those acquired in 'natural' contexts outside the classroom. Conversely, to function in a 'natural' context must require different language abilities than those acquired in the classroom. Therefore, to acquire a full repertoire of language skills, and particularly to be able to communicate successfully with native speakers in natural contexts, classroom L2 acquisition may need to be supplemented by contact experiences.

Cummins' point is reinforced by examining classroom learners' language abilities based on Bachman's (1990) operational definitions of the components of communicative language ability. Such an examination indicates that the organizational competence of immersion classroom learners is functional but non-native like due to limited L2 input, and that their pragmatic competence is

mainly restricted to classroom functions and contexts. SLA models and theories from several related disciplines provide an explanation for students' limited development toward L2 norms even in intensive classroom contexts such as French immersion (the learning context for Stage 2 of this study): the classroom context provides only limited input and interaction opportunities. Classroom input is limited to language varieties, styles and contexts appropriate for a school setting. While such input may be sufficient for the acquisition of the organizational and pragmatic components appropriate for successful classroom interactions and activities, it does not adequately prepare learners to understand and interact with L2 speakers in non-classroom contexts. Similarly, classroom interaction is neither adequately rich nor sufficiently varied to allow students to acquire all the organizational and pragmatic features needed for interaction with native speakers in out of class contact experiences. But, these models explore not only the processes and conditions by which linguistic properties are acquired but also the social processes which activate them. While linguistically and cognitively oriented models and theories indicate the necessary L2 input and interaction conditions for interlanguage construction, they do not emphasize that these linguistic/cognitive processes are affected by the relationship which obtains between the learner and his/her NS interlocutor. This social relationship determines whether the cognitive and linguistic processes will even take place. Both perspectives agree that contact with native speakers is essential for acquisition but social/psychological models illustrate that certain social and psychological conditions facilitate access to contact and promote continued contact while the cognitive/linguistic models illustrate how this contact provides the input and interaction conditions necessary for acquisition.

Researchers have examined two approaches which aim to overcome the limitations of the classroom. The first recommends the explicit teaching of the language and pragmatic features that immersion students are missing. However, several attempts at such direct teaching have indicated that although successful in the short term, temporary interventions show less significant results in the long term. These classroom interventions address only the missing linguistic conditions without considering the social ones. A second position recommends involving learners in contact situations with NS peers. Such planned contact experience may provide the opportunity to develop social relationships in a sheltered non-threatening context. This may provide a transitional context between the classroom environment and 'natural' contexts. The above discussion suggests the possibility that the two approaches are complementary and sustained use of both would perhaps be more successful than either used independently.

Although contact experiences have long been assumed to be beneficial, findings of studies of exchange experiences have often been contradictory: some appear to result in measured proficiency gains and/or attitudinal changes and others indicate no change. The reasons suggested for these findings all indicate methodological problems. Very little is known about the processes and conditions which promote successful exchanges. Since most studies have examined long-term exchanges of one month or more, even less is known about short term-exchanges. Brief contact experiences may not result in measurable differences in language ability but a qualitative approach might identify how classroom learning and contact experiences are complementary processes; out-of-class contact may help classroom L2 programs achieve their social aims while classroom learning supports the linguistic effectiveness of contact experiences.

This study will examine brief (two week) interethnic contact experiences between anglophone and francophone school-aged participants. It will begin with a detailed survey of recent school year group exchange participants. This will provide a profile of the demographic, L2 background and attitudinal characteristics of participants, types of activities, L2 use patterns during exchanges and outcomes as perceived by participants. It will also suggest possible criteria for successful exchanges. A case study of the anglophone participants in one exchange, selected on the basis of criteria determined through the survey, will permit a more detailed characterization of contact experiences. It will also permit an in-depth examination of the SLA processes in operation during the eight month exchange period to determine to what extent such contact experiences and classroom instruction are complementary.

Research Questions

The review of the literature leads to the following research questions.

Stage 1: Survey of School Year Group Exchanges

1. What are the characteristics of School Year Group Exchanges?
 - a) Who are the participants? What are their demographic, linguistic and attitudinal characteristics?
 - b) Which activities are available to participants during School Year Group Exchanges? Which of these promote L2 use? Which of these do participants consider enjoyable?
 - c) What are the self-reported linguistic and non-linguistic outcomes of School Year Group Exchanges?
2. Which participant characteristics and responses to exchange activities are related to positive exchange outcomes?

Stage 2: Case study of anglophone participants of one School Year Group Exchange

1. What are the characteristics of the case study exchange?
 - a) What are the demographic, L2 background and attitudinal characteristics of anglophone student participants?
 - b) Which activities were available during the case study exchange? Which of these promoted L2 use for anglophone participants? Which of these did anglophone participants consider enjoyable?
 - c) What are the self-reported linguistic and non-linguistic outcomes of anglophone students in the case study exchange?
2. Which SLA processes were evident during the exchange?
3. What evidence is there that classroom processes and exchange processes are complementary and supportive of each other?

CHAPTER THREE

METHODOLOGY

Overview of Research Design

This study involved a two stage design using both quantitative and qualitative techniques.

Stage 1 consisted of a survey of a large national sample of 1992-93 SEVEC School Year Group Exchange participants. The purpose of this survey was to develop an understanding of the general structure of this type of exchange and possible criteria for successful experiences by investigating relationships among three categories of variables identified as relevant from previous research and practice:

- a) learner characteristics,
- b) exchange features, and
- c) outcomes resulting from a contact experience with these features.

Stage 2 consisted of a case study of the anglophone participants of one School Year Group Exchange between an elementary school francophone class and an anglophone class chosen on the basis of criteria determined from Stage 1. Although data were gathered on both anglophone and francophone participants, the extensive transcription, coding and analyses required to include both groups were beyond the financial and temporal resources of this project.⁴ Since becoming bilingual and bicultural is far less common for anglophone learners because of their majority group status. the focus will be on anglophone participants. Data gathered from francophone participants will be

⁴ Analyses of francophone participants' data will be completed in a separate study after completion of this thesis.

used to provide a "reality check" for anglophone participants' responses. They will also provide insight into the exchange process as a whole.

The purpose of this case study was to further the understanding of school year exchange opportunities through in-depth examination of what learners brought to the experience, the exchange context, how learner characteristics and context characteristics interacted, the linguistic, cognitive and social processes involved and the linguistic and attitudinal outcomes from the perspective of participants before, during, immediately after and months after the contact experience.

This chapter is divided into four subsections: participants, instrumentation, procedures and data analysis. Each subsection is treated in detail below.

Participants

Participants for both stages of this study were chosen from the SEVEC school year group exchange program. This program was selected because it is accessible to a large number of Canadian students and is directly linked to classroom language study through teacher involvement.

Although participants in long-term exchanges would have been ideal for the study of the questions raised by this research (since long-term contact experiences could be expected to enhance language socialization through the development of friendship and understanding between anglophone and francophone participants and improve proficiency and interactional competence), such programs are out of reach for most Canadian students. Interprovincial agreements allow for a maximum of approximately 450 long-term exchange students nationally per year. The SEVEC school year group exchange program is far more accessible (involving between 3,000 and 5,000 students annually) and less affected by the self-selection criteria operating in long-term exchanges.

It twins more than 100 groups of anglophone and francophone students between the ages of 10 and 18 annually at minimal cost to participants. SEVEC school year group exchanges are available to the classes of any L2 teacher who requests to participate. Although there is technically a quota system for each province, this is rarely used.⁵

Individual teachers plan all aspects of the exchange excluding transportation. School year group exchanges offer the unique opportunity to study not only the exchange itself but the pre- and post-exchange classroom activities which complement the 5 to 7 day visits in each community during the school year. Most exchanges involving intact classes become an integral part of L2 curriculum in the classroom.

Stage 1

The 1992-1993 SEVEC school year group exchange program involved 54 exchanges with a total of 3083 participants. These exchanges represented two subsets: 23 exchanges with participants 13 years of age and under and 31 exchanges with participants 14 years of age and above. Each of these subsets were further divided equally into paired anglophone and francophone groups.

Table 3.1.
School Year Group Exchange Population (1992-1993)

Age categories	anglophone	francophone
23 exchanges -13 and under	23 groups - 872 students	23 groups - 862 students
31 exchanges - 14 and above	31 groups - 651 students	31 groups - 698 students

⁵ In most cases, teachers are offered an exchange but it may not necessarily be to the location they have requested because requests for some locations exceed availability.

Questionnaires were mailed to teachers of all 62 groups from the subset aged "14 and above". Teachers from every third group on the list of "13 and under" exchanges were sent questionnaires. A random sample (7 exchanges or 14 groups) of 13 and under exchanges was considered adequate because these groups are more homogeneous than the 14 and above groups: all 13 and under groups represent intact elementary school classes and all groups are from Ontario or Québec while the 14 and above participants are often from several grades within the same school and groups come from all Canadian provinces.

Teachers administered the questionnaires to their students and returned the completed questionnaires to the researcher. Responses were received from 11 of the 14 aged 13 and under groups and from 35 of the 62 aged 14 and above groups resulting in a convenience sample representative of both younger and older students from both language groups.

Table 3.2.
Response Rate and Resulting Sample

	anglophone	francophone
6 age 13 and under exchanges	5 groups - 140 students	6 groups - 190 students
18 age 14 and above exchanges	17 groups - 301 students	18 groups - 260 students

Stage 2

The unit of analysis for the second stage was one 1993-94 SEVEC school year group exchange chosen from 23 potential 13 and under exchanges (23 anglophone and 23 francophone groups). The exchange selected for this case study was between an anglophone grade six class (N=30) from Mississauga, Ontario and a francophone grade six class (N=28) from Ste-Foy, Québec.

Since the intention was to study a successful exchange and the processes which made it successful, the selection of this particular exchange for case study was based on criteria for success determined through preliminary analysis of Stage 1 data and consultation with SEVEC staff.

Preliminary analysis of Stage 1 data suggested that relative L2 proficiency, exchange location, L1, and matching of twins had an effect on exchange outcomes. Each of these is discussed below.

1. An exchange between groups matched for proficiency was sought (i.e., a late immersion anglophone class and a francophone class which had had a session of intensive English). While a certain level of L2 proficiency by at least one party is essential for communication in contact situations, preliminary analysis of Stage 1 data indicated that groups which were relatively equal in L2 proficiency used both languages during the exchange. In cases where one group was stronger in their L2 than the other, the L2 of the stronger group was favoured.
2. An exchange between groups from areas which afforded similar opportunities for contact with the L2 was sought. Stage 1 data indicated that exchange groups with previous L2 contact experience seemed to profit more from the exchange than those without such experience. Since bilingual areas offer more opportunity for L2 contact than unilingual areas, exchanges between groups from unilingual areas would ensure a balance of previous contact experiences.
3. An exchange involving students whose L1 was English or French was sought to avoid adding another variable to the study.

4. An exchange between groups matched for age was sought. Being matched with a partner of the same age seems to facilitate social interaction, particularly for children and adolescents.

SEVEC staff suggested further criteria for elimination of groups.

1. Exchanges for students aged 13 and under all took place in Québec and Ontario while many exchanges for students aged 14 and above took place in distant locations across Canada and were therefore beyond the researcher's budget constraints.
2. Exchanges for students aged 13 and under represented intact classes. Since only one teacher was involved, this made access easier for the researcher and allowed study of pre- and post-exchange activities.
3. Certain exchanges were organized for the fall of 1993 which would make it difficult for the researcher to gather data on pre-exchange activities; thus an exchange beginning in winter was chosen.
4. In some exchanges, one of the groups was from a private school. Since private schools did not twin or billet students in the same way, resulting in a specialized context, exchanges in which one of the groups was from a private school were eliminated.
5. Some teachers had organized many exchanges through SEVEC. SEVEC staff suggested that choosing an exchange in which both teachers had previous exchange experience might eliminate other confounding variables and bias for success.

SEVEC staff provided a list of all exchanges for groups 13 and under for the school year 1993-94. All groups which did not meet SEVEC's criteria were eliminated first. The researcher's criterion of location with similar opportunities for contact was then applied. Only one of the groups

was from a bilingual area. A short list of 6 exchanges (12 groups) remained. The remaining group leaders were contacted by telephone by the researcher and asked about student L2 proficiency and L1 since SEVEC did not have this information. Unfortunately, no exchange pairs had similar L2 proficiency among these 1993-94 aged 13 and under school year exchanges. However, since the intention of the exchange is to further the development of positive attitudes and motivation for more language study and contact, minimally one group needed to be relatively proficient in their L2 to ensure the possibility of shared communication (Clément, 1986). Three of the exchange groups involved were just beginning L2 instruction. In the remaining three exchanges, no Ontario groups were homogeneous with respect to L1. Since this represents the situation which exists in the majority of urban schools, taking this additional variable into consideration was not without value. One of the groups contained a split 5-6 grade matched with a grade six class which might have caused matching difficulties. One of the groups was eliminated for unspecified reasons by SEVEC. The exchange chosen was between an anglophone early immersion class (N=30) and a francophone class (N=28) which had had ESL instruction since grade four. About 25% of the students in the anglophone class spoke a third language at home.

Anglophone participants attended a local school in a middle class neighbourhood. It was a dual-track school: about half the population were immersion students and the others were in regular English programs. The school consisted of grades kindergarten to six. There was a unilingual anglophone principal and a bilingual anglophone vice-principal. Both immersion teachers were bilingual anglophones. Although many children lived fairly close to the school, most travelled by bus due to safety considerations. The francophone school was also located in a suburban middle class neighbourhood and consisted of grades kindergarten to six. It was labelled a "science" school

because of its concentration on science and technology and the use of the “discovery” method of teaching (i.e., students were permitted to choose their areas of interest within a broad theme and encouraged to explore those interests using a method which suited them). All subject matter classes were taught in French. Students studied English for approximately three hours a week taught by two bilingual francophone teachers. The school population was made up of children whose parents supported the focus and teaching methods promoted by the science school. Consequently, some children were from the surrounding neighbourhood but many were bused from other areas of the city.

The teachers responsible for organizing the exchange were both experienced teachers and had organized previous exchanges. Two years earlier, both had organized a similar exchange together. The francophone students’ teacher was their regular classroom teacher and did not teach English.

Instrumentation

As noted above, a questionnaire was used for data collection in Stage 1. Findings from this stage provided criteria for the selection of an exchange for case study in Stage 2 as well as baseline data on typical participants, exchange formats, exchange outcomes and factors influencing success. Several additional questionnaires, qualitative techniques including focus groups, interviews, and observation and other documents were used for Stage 2. These are described in detail below.

Stage 1

A two-page forced-choice self-report questionnaire (Appendix A) was developed by the researcher based on a number of existing questionnaires (Gardner, 1985a; Hart, Lapkin & Swain, 1994; Kaufman, Shapson & Day, 1978; Lapkin, Hart & Swain, 1993; Lightbown & Spada, 1991;

Wesche, Morrison, Pawley & Ready, 1986). This questionnaire was translated into French and the translation verified by a francophone researcher. The equivalence of the English and French versions was confirmed by three bilingual colleagues. Both versions were piloted with groups of anglophone and francophone students from the Ottawa area who had previously participated in similar contact experiences. Responses by anglophone students in the pilot group (N=29) indicated that the questions were not ambiguous. Responses by francophone students (N=10) indicated that while most questions were clear, those concerning previous L2 learning required adaptation, given the organization of L2 instruction in the Québec school system. Several schools in the Hull area were consulted to develop a more appropriate question. This question was again piloted by the same francophone students and two additional students. The final questionnaires were parallel for all questions except those dealing with previous L2 instruction.

The Stage 1 Questionnaire examined demographic data, data on the exchange program itself and data on the outcomes of the exchange using specific variables thought to interact in contact experiences which had been identified in previous research:

1. Demographic data:

- L1 (Question 5)
- gender (Question 1)
- age (Question 2)
- L2 proficiency (Question 4)
- previous L2 learning experience (Question 3)
- previous contact experience (Question 12)
- attitudes /motivation (Question 6)

2. Exchange program:

- types of exchange activities (Questions 9, 10)
- interaction using L2 (Questions 7, 8, 10)

3. Exchange outcomes

- L2 proficiency (Question 11)
- L2 self-confidence (Question 11)
- knowledge of L2 communities (Question 11)
- subsequent L2 learning, L2 use (Questions 11, 13)
- success of the exchange (Questions 9, 10, 13)

As a basis for the case study in Stage 2, the Stage 1 data were analysed to prepare a profile of a "typical" exchange student and to determine which learner characteristics were related to positive exchange outcomes.

Similarly, data concerning types of exchange activities were analysed to develop a profile of a typical exchange and provide some indication of which activities were most useful in terms of L2 practice, which activities students found most enjoyable and which activities met both criteria.

Data dealing with exchange outcomes were analysed to indicate the degree to which the exchange was successful according to the researcher's criteria (L2 use during the exchange, motivation for future contact, etc.). Data concerning enjoyment of various activities, the matching of reasons for participation with identified outcomes and students' overall assessment of exchange success were analyzed to indicate the degree to which the exchange was successful according to the participants.

Stage 2

The focus in the Stage 2 Case Study was on understanding the exchange processes and the influence of contextual conditions from the participants' perspective. Therefore, primarily **qualitative techniques** were used for gathering data. These included focus groups, observation and teacher interviews. Three other questionnaires were also developed to tie the case study to Stage 1 and to permit triangulation of data. Certain student academic documents were also obtained. Each of these data sources is described in detail in the following sections.

Focus Groups

The main qualitative technique for data gathering in Stage 2 was focus groups, including all student participants. A focus group is basically a group interview on a specific topic or topics which permits in-depth examination of these topics: participants are able to agree, disagree or elaborate upon the responses of other members of the group (Morgan, 1988, 1993). The advantage of focus groups is that they produce a rich body of data expressed in the participants' own words and context, using their own categorizations and perceived associations with a minimum of artificiality. Furthermore, participants are able to qualify their responses or identify important contingencies (Stewart & Shamdasani, 1990). In this study, focus group discussions permitted further exploration of learner characteristics, exchange characteristics, and exchange outcomes which were limited to formal aspects which could be operationalized into observable responses in the Stage 1 and Stage 2 questionnaires (see below). While these responses were assumed to indirectly indicate certain learner characteristics, exchange characteristics and exchange outcomes, the response categories may or may not have been those with which the participants were

comfortable although they may still have selected answers from the categories provided. Focus group discussions permitted further reflection on these previous questions.

Focus groups were conducted at three points during the exchange with both anglophone and francophone students:

1. several weeks before each exchange trip;
2. during the week after the first trip to Mississauga; and
3. several weeks after the second trip to Ste-Foy.

(See Appendix B for preliminary question routes.) The first set explored language use from the perspective of the participants by asking students to describe previous experiences using L2. This discussion was expected to indicate to what extent the L2 was “real” to students outside the classroom and to give some indication of their self-perceived L2 proficiency. Students’ attitudes towards language learning were probed through discussion of their reasons for studying the L2 and for participating in the exchange. Students were also asked to express their expectations regarding the exchange to indicate their criteria for a successful exchange.

The second set of focus groups provided a retrospective view of what happened (from the perspective of host) during the first exchange visit. They explored which expectations were met and which were not. They also inquired into what happened that participants did not expect. They investigated participants' attitudes towards the second visit in view of this first experience. The final set of focus groups examined the overall outcomes of the exchange and discussed differences between visits in each location.

At the beginning of each discussion, students were encouraged to talk about what seemed personally important to them concerning the exchange. This was assumed to represent what

participants found particularly relevant. However, if halfway through the focus group discussion, answers to specific research questions were not forthcoming in the topics chosen by students, the researcher used specific probes to explore these questions. The first focus group discussion required the greatest number of researcher probes since students were unfamiliar with the researcher and unsure of what was required in the focus groups. Furthermore, the exchange visits had not yet begun. During the two subsequent group discussions, students were excited about their exchange experiences. researcher probes during these discussions represented the researcher's attempt to keep the students focussed on one topic at a time.

By conducting three focus group discussions, the researcher was able to identify not only the three interrelated sub-processes (social, linguistic and cognitive) involved in language acquisition but also the relative importance given to each by the participants at various points during the exchange and how the processes were interrelated. Ethnographic research methods may be more suited to studying how these processes interact during social interaction between learners and native speakers than quantitative methods such as forced-choice questionnaires.

Conducting focus group discussions with all participants rather than with one group permitted the researcher to better identify recurring patterns and isolated incidents.

Observation

The researcher gained access at both exchange sites by acting as participant observer at all on-site exchange activities. Roles assigned to the researcher were somewhat different in each location. In Mississauga, a student teacher from Japan and the organizing teacher's husband as well as the researcher joined the group as adult participants in the activities. In Ste-Foy, the researcher was asked to help the organizing teacher with some of the organizational and supervisory tasks

during the exchange. Both roles provided the opportunity to identify exchange activities which facilitated interaction, those which the participants seemed to find most enjoyable and those which met both criteria. They also permitted limited observation of interaction between twins and the strategies they used to facilitate communication. The researcher wrote up field notes or made taped commentaries on these activities following observation. Finally, researcher participation provided a reality check for some of the stories told during focus groups.

Teacher Interviews

An audiotaped telephone interview was conducted with each teacher two weeks after initial contact was established and teacher permission secured for the research. This interview explored the teachers' views of the purpose of the exchange, including their views of L2 learning. Twinning procedures and detailed plans for the exchange were discussed. Documentation concerning exchange plans, twinning procedures, evaluations of student proficiency, background information on students (L1, age, previous formal L2 learning experience), letters to twins or compositions about the exchange was requested. Teachers were also asked if they would be willing to keep a diary of the exchange activities. Both teachers said that they preferred to talk informally with the researcher about daily events in the evenings when no activities were planned. Consequently, less formal interviews were conducted with teachers throughout the exchange to provide another perspective on both participants and events. Notes from these discussions provided supplemental information to observation by the researcher.

Questionnaires

Three questionnaires were administered to participants during and after the exchange: a pre-exchange questionnaire, a post-exchange questionnaire, and a retrospective questionnaire. Each of these is described below.

The **Pre-Exchange Questionnaire** (see Appendix C) examined previous L2 classroom learning experience, language use at home, opportunities for L2 use, and self-assessed L2 proficiency (comprehension and speaking).

- | | | |
|----|----------------------------------------|---------------------------------|
| 1. | L2 classroom learning experience | (Question 1) |
| 2. | Language use at home | |
| | - L2 | (Questions 2, 3, 6) |
| | - L3 | (Questions 4, 5, 6) |
| 3. | Opportunities for L2 use | |
| | - previous exterior contact experience | (Questions 7, 8, 9, 10, 11, 12) |
| | - L2 availability | (Question 13) |
| | - current L2 use | (Question 14) |
| 4. | L2 proficiency | (Question 15) |
| | - comprehension | (Question 16) |
| | - production | (Question 17) |

Baseline data on participants, on their L2 learning contexts prior to the exchange and on the exchange context were collected in this way to facilitate external reliability checks, establish a link with the classroom context, and provide background information to data gathered through

qualitative techniques. Questions concerning students' L3, L2 instruction, and self-assessed proficiency gathered in this questionnaire were not repeated in subsequent questionnaires.

The **Post-Visit Questionnaire** (see Appendix D) examined linguistic and non-linguistic exchange outcomes, opportunities for L2 use, definitions of a successful exchange and recommended areas of improvement for exchanges from the students' perspective.

- | | | |
|----|--------------------------------------|-------------------------------|
| 1. | Linguistic outcomes | (Questions 1, 2, 3, 4, 5, 7) |
| 2. | Non-linguistic outcomes | (Questions 4, 15, 16, 17, 18) |
| 3. | Opportunities for L2 use | (Questions 9, 10) |
| 4. | Definitions of a Successful Exchange | (Questions 11, 12, 13) |
| 5. | Recommendations for improvement | (Questions 14, 15) |

To determine the long term effects of this experience a **Retrospective Questionnaire** was sent to each participant in December 1994 (see Appendix E). The format closely followed that of the questionnaire administered in Stage 1.

- | | | |
|----|--------------------------------|---------------------|
| 1. | Demographic data: | |
| | - previous contact experience | (Question 12) |
| | - attitudes / motivation | (Question 1) |
| 2. | Exchange program: | |
| | - types of exchange activities | (Questions 3, 5) |
| | - interaction with L2 | (Questions 3, 6, 7) |

3. Exchange outcomes

- L2 proficiency (Question 9)
- L2 self-confidence (Question 9)
- knowledge of L2 communities (Question 9)
- subsequent L2 learning, L2 use (Questions 9, 13)
- success of the exchange (Questions 3, 5, 13)

Data which had previously been collected in other Stage 2 questionnaires were not collected again (i.e., L1, gender, age, L2 instruction, self-assessed proficiency). Repeating the Stage 1 questionnaire with Stage 2 participants permitted comparison of the findings from each Stage. Several more precise questions were incorporated into this questionnaire for Stage 2 participants.

These dealt with:

1. Success of the exchange (Questions 2, 4)
2. Long-term outcomes (Questions 8, 10, 11)

Other Data Sources

Several further information sources are included in the data: a videotape prepared by Ste-Foy students as their introduction to Mississauga students (the parallel videotape prepared by Mississauga students was unavailable); letters from Ste-Foy students to their exchange partner before the beginning of the exchange (letters from Mississauga students were also unavailable); student Canadian Achievement Test (CAT) scores from Mississauga, current English teacher's grades from Ste-Foy as an indication of students' verbal and academic ability.

Procedures

The following sections provide a description of how research participants were contacted, how their cooperation was obtained, and how the instruments described in the previous section were administered.

Stage 1

A preliminary meeting with SEVEC staff was arranged in the winter of 1992. They agreed to append the prepared questionnaire to their regular mail-out to organizing teachers after the exchanges were completed in May. The English version was sent to participants learning French as a second language and the French version was sent to participants learning English as a second language. This questionnaire was accompanied by an official letter from the researcher together with a letter from SEVEC indicating their approval of the project and requesting the cooperation of the teachers (see Appendix F) The teachers distributed the questionnaires to their students, supervised their completion and returned the completed questionnaires to the researcher in an envelope provided for that purpose.

Stage 2

Once criteria for selection of an exchange for the case study had been determined through preliminary analysis of Stage 1 data, a meeting with SEVEC staff was organized. At this meeting, the researcher, together with SEVEC staff, eliminated groups using data from Stage 1 and suggestions from SEVEC to provide a short list. SEVEC staff provided the researcher with the telephone numbers of the schools of the teachers on the short list. All teachers on the short list were contacted and questioned about their students' proficiency levels and L1.

The two teachers involved in the selected exchange were immediately contacted by telephone to determine if they would be willing to participate and to establish initial contact. Both agreed and a second telephone interview was arranged for two weeks later. A package explaining the research project was mailed to each during this time. Once travel dates were finalized, the researcher suggested several possible dates for the three focus group sessions to be set up in each location. These were decided in mid-March. Consent forms (see Appendix G) were sent to the teachers at the end of March. These were distributed to and collected from the students by the teachers and given to the researcher prior to the first focus group.

Focus groups discussions with all Mississauga students were conducted in three sub-groups consisting of approximately ten participants each. These discussions were conducted in the school library and lasted approximately one hour. All were audio-taped. All were conducted in English.

Three focus group discussions between April and June were conducted with each group of ten participants. For each focus group, a tentative question route was prepared. General themes to be discussed were planned in advance while more specific questions and prompts were determined during the sessions once more precise information was available. Since less-structured groups tend to pursue those issues and topics of importance and interest to the group members while more structured groups address issues relevant to the researcher (Stewart & Shamdasani, 1990), students were first asked to tell their own stories and address issues they felt to be most relevant. However, if these stories did not include contexts and factors important to the researcher, the second half of the focus group session included more structured questions and prompts from the question route.

The first focus group discussions took place in April about two weeks prior to the first exchange visit. Prior to these discussions, the researcher administered the Pre-Exchange Questionnaire. This took approximately ten minutes.

The second focus group discussions were held during the first week in May, after the francophone students' visit to Mississauga. Anglophone students acted as hosts during this visit.

The third focus group discussions were held in June about a month after anglophone students visited Ste-Foy. Prior to these sessions, the Post-Exchange Questionnaire was administered.

The retrospective questionnaire was mailed to each student in December 1994 together with a stamped self-addressed envelope. A second copy with a short note was mailed to non-respondents six weeks later.

The researcher was on-site during both visits and participated in all planned activities. To clarify the use of multiple instruments over multiple time periods, the following table presents the procedures visually.

Table 3.3.
Time line for Multiple Data Gathering Techniques

	Focus Groups	Observation	Discussions with Teachers	Questionnaires	Other Documents
February			X		
March			X		consents
Apr 20	A		X	Pre-Visit	
Apr 21	B, C			Pre-Visit	
First Visit: Mississauga					
May 2		X	X		
May 3		X	X		
May 4		X	X		
May 5		X	X		
May 6	A, B, C	X			CAT scores
Second Visit: Ste-Foy					
May 16		X	X		
May 17		X	X		
May 18		X	X		
May 19		X	X		
May 20		X	X		
Jun 2	A			Post-Visit	
Jun 3	B, C		X	Post-Visit	
December				Retrospective	

Data Analysis

Stage 1

Since Stage 1 data were all coded numerically, frequency counts were used to describe participants' demographic and L2 background characteristics, exchange activities, participants'

responses to these activities and outcomes. These results represented the typical features of a school year group exchange (Question 1).

To determine the factors which contributed to positive exchange outcomes, Spearman correlations were calculated between three sets of variables: participant characteristics and L2 use and enjoyment; participant characteristics and outcomes; and L2 use and enjoyment and outcomes. High correlations between these variables would indicate systematic relationships and permit identification of possible participant characteristics and exchange features which promoted successful exchange experiences (Question 2).

Stage 2

Stage 2 data were both qualitative and quantitative, gathered over a ten month time period. An iterative approach to data analysis was adopted for these data, consistent with recommendations by qualitative methodologists (Knodel, 1993; McCracken, 1988; Taylor & Bogdan, 1984). Data were divided into seven broad categories: pre-exchange data; data during and following the visit to Mississauga; data during and following the visit to Ste-Foy; data from the retrospective questionnaire; and miscellaneous documentation.

There was not enough of a time lapse to begin formal analysis of the focus groups until the exchange visits were completed. However, notes were made from the focus groups tapes after the first two sessions to reveal any emerging patterns, to identify areas where more data or clarification might be required, and to suggest questions or prompts for subsequent focus group sessions. These notes were discussed with the teachers to further verify the researcher's interpretation of the focus group discussions and direct observation.

After the exchange visits were completed, focus groups tapes were transcribed by the researcher and initial coding was begun. The first pass consisted of hand coding the focus group transcriptions according to the focus group questions. Additional relevant information which did not represent focus group topics was also assigned a code. For example, the first focus group probed students' previous L2 use experiences. Each statement in the transcription referring to such an experience was bracketed and coded as L2 use. Once this initial coding was completed, a secondary set of codes was developed for each topic to represent relevant details or categories which became apparent as analysis proceeded. For example, each instance of L2 use was assigned a secondary code describing the context of this use, such as family holiday, use with classmates, etc. This procedure was repeated for all three groups and the secondary codes were revised or added to as required. Sections marked with secondary 'context' codes were then coded for indications of who initiated the L2 use, how often such situations arose, how recently the use situation took place, how long it lasted, and what was said. Codes for positive and negative attitudes towards the experience and assessment of facility or difficulty with communication were also assigned. Once coding was completed, preliminary analysis was begun. This consisted of preparation of an overview grid from the coded transcriptions to provide a descriptive summary of focus groups topics. For example, in the case of previous L2 use, separate sheets were prepared for each of the contexts which had been identified. These sheets were divided into columns which listed the examples for that context, and the details mentioned (i.e., initiator, frequency, recency, duration, topic). This grid helped to familiarize the researcher with the data, identify concepts for which there was considerable support, and to check within and across topics and categories for confirming or disconfirming evidence. For example, when participants were discussing after

school activities in the third focus group, several mentioned that activities in Ste-Foy were more interesting than in Mississauga. Checking the after school activities mentioned during the week in Mississauga indicated that after school activities in both locations were the same. Notes from observation during on-site visits permitted in-depth understanding of the context in which statements were made. Questionnaire responses and discussions with teachers also provided additional confirming or disconfirming evidence. Those concepts well supported by the data were categorized according to the research questions they addressed. Specific quotations from the focus groups were chosen to illustrate these concepts. These steps were repeated with the focus group discussions after each visit.

Frequency counts of quantitative data which paralleled the data gathered in Stage 1 permitted comparison of Stage 2 and Stage 1 results. Analysis of Stage 1 data suggested additional questions for Stage 2 questionnaires to provide more complete information and details. It was also possible to gather pre- and post data where Stage 1 data only represented participants' perceptions after the exchange was completed.

On-site observation of the exchange activities provided a detailed description of exchange activities which verified and elucidated the description from Stage 1. It also provided insight into focus group discussions and questionnaire answers by permitting the researcher to get to know the participants and to participate in the activities which were later the subject of focus group discussions and questions in the questionnaires. For example, the researcher observed participants moving to the back of the group during sightseeing excursions with L2 guides and chatting or showing each other souvenirs they had bought instead of paying attention to the tour. The francophone participants, on the other hand, were actively interacting with the guide. The tours

were geared to the participants age group but the anglophone participants' language skills and contextual knowledge were inadequate to facilitate participation.

Discussions with teachers and the additional documents supplied details about the participants and gave the researcher some awareness of the class as a group and better insight into the participants as individuals.

CHAPTER FOUR

STAGE 1 RESULTS

This chapter presents the results from the Stage 1 national survey. These results are presented in two sections to address the two research questions for this stage. The first section gives an overview of participants' demographic and L2 background characteristics; exchange activities and participants' responses to them; and exchange outcomes as perceived by participants. A second section addresses interactions between participant characteristics, responses to exchange activities and reported outcomes. It highlights those reported participant characteristics and responses to exchange activities which are related to the most successful outcomes in these exchanges.

Research Question One

What are the characteristics of School Year Group Exchanges?

- a) Who are the participants? What are their demographic, L2 background and attitudinal characteristics?
- b) Which activities are available to participants during School Year Group Exchanges?
Which of these promote L2 use?
Which of these do participants consider enjoyable?
- c) What are the self-reported linguistic and non-linguistic outcomes of School Year Group Exchanges?

Participants

Demographic Characteristics

This section examines the age, sex and first language of students who participated in school year group exchanges. Results are presented in Table 4.1. below.

Table 4.1.
Demographic Characteristics of Participants

	13 and under exchanges				14 and above exchanges				
	Francophone		Anglophone		Francophone		Anglophone		
	n	%	n	%	n	%	n	%	
Age									
10	-	-	8	6%	-	-	-	-	-
11	17	9%	43	31%	-	-	-	-	-
12	53	28%	52	37%	-	-	1	0%	-
13	74	39%	16	11%	2	1%	2	1%	-
14	43	23%	21	15%	15	6%	49	16%	-
15	1	1%	-	-	112	43%	122	41%	-
16	1	1%	-	-	106	41%	77	26%	-
17	-	-	-	-	23	9%	36	12%	-
18	-	-	-	-	-	-	10	3%	-
Total	189		140		258		297		
Gender									
Female	102	54%	81	58%	176	68%	185	62%	
Male	87	46%	59	42%	82	32%	115	38%	
Total	189		140		258		300		
First Language									
English/French	164	87%	116	84%	237	91%	246	83%	
Other	25	13%	22	16%	23	9%	52	17%	
Total	189		138		260		298		

Table 4.1 illustrates that exchange participants in the 1992-93 SEVEC exchanges ranged from 10 to 18 years of age. In 13 and under exchanges, age reflects the composition of the participating classes. In the absence of a suitable age group, individual teachers may choose an

exchange with a class which is slightly older/younger. Since only a sample of the 13 and under groups were surveyed, the total number of participants by age does not necessarily reflect the age composition of exchange participants in this type of exchange. In the 14 and above exchanges, the exchange may be open to students from all secondary school class levels and age is more a reflection of personal choice.

Frequency counts also indicated that francophone respondents were slightly older than anglophone respondents. This may reflect the difference in age divisions for the elementary and secondary panel in the anglophone and francophone school systems.

The number of francophone and anglophone participants of each gender is approximately equal since participants are usually billeted with same sex partners. More girls participate in exchanges than boys. In the 13 and under groups, this reflects the demographic composition of the classes. In 14 and above exchanges, the difference in size of gender groups is more pronounced. This difference reflects personal choice since students in this age group volunteer to participate. It also reflects the fact that more females pursue second language studies at the secondary level than males. It would appear that a more representative sample of the school population would be found in the 13 and under exchanges.

Participants whose first language is neither English nor French seem to be a significant minority for both francophones and anglophones with a somewhat larger percentage of L3 students among anglophone participants.

L2 Background Characteristics

L2 background is divided into three categories:

1. total number of years of formal (classroom) L2 instruction;

2. type of language program (core, immersion or mixed);
3. previous L2 use.

The total number of years of classroom instruction reflects the educational approach to minority and majority language status in Canada. The entry point for anglophone students learning French tends to be earlier than the entry point for most francophone students learning English. (Most francophone exchange students are from Québec where ESL classes only begin in Grade 4.)

Similarly, program options are different for students studying English as a second language and those studying French as a second language. Anglophone options include Core (approximately 40 minutes of French instruction per day) and immersion (subject matter taught in French as well as French language arts for at least 50% of the day) either of which may begin as early as Grade 1. Francophone options include Core (approximately 40 minutes of English instruction per day beginning in Grade 4 in Québec) and “intensive” English (half the day or half the year spent English language arts and other non-academic L2 instruction) which will be considered equivalent to immersion. The “mixed” category includes students who have participated in both Core and Immersion type programs. Table 4.2 illustrates the total number of years of L2 instruction for both anglophones and francophones and the type of program in which they were studying.

Table 4.2.
Total Years of L2 Instruction and Program Type of Participants

	13 and under exchanges				14 and above exchanges				
	Francophone		Anglophone		Francophone		Anglophone		
	n	%	n	%	n	%	n	%	
Years of L2 Instruction									
1	8	4%	5	4%	21	15%	6	2%	
2	10	6%	10	7%	1	1%	5	2%	
3	34	19%	10	7%	17	12%	14	5%	
4	62	35%	4	3%	8	6%	15	5%	
5	64	36%	3	2%	15	11%	36	12%	
6	-	-	40	29%	66	48%	66	22%	
7	-	-	39	28%	76	55%	46	16%	
8	1	1%	20	14%	40	29%	26	9%	
9	-	-	7	5%	-	-	17	6%	
10	-	-	-	-	1	1%	29	10%	
11	-	-	-	-	-	-	22	7%	
12	-	-	-	-	-	-	11	4%	
13	-	-	-	-	-	-	2	1%	
Total	179		138		245		295		
Program of Instruction									
Core	171	90%	58	41%	241	93%	222	74%	
Immersion	-	-	46	33%	-	-	26	9%	
Mixed	19	10%	36	26%	19	7%	53	18%	
Total	190		140		260		301		

In Table 4.2., frequencies were calculated for several L2 background variables: total years of classroom instruction, type of language learning program and previous L2 use outside the

classroom. It is evident that anglophone students particularly in the 13 and under sample tend to have longer exposure to classroom L2 learning than francophone participants. It is also evident that more anglophone students have participated in immersion type programs than francophone students, especially in 13 and under exchanges⁶. These variations reflect different educational approaches to language instruction for majority and minority students.

Since Canada includes both unilingual and bilingual areas, some students have infrequent opportunities for contact with the L2 outside the classroom while others have more frequent opportunities. The extent to which students made use of active opportunities for contact with native speakers and receptive opportunities such as attending L2 films/theatre, watching L2 TV, reading L2 books, magazines and newspapers and listening to L2 music are presented in Table 4.3.

Table 4.3.
Previous L2 Use Reported by Participants

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
Exchanges, camps	65	34%	24	17%	55	21%	49	16%
Travel, family visits	107	56%	70	50%	85	33%	112	37%
Films, theatre	68	36%	17	12%	106	41%	27	9%
Music	165	87%	42	30%	248	95%	100	33%
Books, magazines	66	35%	43	31%	128	49%	82	27%
Television	146	77%	56	40%	230	88%	116	39%

Percent totals are greater than 100% since multiple responses were possible.

⁶ In Québec, English language instruction only begins in Grade 4 in most schools. Immersion-type instruction is offered during a six-month period in Grade 5 or 6.

Table 4.3. again illustrates the minority/majority reality in Canada where L2 use contexts are much more readily available to francophones. The francophone participants report much more exposure to English and English culture, particularly in the receptive areas of listening to English-language music and watching English-language television.

Attitudinal Characteristics

To explore attitudes towards language learning, participants' self-assessment of language proficiency and reasons for participating in the exchange were examined.

Self-assessment may be considered a measure of both language proficiency and self-confidence/anxiety in language use. Previous studies (Edwards, Wesche, Krashen, Clément & Kruidenier, 1984; Ready, 1991; Wesche *et al.*, 1986) have indicated a correlation with self-confidence/anxiety and L2 proficiency and self-assessed measures of proficiency.) Table 4.4. illustrates students' perception of their ability in the second language in comparison with peers who have had the same amount of instruction.

Table 4.4.
Self-Assessed L2 Ability Compared to L1 Peers

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
worse	12	7%	10	7%	20	8%	21	7%
same	103	56%	90	65%	123	48%	176	60%
better	69	38%	39	28%	113	44%	96	33%
Total	184		139		256		293	

Although most students in both groups and at both age levels considered themselves to be the same or better than their peers, more francophones from each group judged themselves to be better than most peers, indicating somewhat more self-confidence. This may indicate a cultural difference in self-assessment.

Eight reasons were offered for participating in exchanges (see Appendix A), and participants' choice was expected to give some indication of their attitudes towards language learning and contact with native speakers. Table 4.5. illustrates the total number of participants who selected a reason as either first, second or third choice.

Table 4.5.
Total Number to Select Reasons as Either First, Second or Third Choice

<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
Francophone	Anglophone	Francophone	Anglophone
learn L2 143 (75%)	learn L2 87 (62%)	learn L2 215 (83%)	see Canada 171 (57%)
see Canada 89 (47%)	see Canada 84 (60%)	see Canada 209 (80%)	learn L2 156 (52%)
meet L2 speakers 82 (43%)	meet L2 speakers 75 (54%)	meet L2 speakers 150 (58%)	meet L2 speakers 138 (46%)

Participants were asked why they chose to take part in the exchange. Three reasons predominated in all four groups: learning the L2; seeing another part of Canada; and meeting L2 speakers. Learning English was relatively more important for francophone participants than learning French was for anglophone participants. This may reflect a stronger motivation to learn the majority language for minority speakers (Clément & Kruidenier, 1983; Dörnyei, 1990). This

difference was more pronounced for 14 and above exchange participants than for 13 and under exchange participants.

School Year Group Exchange Activities

This section summarizes the types of activities and L2 use opportunities which students reported as features of their exchanges. These activities are divided into three types: receptive opportunities (attending L2 films/theatre, watching L2 TV, reading L2 books, magazines and newspapers, and listening to L2 music), one-on-one opportunities (free time with exchange partners, their families and their friends), and group opportunities (sightseeing, attending classes etc.). This section also examines which of these activities promoted L2 use with which interlocutors and in which contexts and, and which of these activities the students found enjoyable.

Exchange Activities Available to Exchange Participants

Table 4.6. illustrates the activities which participants reported as available to them during their school year group exchange.

Table 4.6.
Activities Available to Exchange Participants

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
Receptive Opportunities								
listening to L2 music	173	91%	102	73%	255	98%	272	90%
watching L2 television	170	89%	119	85%	235	90%	269	89%
attending L2 films etc.	127	67%	69	49%	190	73%	120	40%
reading L2 books, etc.	101	53%	55	39%	163	62%	152	50%
One-on-one Opportunities								
time with twin (away)	181	95%	134	96%	250	96%	289	96%
time with twin (home)	174	92%	133	95%	244	94%	278	92%
with twin's family	177	93%	120	86%	238	92%	264	88%
with twin's friends	158	83%	93	66%	230	88%	253	84%
Group opportunities								
sightseeing (away)	174	94%	124	89%	254	98%	287	95%
sightseeing (home)	161	85%	121	86%	249	96%	263	87%
group activities (away)	169	89%	88	63%	251	97%	256	85%
group activities (home)	161	85%	90	64%	252	97%	262	87%
parties/dances (away)	136	72%	86	61%	210	81%	263	87%
parties/dances (home)	115	61%	85	61%	200	77%	273	91%
attending classes (away)	5	3%	12	9%	158	61%	192	64%
attending classes (home)	22	12%	54	39%	176	68%	221	73%
Total respondents	190		140		260		301	

Percentage totals are greater than 100% since multiple responses were possible

Exchange activities in both exchange types were very similar: participants reported similar receptive L2 use opportunities. Most students reported that listening to L2 music and watching L2

television were activities in which they participated during their exchange with a slightly higher percentage of francophones from both exchange types reporting participation in these activities. Fewer students from all groups reported attending films/theatre or reading in their L2 although again, slightly higher percentages of francophone students from both exchange types reported participating in these activities.

Most students reported spending free time with their twin and their twin's family during the exchange. Many also reported spending free time with their twin's friends, although somewhat fewer anglophone participants from 13 and under exchanges reported this feature.

Most students reported sightseeing in both locations. Many also reported group activities and parties/dances in both locations with a somewhat lower percentage reported by 13 and under anglophone participants. This may indicate ambiguity in the question since neither group activities nor parties/dances were defined for respondents.

Very few participants from 13 and under groups of either language reported attending classes as a feature of their exchange. Attending classes seemed to be a feature of some 14 and above exchanges only. This may be a proficiency issue since few 13 and under participants, particularly those with limited exposure to language instruction and no intensive instruction, would be able to follow classroom activity in a second language.

Exchange Activities Which Promoted L2 Use

Students were asked to what extent they made use of their L2 during exchange activities.

Table 4.7. summarizes the exchange activities during which students reported considerable L2 use.

Table 4.7.
Exchange Activities in which Considerable L2 Use Was Reported by Exchange Participants

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
Receptive Opportunities								
listening to L2 music	155	82%	52	37%	241	93%	202	67%
watching L2 television	128	67%	68	49%	161	62%	164	54%
attending L2 films/theatre	30	16%	6	4%	12	5%	12	4%
reading L2 books, papers	31	16%	9	6%	48	18%	31	10%
One-on-one Opportunities								
time with twin (away)	114	64%	79	62%	184	75%	154	54%
time with twin (home)	73	43%	37	30%	97	40%	76	27%
with twin's family	115	65%	57	49%	173	74%	159	61%
with twin's friends	75	48%	45	48%	150	66%	113	45%
Group opportunities								
sightseeing (away)	59	33%	45	37%	106	42%	91	32%
sightseeing (home)	25	16%	24	21%	32	13%	55	21%
group activities (away)	54	32%	34	40%	103	42%	77	30%
group activities (home)	28	18%	24	27%	52	21%	39	15%
parties/dances (away)	26	19%	22	27%	66	32%	75	29%
parties/dances (home)	14	13%	15	19%	39	20%	35	13%
attending classes (away)	-	-	-	-	66	43%	86	45%
attending classes (home)	-	-	-	-	15	9%	13	6%

Percentage totals are greater than 100% since multiple responses were possible

The main receptive uses reported by participants were listening to L2 music and watching L2 television. More francophone students than anglophone students from both exchange types reported listening to L2 music during the exchange. Slightly higher percentages of francophone

students from both groups reported watching L2 television. However, listening to L2 music and watching L2 television were activities which more francophone students than anglophone students had reported prior to the exchange (see Table 4.3.). Very few students reported having the opportunity to attend films/theatre or to read L2 books, magazines etc. during the exchange.

All students reported more L2 use in one-on-one opportunities such as during free time with their twins and their twin's family than during group opportunities such as sightseeing. Students reported using their L2 less when spending free time with their twin at home than in the away location.

L2 Speakers With Whom Participants Used the L2 Most

Students were also asked with whom they used their L2. Table 4.8. summarizes with whom exchange participants reported using their L2 most.

Table 4.8.
With Whom L2 Used Most Often during Exchange

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
with twin	115	61%	78	58%	195	75%	162	55%
with twin's family	121	65%	61	45%	171	67%	167	57%
with twin's friends	73	39%	51	39%	126	49%	137	47%
with other L2 students	71	39%	46	35%	149	58%	112	39%
with other L1 students	29	16%	12	9%	44	18%	23	8%
with teachers	18	10%	32	25%	36	15%	63	22%

Percentage totals are greater than 100% since multiple responses were possible.

Communication in the L2 with twins and/or their families seemed to be most prevalent.

In the 14 and above groups, 58% of francophone participants also reported considerable use of their L2 with other L2 students.

Very few participants reported much L2 use with L1 peers or with their teachers. In 13 and under exchanges, more francophone participants than anglophone participants reported considerable L2 use in one-on-one opportunities, particularly in the homestay environment, while more anglophone participants reported considerable L2 use in group opportunities. Since it is easier to interact with one familiar interlocutor, it is possible that L2 use during group activities reflects the 13 and under anglophone participants' long exposure to intensive language learning which gives them the skills and self-confidence to attempt communication with unfamiliar interlocutors.

In 14 and above exchanges, more francophone than anglophone participants reported considerable L2 use in both one-on-one opportunities and in group opportunities. The majority of francophone participants reported taking part in two receptive L2 use activities during the exchange: listening to L2 music and watching L2 television. Although anglophone 14 and above respondents also reported taking part in these activities, the percentages were relatively lower than those for francophones. Fewer than 50% of anglophone 13 and under participants reported these activities.

Exchange Contexts Promoting L2 Use

The school year group exchange program is organized so that both groups of participants spend one week as hosts in their home location and one week as guests in the away location. In theory, participants are expected to use their L2 when away and their L1 when at home. Students

were asked to what extent they used each language in both locations. Table 4.9. summarizes the results.

Table 4.9.
Exchange Location Promoting Greater Overall L2 Use

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
Language used while away								
mostly L1	22	12%	14	10%	8	3%	39	13%
half L1/half L2	72	40%	74	54%	113	44%	175	59%
mostly L2	88	48%	49	36%	138	53%	81	27%
Total	182	100	137	100	259	100	295	100
Language used while at home								
mostly L1	47	26%	48	36%	46	18%	103	36%
half L1/half L2	78	43%	64	47%	125	48%	155	53%
mostly L2	56	31%	23	17%	87	34%	32	11%
Total	181	100	135	100	258	100	290	100

As expected, participants from all exchange groups reported more L2 use in the away location than in the at home location. Given the reciprocal nature of the exchange, this reflects the intended exchange format (i.e., English use in the anglophone milieu and French use in the francophone milieu).

Francophone participants from both exchange types reported more L2 use in both away and at home locations than anglophone students from either group. Of the anglophone participants, those from the 13 and under exchange groups reported more L2 use than those from the 14 and

above groups. This may reflect the high percentage of immersion students in the 13 and under groups.

Table 4.10.

Enjoyment of Exchange Activities

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
One-on-one opportunities								
time with twin (away)	106	60%	100	78%	186	76%	216	76%
time with twin (home)	113	67%	105	85%	186	78%	204	75%
time with twin's family	107	61%	82	71%	183	80%	178	69%
time with twin's friends	107	69%	74	80%	184	83%	192	77%
Group opportunities								
sightseeing (away)	92	53%	84	70%	203	82%	194	69%
sightseeing (home)	107	68%	86	77%	150	63%	150	58%
group activities (away)	113	68%	68	81%	221	91%	198	78%
group activities (home)	127	80%	69	82%	219	89%	199	77%
parties/dances (away)	69	51%	68	84%	157	78%	218	84%
parties/dances (home)	80	73%	70	89%	170	88%	229	85%
classes (away)	-	-	-	-	68	45%	74	39%
classes (home)	-	-	-	-	71	42%	68	32%
Receptive opportunities								
listening to L2 music	156	91%	50	49%	232	92%	171	63%
watching L2 TV	101	60%	44	37%	157	68%	104	39%
L2 films/theatre	78	59%	43	37%	142	75%	71	59%
reading L2 books etc.	55	54%	17	32%	86	54%	59	39%

Percentage totals are greater than 100% since multiple responses were possible.

Exchange Activities Which Participants Enjoyed

Participants were asked to what extent they enjoyed the various activities which were features of their exchange. Table 4.10. illustrates which activities participants felt they enjoyed.

The majority of francophone participants indicated enjoyment of receptive opportunities, reflecting their commitment to these activities before the exchange (see Table 4.3.). Fewer than half the 13 and under anglophone participants reported enjoyment of these receptive opportunities. More than half of the 14 and above anglophone participants reported enjoyment of listening to music and going to movies/theatre but less than half reported enjoyment of watching television or reading L2 materials.

The majority of students from all groups reported enjoying free time with their twin, their twin's friends and their twin's family. Fewer francophones from the 13 and under groups (from 60-69%) reported enjoying these one-on-one opportunities than 13 and under anglophones (from 71-85%) perhaps reflecting their more limited previous experience with the L2 than students who had participated in immersion programs.

The majority of students also reported enjoying group activities, with the exception of attending classes.

Self-Reported Exchange Outcomes

Linguistic Outcomes

It was not considered feasible to ask students about linguistic outcomes using the definition of L2 proficiency outlined in the literature review since the terminology would not be comprehensible to them. Students were therefore asked to what extent they felt their L2 skills had improved as a result of the exchange. Table 4.11. summarizes their responses.

Table 4.11.
Self-Reported Linguistic Outcomes

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
Understand L2 better								
definitely	117	63%	67	48%	173	68%	182	61%
a little	60	32%	66	47%	81	32%	110	37%
not at all	10	5%	7	5%	1		7	2%
Total	187	100	140	100	255	100	299	100
Speak L2 better								
definitely	94	50%	59	42%	134	52%	147	49%
a little	82	44%	6	47%	113	44%	129	43%
not at all	12	6%	14	10%	10	4%	21	7%
Total	188	100	139	99	257	100	297	100
Read L2 better								
definitely	66	35%	31	22%	105	41%	81	27%
a little	83	44%	65	46%	118	46%	138	46%
not at all	38	20%	44	31%	34	13%	78	26%
Total	187	99	140	99	257	100	297	99
Write L2 better								
definitely	51	28%	31	22%	71	28%	61	21%
a little	81	43%	73	53%	125	49%	119	40%
not at all	53	29%	34	25%	58	23%	116	39%
Total	185	100	138	100	254	100	296	100

In terms of linguistic outcomes, all exchanges represented by these participants would appear to be successful. Almost all participants reported improvement in listening skills, speaking

skills. (Between 4% and 10% of all participants reported no improvement in listening skills or speaking skills.) Somewhat fewer participants reported improvement in reading skills or writing skills were but these skills were not the focus of the exchange activities. The number of respondents reporting definite improvement in all skills areas were higher for francophone than for anglophone participants but this may indicate a cultural difference in self-assessment. The lowest percentage of participants reporting definite improvement in the four skills was found among anglophone 13 and under participants. It is possible that this lower percentage reflects the number of immersion students in this group and that these students already perceive their skills as relatively good. Consequently they have reported a little rather than definite improvement.

Non-Linguistic Outcomes

Participants were asked if knowing what they knew at that moment they would have participated in this exchange. Table 4.12. below gives the percentage of yes answers.

Table 4.12.

Participants Who Would Participate in the Exchange Again

<u>13 and under exchanges</u>				<u>14 and above exchanges</u>			
Francophone		Anglophone		Francophone		Anglophone	
n	%	n	%	n	%	n	%
167	90%	134	97%	253	99%	286	96%

Reported satisfaction is remarkably high: almost all students felt the exchange they had participated in had been an experience worth repeating.

Students were asked to what extent they felt their other language-related attitudes and knowledge had improved as a result of the exchange. Table 4.13. summarizes their responses.

Table 4.13.
Self-Reported Non-linguistic Outcomes

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
More self-confident when speaking L2								
definitely	101	54%	79	57%	172	68%	149	50%
a little	73	39%	51	37%	74	29%	122	44%
not at all	13	7%	8	6%	7	3%	28	9%
Total	187	100	138	100	253	100	299	100
Want to learn more L2								
definitely	108	57%	78	56%	195	76%	198	67%
a little	63	34%	50	36%	54	21%	82	28%
not at all	17	9%	12	9%	7	3%	15	5%
Total	188	100	140	100	256	100	295	100
Know more about the L2 region visited								
definitely	89	47%	86	61%	187	73%	184	62%
a little	94	50%	49	35%	66	26%	96	32%
not at all	5	3%	5	4%	3	1%	15	5%
Total	188	100	140	100	256	100	296	99
Know more about L2 speakers								
definitely	88	47%	74	53%	139	55%	173	59%
a little	88	47%	54	39%	113	44%	97	33%
not at all	11	6%	11	8%	3	1%	25	8%
Total	187	100	139	100	255	100	295	100
Know more about English/French Canada								
definitely	66	35%	76	54%	129	50%	181	61%
a little	101	54%	53	38%	117	46%	103	35%
not at all	20	11%	11	8%	11	4%	13	4%
Total	187	100	140	100	257	100	297	100

Over 50% of participants in all groups reported definite improvement in self-confidence when speaking their L2, motivation to learn more of the L2, knowledge of the L2 region visited and of L2 speakers. While the somewhat lower percentage of anglophone students from the 13 and under exchange groups reporting definite improvement in linguistic skills in Table 4.11. may reflect immersion students self-perception of strong L2 ability, this table indicates that immersion students nonetheless felt that they benefited from the ability to put these skills into practice during the exchange.

Students were also asked to predict their future L2 use as a result of participation in the exchange. Table 4.14. summarizes the situations in which they expect to use the L2 after the exchange.

Table 4.14.
Expected Future L2 Use

	13 and under exchanges				14 and above exchanges			
	Francophone		Anglophone		Francophone		Anglophone	
	n	%	n	%	n	%	n	%
active								
go on future exchanges	170	90%	127	95%	252	98%	283	97%
keep in touch with twin	109	60%	117	88%	189	75%	229	81%
receptive								
listen to L2 music	167	96%	61	48%	243	98%	187	69%
watch L2 TV	143	84%	63	50%	224	92%	143	55%
attend L2 films/theatre	105	67%	61	50%	165	79%	97	49%
read L2 books etc.	96	55%	51	46%	163	76%	120	55%

Percentage totals are greater than 100% since multiple responses were possible.

Most participants expect to use their L2 in at least some situations after the exchange with over 90% in all groups expressing the wish to go on future exchanges and 60% or more expecting to keep in touch with their twin. The very high percentage of francophones expecting to use the L2 in receptive activities, especially listening to L2 music and watching L2 television, perhaps reflects the majority/minority reality in Canada and the larger role of North American popular culture. But it is notable that at least half of the anglophone participants also expect to use the L2 for these purposes after the exchange.

In terms of non-linguistic outcomes, the exchanges represented by these participants all appear to have been highly successful. Between 90% and 99% of participants in all four groups were satisfied with the experience. Almost all participants reported more self-confidence when speaking, a desire to learn more of the L2, being more knowledgeable about the region they visited, being more informed about individuals who spoke the L2, and being more knowledgeable about English/French Canada as a result of participation in the exchange. (Between 1% and 11% of all participants reported no improvement in these areas.)

In terms of promoting a desire for future contact with the L2 and L2 speakers, the exchanges appear to have been successful. Between 90% and 98% of participants report a wish to participate in other exchanges in the future. Between 60% and 88% of participants say they expect to keep in touch with their twins. The 60% represents francophone participants in 13 and under exchanges. Given their limited exposure to the L2 and consequently their problems with writing or speaking over the telephone in their second language, this percentage is quite high. Many participants also reported the intention to make use of receptive L2 opportunities (listening to L2 music, watching L2 TV, attending L2 films/theatre, reading L2 books, magazines etc.) after the

exchange. For all groups, these percentages are higher than the percentages of those reporting such activities prior to the exchange.

Summary

Exchange participants are school children between the ages of 10 and 18. There are more female participants than male, particularly in 14 and above exchanges. Therefore, a more representative sample would be found among 13 and under exchanges. A small percentage of participants report a third language other than English or French. Several participant characteristics reflect the minority/majority status of French and English in Canada. Francophone participants report more previous exposure to the L2 outside of class. By contrast, anglophone participants, particularly those from 13 and under exchanges report longer exposure to classroom language learning and more participation in intensive language learning programs than francophone participants. Learning English is given as a reason for participation in the exchange by more francophone participants than learning French by anglophone participants.

All participants reported similar activities: receptive opportunities (watching TV, reading the newspaper etc.), one-on-one opportunities (time spent with twin at home), and group opportunities (sightseeing, parties etc.).

One-on-one opportunities favoured more L2 use than group opportunities for all participants. Participants interacted with their twins and their twins' families more than with other L2 exchange participants. Participants reported less L2 use when at home than in the away location. More francophone than anglophone participants reported taking the opportunity for receptive L2 use during the exchange. The majority of participants reported enjoying all exchange activities except attending classes.

All exchanges represented by these participants appear to be successful. Almost all participants were satisfied with their experience. Almost all participants reported improvement in listening, speaking, reading, and writing in the L2. Almost all participants reported improved self-confidence, a desire to learn more L2, improved knowledge of the region visited, improved knowledge of the inhabitants of that region, and improved knowledge of French/English Canada. Almost all participants expressed the wish to participate in future exchanges.

Research Question Two

Which participant characteristics and responses to exchange activities are related to positive exchange outcomes?

It was hypothesized that certain participant characteristics would influence both L2 use during the exchange and enjoyment of exchange activities. It was further hypothesized that greater L2 use during the exchange and enjoyment of exchange activities would promote both linguistic and non-linguistic positive outcomes. Thus it was also hypothesized that participants with characteristics which fostered L2 use and enjoyment during the exchange would also be the participants with the most positive exchange outcomes. It is, of course, not possible to determine directional relationships among variables from a single, self-report questionnaire on pre-exchange, exchange, and post-exchange conditions. Still, to the extent that self-reports accurately reflect perceived reality about recent experiences at different points in time, the systematic relationships in the data may indicate changes over time and some of the conditions influencing those changes.

To identify the relationships between variables representing learner characteristics, L2 use and enjoyment during exchange, and exchange outcomes, Spearman⁷ correlations were calculated between questionnaire responses reporting:

1. participant characteristics and L2 use and enjoyment during exchange activities;
2. L2 use and enjoyment during exchange activities and outcomes; and
3. learner characteristics and outcomes.

Only correlations with a magnitude of .25 or greater were reported. While correlations of .25 may appear weak, correlations as low as .17 are significant at $p \leq .0001$ in this large sample and represent systematic relationships. In the absence of information on other more directly related variables, these relationships may permit identification of factors contributing to positive outcomes in brief interethnic exchanges.

Participant Characteristics Related to L2

Use and Enjoyment During Exchange Activities

Demographic Characteristics

Although participants' age, gender and L1 spoken at home (if not English or French) were hypothesized to relate to L2 use during the exchange or enjoyment of exchange activities, this does not appear to be the case. There was a modest correlation between participants' age and L2 use during parties / dances ($\rho = .25^8$), indicating a slight tendency for older exchange participants to make more extensive use of the L2 during parties/dances. No other significant correlations at

⁷ Spearman correlation measures rather than Pearson measures were used because the questionnaire data did not, in most cases, represent scores or ordinal scales which were truly continuous. Furthermore, certain variables were not normally distributed throughout their range (Hatch & Lazaraton, 1991: p. 442).

⁸ Correlations given are significant at the .0001 level unless otherwise noted.

.25 or above were found between participants' age, gender or L1 and any of the variables detailing L2 use during exchange activities or enjoyment of exchange activities. Activities seem to have been tailored to appeal to the specific age groups for whom they were designed. Similarly, billeting of participants with same sex/age partners before the exchange may ease the social integration of participants of both genders. There were few participants who spoke a third language at home but in any case, this variable had no apparent relationship to either L2 use during the exchange or enjoyment of exchange activities.

L2 Background Characteristics

It was hypothesized that L2 proficiency would influence participants' L2 use and, possibly, enjoyment during exchange activities. In the absence of comparable proficiency measures, five L2 background variables were examined (total years of L2 instruction, program of instruction, previous exchange-type experiences, previous family visits to L2 areas, previous receptive L2 use) and produced an interesting pattern. With the exception of family visits to L2 areas, all correlated with greater L2 use during the exchange or enjoyment of exchange activities but in varying degrees for different participants with different interlocutors and in different situations. (Family visits may, in fact, represent very passive opportunities for contact with the L2.) Significant correlations with $\rho \geq .25$ between each of these variables and L2 use and enjoyment during the exchange are presented separately below.

Correlations between the first L2 background variable, **total years of L2 instruction** and L2 use during the exchange are presented in Table 4.15.

Table 4.15.
Correlations at or Above .25 Between Total Years of L2 Instruction and L2 Use

L2 use contexts	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
Overall use:				
away	-	0.42	-	-
home	-	0.25(.003)	0.27	-
With whom:				
twin (away)	-	0.35	-	0.28
twin (home)	-	-	0.28	-
twin's family	-	0.34	-	0.25
twin's friends	-	0.46	-	-
other L2 students	-	0.37	-	-
teachers	-	-	-	0.26
Where:				
home stay	-	0.39	-	-
group activities	-	0.36(.001)	-	-
sightseeing	-	0.32	-	0.25
parties/dances	-	0.59	-	-
parties/dances (home)	-	0.35(.002)	-	-

In Table 4.15., the systematic correlations for 13 and under anglophone participants probably indicate that anglophone participants with longer exposure to L2 instruction were more willing or able to use their L2 with various interlocutors and during various activities than their peers with less exposure. The lack of correlation between years of instruction and L2 use with twin suggests that all participants attempted communication with their twin regardless of amount of L2 instruction. It would appear than more L2 instruction provides the basic L2 skills and self-

confidence needed for social interactions. The total number of years of L2 instruction was not related to amount of L2 use during the exchange for francophone participants in 13 and under exchanges. This reflects the lack of variability in this measure due to relatively short and generally non-intensive exposure to L2 instruction reported by most 13 and under francophone participants (see Table 4.2.). Younger francophones are perhaps learning English outside the classroom and the variable L2 opportunities available to these participants are reflected in individual differences in L2 ability/attitudes.

A different pattern indicating only a few weak relationships was found between these measures for both anglophone and francophone participants in 14 and above exchanges. Differences in number of years of classroom instruction are not as great between anglophone and francophone participants in 14 and above exchanges (see Table 4.2.). Older anglophone participants with more L2 instruction appear to have attempted some of the same social uses attempted by younger anglophone participants. There was a tendency for older francophone participants with more L2 instruction to attempt to use English when in the 'home' location, perhaps indicating that their partners' L2 skills were weaker and communication was easier in English.

No correlations of $\rho \geq .25$ were noted between reported amount of L2 instruction and enjoyment of any of the activities during the exchanges.

A second L2 background variable hypothesized to be related to L2 use during the exchange was **type of L2 learning program (core, mixed, immersion⁹)**. Specifically, it was hypothesized that more intensive programs would better prepare participants for interaction in the L2 during the

9 Core, mixed, and immersion were used as 3-point scale of intensity.

exchange. Table 4.16. presents the correlations between this variable and several L2 use variables during the exchange.

Table 4.16.
Correlations Between Type of L2 Program and L2 Use During Exchange

L2 use contexts	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
Overall use:				
away	-	0.30	-	0.30
With whom:				
twin (away)	-	-	-	0.33
twin (home)	-	0.29	-	-
twin's family	-	0.42	-	0.31
twin's friends	-	0.45	-	0.33
other L2 students	0.39	0.40	-	0.26
teachers	-	-	-	0.31
Where:				
home stay	-	0.41	-	0.34
group activities	0.33	0.41	-	0.29
sightseeing	0.34	0.45	-	0.35
parties/dances	0.38	0.62	-	-

Participation in an intensive L2 instruction program is more related to greater L2 use during the exchange for anglophone than for francophone participants. For anglophone participants, it would appear that participants in intensive programs such as immersion are ready for a contact experience and able to profit from it. For francophone participants 13 and under, participation in an intensive program appears to have some effect, unlike number of years of L2 instruction as

noted in the previous table. However, the correlations are mainly with L2 use in group contexts and may represent a very brief 'surface' encounter such as asking for information. The pattern for francophone students is due to the fact that intensive programs are unavailable to most francophone students or represent a very short (six months) program when available (see Table 4.2.). Very few francophone 14 and above students reported participation in such programs.

There were no correlations between type of L2 instruction program and enjoyment of any of the exchange activities.

A third L2 background variable, **participation in previous exchanges**, also correlated significantly with L2 use variables but only for francophone 13 and under participants. These correlations are presented in Table 4.17. below.

Table 4.17.

Correlations Between Previous L2 Exchange Experience (13 and under Francophones) and L2 Use During the Exchange

L2 use contexts	previous exchanges
With whom:	
twin (home)	.41 (.001)
other L2 students	.32 (.005)
Where:	
home stay	.36 (.005)
group activities (home)	.38 (.005)

It would appear that previous exchange experience influences L2 use during the exchange for francophone students only, particularly those participating in 13 and under exchanges. This seems to be where they have improved their L2 ability. It reflects the frequencies represented in

Table 4.3. which indicate that francophone participants have had more exposure to L2 use contexts than anglophone participants but far less L2 instruction. Evidently previous interaction leads to more interaction (Hamers, 1987; Prujiner *et al.*, 1984).

Previous exchange experience did not correlate with reported enjoyment of any of the exchange activities for 13 and under francophone participants or for any of the other exchange groups.

A fourth L2 background variable, **previous receptive L2 use out of class**, did not correlate at or above $\rho \geq .25$ with any of the L2 use variables during the exchange. However, previous receptive L2 use did correlate with enjoyment of exchange activities in two cases. For francophone participants in the 13 and under exchanges, previous watching of L2 television correlated moderately with enjoyment of group activities during the exchange ($\rho = .32$). For anglophone 14 and above participants, reading L2 newspapers, books or magazines correlated moderately with enjoyment of time spent alone with twin ($\rho = .32$). It is interesting that these receptive uses are the only indication that L2 proficiency increases enjoyment.

A final L2 background variable, **participants' self-assessed L2 ability**, showed no significant correlations at .25 or greater with either L2 use or enjoyment of L2 activities with one exception: for francophone participants from 13 and under exchanges, assessment of L2 ability as better than L1 peers was correlated with reported greater L2 use during one-on-one activities ($\rho = .33$).

Participant Characteristics Related to Exchange Outcomes

Demographic Characteristics

There were no correlations of $\rho \geq .25$ or above for demographic characteristics (age, gender, L1 other than English or French¹⁰) with any of the outcome variables.

L2 Background Characteristics

There were no correlations of $\rho \geq .25$ or above between years of L2 instruction¹¹ and outcome variables.

There were correlations of $\rho \geq .25$ or above for type of L2 program (core, mixed, immersion) and outcome variables for anglophone 13 and under participants only. For these students, participation in intensive language programs correlated with their perception of improved listening skills ($\rho = .38$), improved speaking skills ($\rho = .33$) and improved reading skills ($\rho = .30$). It also correlated weakly with the desire to keep in touch with twins ($\rho = .25$).

Participants were asked if they had taken part in four receptive use opportunities before the exchange and if they expected to continue to participate after the exchange (dichotomous scale). Correlations are presented in the Table 4.18.

¹⁰ Gender and L1 other than English or French were treated as dichotomies. Age ranges differed for 13 and under (10-14) and fourteen and above groups (13-18) and correlations for each exchange type were calculated separately.

¹¹ Years of L2 instruction ranged from 1-9 for 13 and under participants and 1-13 for 14 and above participants.

Table 4.18.

Correlations Between Receptive Uses Before the Exchange and Expected Future Receptive Uses

Exchange Outcomes	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
will attend films/theatre	0.31	-	0.39	0.29
will listen to radio/music	0.38	0.37	0.54	0.28
will read newspapers/books	0.58	0.38	0.52	0.47
will watch TV	0.5	0.43	0.5	0.47

Many of the participants who reported receptive L2 use before the exchange also reported the intention to continue with these uses after the exchange. However, many students who did not report receptive L2 use before the exchange also expected to use the L2 after the exchange. This may explain why correlations are not higher.

Self-Assessed Ability

Correlations of .25 or greater were also noted between higher self-assessment of proficiency before the exchange with the perception of improvement in certain L2 skills, particularly for anglophone participants, as illustrated in Table 4.19.

Table 4.19.
Correlations Between Self-Assessed L2 Ability Before the Exchange and Perception of Improvement in L2 Skills After the Exchange

Exchange Outcomes	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
improved listening	0.25(.001)	0.32	-	0.32
improved reading	-	0.28(.001)	0.26	0.28
improved speaking	-	0.37	-	0.31
improved self-confidence	-	0.36	-	0.26
desire to learn more L2	-	0.25(.003)	-	-

L2 Use and Enjoyment During Exchange Activities Related to Exchange Outcomes

It was hypothesized that L2 use during the exchange and enjoyment of exchange activities would influence both linguistic and non-linguistic exchange outcomes. Correlations were calculated between exchange outcomes and overall L2 use during the exchange, L2 use with specific interlocutors, L2 use in specific contexts and enjoyment of exchange activities. Similar patterns were evident in each of the L2 use categories. Examination of each category separately provided additional details.

Overall L2 Use During the Exchange

Table 4.20. below presents the correlations at or above .25 in magnitude between overall L2 use during the exchange and several outcome variables.

Table 4.20.

Correlations Between Amount of Overall L2 Use During Exchange and Exchange Outcomes

	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
Overall L2 use during exchange and				
improved listening	0.32	0.5	0.28	-
improved writing	-	0.31	-	-
improved speaking	0.36	0.37	-	-
more self-confidence	-	0.35	-	0.29
want to learn more L2	-	0.22(.009)	-	-

For anglophone 13 and under participants, greater L2 use correlated with many aspects of perceived gain in L2 skills. Since it is 13 and under immersion students (see Table 4.16.) who use the L2 considerably during the exchange, the relationships with perceived gain in this table indicate immersion students' readiness for the exchange experience. For francophone 13 and under participants, greater overall L2 use correlated with improved speaking and listening ability. Previous L2 experience at this level may have been limited to receptive uses and students may not have had much exposure to interactive contact. At a more advanced proficiency level, participants appear to have more difficulty identifying areas of perceived improvement in the L2 with respect to the four skills. As mentioned previously, questions about L2 gains were framed in terms of the four skills because this terminology was considered more comprehensible to the students than the components of L2 proficiency described in Chapter 2. Advanced learners' improvement may not be so much in identifiable skills which probably correspond to organizational competence described in Chapter 2 as in pragmatic competence, particularly the sociolinguistic components. This may

explain the few correlations evident for both francophone and anglophone 14 and above participants.

L2 Use With Different Interlocutors

To determine if specific L2 use contexts lead to specific exchange outcomes, correlations were calculated between use with different L2 speakers and exchange outcomes. Table 4.21. below presents those which were significant at or above .25 in magnitude.

Table 4.21.

Correlations Between L2 Use With Specific Participants and Exchange Outcomes

	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
Use with twin and				
improved listening	0.33	0.44	-	-
improved writing	0.32	0.26(.002)	-	-
improved reading	0.27	0.36	-	-
improved speaking	0.38	0.35	-	-
more self-confidence	0.35	-	-	-
want to learn more L2	-	0.26(.003)	-	-
Use with twin's family and				
improved listening	0.48	0.37	-	-
improved speaking	0.28	0.34	-	-
more self-confidence	0.33	-	-	-
Use with other L2 students and				
improved listening	-	0.47	-	-
improved writing	0.27	0.33	-	-
improved reading	-	0.3	-	-
improved speaking	-	0.32	0.28	-
more self-confidence	0.26	0.34	-	0.25

It would appear that for both francophone and anglophone 13 and under participants, L2 use with twins and their families was related to perceived improvement in speaking and listening ability. This would suggest that the developing relationship between the participants, their twins and their families tended to make comprehension between them less difficult because of one-to-one speech modifications. Correlations between use with other students and improvement perceived by anglophone 13 and under students suggests that some of these students developed more self-confidence during the exchange and were able to interact with less familiar interlocutors. Correlations between L2 use and improvements in reading and writing probably indicates a “spillover” effect. Self confidence for francophone participants related to use with all interlocutors; improved self-confidence for anglophone participants seemed related to use with less familiar interlocutors.

Very few correlations were noted for 14 and above participants. Greater L2 use with other L2 students correlated with improved speaking for francophone 14 and above participants and with improved self-confidence for anglophone 14 and above participants. This seems to indicate, as mentioned earlier, that at more advanced levels, it is difficult to identify self-improvement in a brief period, particularly when limited to the four skills. Participants in 14 and above exchanges appeared to feel that their listening, writing and reading skills were satisfactory, while noticing improvement in the higher order skills (speaking for francophone participants; self-confidence for anglophone participants).

L2 Use In One-on-One Situations and Group Activities

Correlations were also calculated between reported L2 use during one-on-one opportunities or group opportunities and outcome variables to determine if these differed.

Table 4.22.
Correlations Between L2 Use During One-on-One Opportunities, Group Opportunities and Exchange Outcomes

	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
L2 use during one-on-one activities and				
improved listening	0.32	0.46	0.30	-
improved writing	-	-	0.27	-
improved reading	-	0.33	-	-
improved speaking	0.40	0.38	0.34	0.25
more self-confidence	0.38	0.29(.001)	0.42	0.26
L2 use during group activities and				
improved listening	0.32	0.50	-	0.25 (.001)
improved writing	-	0.30	0.30	-
improved reading	0.31	0.31	-	-
improved speaking	0.36	0.27(.003)	0.28	-
more self-confidence	0.39	0.37	0.37	0.26
want to learn more L2	0.31	-	-	-

A positive correlation between L2 use and perceived improvement in self-confidence is consistent across all groups. A positive correlation between L2 use and perceived improvements in speaking and listening is consistent for both 13 and under groups. There is some indication of different patterns for 14 and above anglophone and francophone participants.

Enjoyment of Exchange Activities

Enjoyment of exchange activities was considered a factor which might influence exchange outcomes. Correlations between enjoyment of exchange activities and exchange outcomes are presented in Table 4.23.

Table 4.23.
Correlations Between Enjoyment of Activities and Exchange Outcomes

	<u>13 and under exchanges</u>		<u>14 and above exchanges</u>	
	francophone	anglophone	francophone	anglophone
Enjoyment of home stay and				
improved listening	0.32	-	-	-
improved reading	0.25(.002)	-	-	0.26
improved speaking	0.26(.001)	-	-	-
more self-confidence	0.32	-	-	-
want to learn more L2	0.29	0.26(.006)	-	-
repeat this exchange	0.26(.001)	-	-	0.25
go on future exchanges	0.26(.001)	-	-	-
keep in touch with twin	0.45	0.40	0.28	0.32
Enjoyment of group activities and				
improved listening	0.40	-	-	-
improved reading	0.27(.001)	-	-	0.27
improved speaking	-	-	-	0.28(.001)
more self-confidence	0.37	-	-	-
want to learn more L2	0.32	-	-	-
repeat this exchange	0.38	-	-	-
keep in touch with twin	-	-	-	0.29

The greatest number of significant correlations at .25 or above between enjoyment of exchange activities and outcomes was found in the 13 and under francophone group. Although generally low, these correlations indicate that the support provided in the home stay environment facilitated positive perceptions of the effects of the exchange. Although not as striking for 13 and

under anglophones, enjoyment also played a role in two important areas: wanting to keep in touch with their twin and wanting to learn more French.

Summary

To determine which factors influenced positive exchange outcomes, correlations were calculated between three sets of variables:

1. participants' characteristics
2. participants' responses to exchange activities (i.e., L2 use and enjoyment), and
3. exchange outcomes

Of all participant characteristics, only L2 background appeared to influence L2 use during the exchange. Data on five L2 background variables (total years of L2 instruction, instruction program type, previous exchange experience, previous family visits to L2 areas, previous receptive L2 use) were gathered to give some indication of L2 proficiency. Several interesting correlation patterns resulted.

Anglophone 13 and under participants with more L2 instruction, particularly those from intensive programs, appear to be more willing and able to use their L2 in a variety of situations with many different interlocutors: those with longer exposure to L2 instruction tended to report more L2 use with almost all interlocutors and in almost all situations; those who had taken part in intensive L2 programs tended to report greater L2 use with interlocutors *other* than their twins and in all exchange settings. For francophone 13 and under participants, although there was some indication that amount of L2 instruction and type of program influenced L2 use during the exchange, previous participation in exchange-type activities seemed to be more relevant: for these francophone participants, previous exchange experience was related to greater L2 use with a variety

of interlocutors and in a variety of situations. Thus, it appears that in general, greater L2 proficiency tended to lead to greater L2 use during the exchange.

The patterns are less clear for 14 and above participants in both groups. Participants from both groups had had similar experiences in terms of years of instruction, participation in intensive programs and participation in previous exchanges while individual variability in L2 proficiency was probably greater, resulting in fewer correlations of any magnitude.

There is some indication that participation in receptive L2 use prior to the exchange may influence enjoyment of particular related exchange activities.

It appears that all L2 background characteristics are imperfect measures of proficiency which reflect its importance but are only suggestive of the relationship between kinds of L2 ability, L2 use and perhaps enjoyment during exchange activities.

Almost all anglophone 13 and under participants reported improvements in listening and speaking skills. The patterns of these outcomes also seem to be related to participants' L2 background characteristics. In terms of types of language instruction, those who had participated in intensive L2 instruction programs had perhaps attained a threshold level of proficiency (Clément, 1986) giving them the self-confidence to attempt interaction with their twins and other L2 exchange participants. These interactions led to the perception of improvement in listening and speaking for these students. Those who had not participated in intensive L2 instruction programs may not yet have attained a threshold level and may thus have had to limit their L2 use to superficial service-type encounters (Kaplan, 1989). Nevertheless, such interactions would also lead to the perception of improvement in listening and speaking for these students. Thus the varied exchange activities

and one-to-one interactions appear to have provided participants at different proficiency levels with sufficient language input at the appropriate level to promote further acquisition.

In terms of receptive L2 use, participants reporting receptive L2 use before the exchange also reported the intention to continue with these activities after the exchange. This provides some support for a cyclical pattern in which an individual's network of linguistic contacts predicts the contexts in which individuals will be willing to use the L2 in the future (Prujiner *et al.*, 1984). However, many of those not reporting receptive L2 use before the exchange also reported the intention to take part in receptive L2 use activities after the exchange. This provides some evidence that enjoyment of receptive L2 use activities during the exchange may result in motivation for further L2 use in these contexts after the exchange (Clément, 1986), thus representing the first loop in the cycle.

Exchange outcomes appear to be significantly related to L2 use patterns during the exchange and to a lesser degree to enjoyment of exchange activities. Again, there were more correlations for 13 and under participants than for 14 and above participants. While previous studies have suggested that the greatest linguistic gains are made by students at lower stages of proficiency (Brecht, Davidson & Ginsberg, 1993; Freed, 1990) and that lower level students profit more from interactive exchange activities (Freed, 1990), the results of this study appear to indicate that students at different levels benefit, but that it is easier to identify lower level improvement in L2 ability than changes at more advanced levels.

For both 13 and under francophone and anglophone participants, greater L2 use during the exchange was more likely to result in the perception of improved speaking and listening ability. Overall L2 use, L2 use with other students, and L2 use during group activities also correlated with

improved self-confidence for anglophone 13 and under participants. However, there were no significant correlations over .25 in magnitude with L2 use with the twin or L2 use with the twin's family. It is assumed that the twinning procedure fostered an immediate social relationship between twins and that they were made to feel comfortable by the twin's family as well. Communication with these individuals would have been more comfortable than with other L2 participants. Consequently, self-confidence was not an issue with the twin or his/her family, but L2 use with other L2 participants and in more difficult circumstances would make participants feel more self-confident.

For francophone 13 and under participants, L2 use correlated with improved speaking ability and listening ability. The correlation between L2 use with the twin's family and improved listening ability suggest receptiveness to the home stay activities during the exchange. In fact, most reported L2 use for francophone 13 and under participants was with the twin and the twin's family. This suggests that the sheltered home stay situation and the social relationship which developed between participants, their twins and their families promoted most L2 use and consequently, most self-confidence. L2 use during group activities was correlated with the desire to learn more L2 suggesting that group situations perhaps made some participants more aware of the need for more L2 instruction to participate fully.

For both 14 and above anglophone and francophone participants, there were weak correlations between certain L2 use contexts and both improved speaking and improved listening ability. The strongest correlations however, were for improved self-confidence. Self confidence may represent what was lacking for these participants whose skills in both speaking and listening may have already been relatively strong.

Correlations were also calculated between exchange outcomes and enjoyment of home stay activities and enjoyment of group activities. For all four exchange groups, enjoyment of home stay activities correlated significantly with the intention to keep in touch with the twin after the exchange. Enjoyment of exchange activities clearly played an important role for 13 and under francophone participants. There were significant correlations for enjoyment with most linguistic and non-linguistic outcomes. For anglophone 13 and under participants, enjoyment was correlated with two important outcomes: the intention to keep in contact with the twin and the desire to learn more French.

CHAPTER FIVE

PRESENTATION AND INTERPRETATION OF STAGE 2 RESULTS

This chapter presents the results from the case study of an exchange between a grade six immersion class from Mississauga, Ontario and a grade six class from Ste-Foy, Québec, focussing on the Mississauga participants and their perceptions of the exchange. Data on francophone participants are presented where relevant to elucidate the anglophone participants' results¹².

These results are presented in three sections to address the three research questions for this stage:

1. The first section provides an overview of the case study exchange and parallels the exchange overview provided in Stage 1. It outlines the anglophone students' demographic, L2 background and attitudinal characteristics, features of the exchange and evidence of anglophone participants' linguistic and non-linguistic outcomes. While the Stage 1 overview was based on survey data gathered through a forced-choice questionnaire; the case study data was expanded to include a variety of qualitative and quantitative techniques. These included more detailed questionnaires, focus group discussions, discussions with teachers, observation by the researcher and analysis of other available documents, permitting a far more extensive description of the school year group exchange.
2. The second section presents a detailed examination of the SLA processes evident during the case study exchange.

12 As mentioned earlier, time and budget constraints did not permit analyses of francophone data.

3. The third section examines to what extent exchange processes and classroom processes are complementary and supportive of each other.

Research Question 1: Exchange Overview

Participants

Demographic Characteristics

Students in both classes were either 11 or 12 years of age. In the Mississauga class, there were 12 boys and 18 girls. In the Ste-Foy class, there were 11 boys and 17 girls.

Among anglophone participants, five claimed that their mothers understood French as well or better than they did and four claimed that their fathers understood French this well. Among francophone participants, almost all students claimed that both parents understood English (only two claimed that their fathers were unable to understand it and two claimed that their mothers were unable to understand it). All reported their parents' English ability as much better than their own. Among anglophone participants, nine claimed that French was used sometimes at home and one claimed that it was used most of the time. Among francophone participants, five claimed that English was used sometimes at home and two claimed that it was used about half the time.

Eleven Mississauga participants reported understanding a third language (other than English or French). Six of these claimed that their ability in the third language was the same or better than their ability in French. None of the Ste-Foy participants reported knowing a third language.

The greater number of female participants conforms to the pattern evident in Stage 1 exchange groups. The number of parents who understand the L2 also reflects Canadian demographic reality. While various social factors make English input more accessible to francophone Canadians and learning English more "instrumentally" attractive, the "at home" use

patterns of English may reflect an awareness of the threat of assimilation (Clément, 1980, 1984). Although anglophone participants reported that fewer of their parents understand French, more reported French use at home where such a threat is not an issue. This may have represented help with homework. More anglophones and fewer francophones than the average in Stage 1 reported use of a third language at home in this exchange. This probably reflects the demographic makeup of Mississauga and Ste-Foy.

L2 Background Characteristics

L2 background was examined in terms of:

1. total number of years of formal (classroom) L2 instruction,
2. type of language program, and
3. previous L2 use.

Total Number of Years of Classroom L2 Instruction and Type of Language Program (Pre-Visit Questionnaire).

The anglophone participants were all students in one Grade 6 Immersion class. All had been together since Grade 1; all but two had been together since kindergarten. Of the two who had not been with the group since kindergarten, one boy had attended a francophone school for kindergarten in Montréal and one girl had attended a regular kindergarten class with 20 minutes of Core French per day.

Previous L2 Use (Pre-Visit Questionnaire, Retrospective Questionnaire, Focus Group Discussions).

Anglophone participants were from a community with a large percentage of immigrants representing many countries. This community had few visible francophones although one French language television station and several French language radio stations were available. Figure 2 illustrates the number of times per month anglophone participants reported using French for the following activities on the Pre-visit questionnaire: talking to a native speaker, speaking French on the telephone, watching a French movie, watching a French television program, reading a newspaper etc. in French, having a ten-minute conversation with someone in French outside of school, listening to French popular music for half an hour or more.

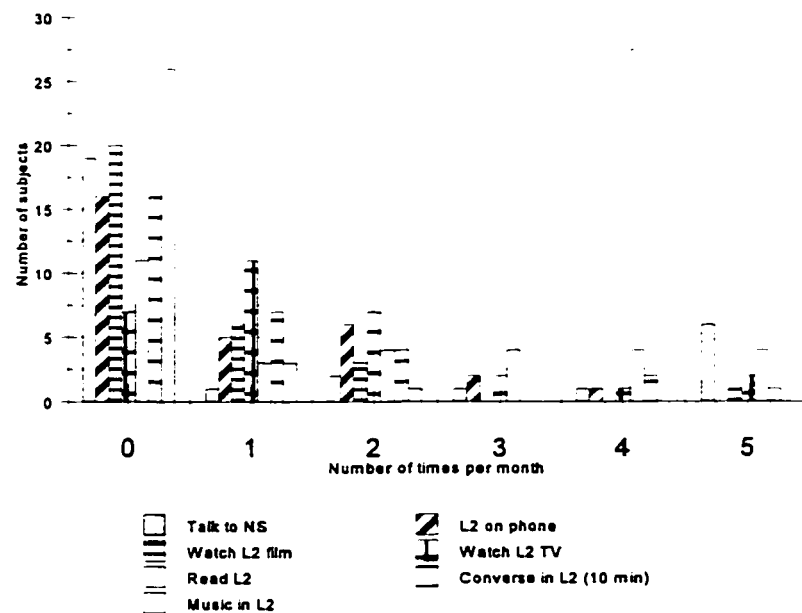


Figure 2. Anglophone case study participants' self-reported French use before the exchange.

Figure 2 clearly shows that more than half of the participants reported no French use in these activities except for watching television and reading. The remaining students indicated some French use on one or two occasions per month, particularly watching television. The few students who indicated more frequent L2 use before the exchange had parents or relatives who spoke French.

To provide a comparison with Stage 1 data, the Retrospective questionnaire (sent to participants in December following the exchange visits) repeated the question used in the Stage 1 questionnaire. Table 5.1. outlines active and receptive French use opportunities anglophone participants reported taking part in before the exchange.¹³

Table 5.1.
Previous French Use: Retrospective Questionnaire (n = 24)

	n	%
Travel, family visits	12	50%
Exchanges, camps	11	46%
Television	11	46%
Books, magazines	9	38%
Music	6	25%
Films, theatre	4	16%

Percentage totals are greater than 100% since multiple responses were possible

Table 5.1. results are comparable to those of anglophone 13 and under participants in the Stage 1 survey with the exception of far higher participation in exchanges and camps for case study participants. The focus group discussion (summary below) clarifies the type of 'exchange/camp' these participants were reporting.

13 Of the 30 anglophone participants, 24 responded to this questionnaire.

During the pre-exchange focus group discussions, the researcher asked students to talk about their previous experiences using French outside the classroom.

Very few students had experienced frequent previous contact with francophones. Three students had relatives living in Québec with whom they claimed to often converse in French.

My parents wanted me to learn French because when I was in kindergarten it was hard for me to talk to my cousins 'cause they didn't know any English at all so they wanted me to learn French so that I could talk to them. (Greg - April)

Six students had attended a camp where French was spoken during the previous two years. Two of these had attended camps for francophone children but neither felt they had been successful in their second language interactions.

I went to hockey camp in Québec where my grandparents live in Noranda. And everybody speaks French and you gotta understand. I don't understand. Like they tell you what to do when you're playing hockey and I don't understand what they're saying so I never get in line first to do the drills. I watch everybody else. There was one kid there who spoke English and he could speak French really well so I just... and he told me what to do 'cause I was afraid of making a mistake and I was, you know, there were a lot of kids there. (Chris - April)

Well I went to a camp in Montréal and everyone spoke French at the camp. And everyone, they spoke really fast French. And I was trying to talk with them and then they always laughed at me when I tried to talk so I told them I didn't speak French and then I spoke English for the whole two weeks because it was so embarrassing... (Katy - April)

Six of the students said that they had attended French summer day camps for anglophones in Mississauga prior to kindergarten or Grade 1. Students who participated claimed to have avoided speaking French whenever possible and to have found the counsellors difficult to understand. Although the monitors were francophones, the contact experience was more similar to the classroom than to "real world" interactions. The other two students had attended a three day swim

meet in Pointe Claire, but both had had bilingual billets and claimed that most interactions with them had been in English. They stated that they had only used French a little during the actual meet when addressed by officials who could not understand English when neither their billets nor their own coaches were around to help them.

Of the remaining students, about half had had one or two brief opportunities to use French outside the classroom when travelling in Québec with their families.

I was going to Vermont and we had to go through Québec and at the border there was a French speaking person and my Mom, my parents couldn't speak and I had to speak to them, ask how much money we had to pay to pass the border. (Eric - April)

These were not always successful.

My family and I went to Québec and our car wasn't working properly so we were looking for a gas station to go get our car fixed. So we went to this GM dealer and we were asking the man where the nearest gas station was. And he couldn't understand us so they pushed me forward and said 'Tell her'. And so he told me but I couldn't understand him so I kept saying 'Pardon? Pardon?' And I still couldn't understand him 'cause he was talking too fast. So finally he just had to get into his car and lead us to the gas station. (Melissa - April)

Students also mentioned talking in French to siblings or immersion classmates to keep secrets from other family members.

I speak French with my stepsister and we speak it when we don't want anybody to hear what we're saying. (David - April)

Sometimes if I was calling my friends [from class] and I had to sit beside my father to talk on the phone, if I didn't want to say anything that my Dad might hear that would get me into trouble, I'd just talk in French. (Laura - April)

Three students claimed that they had never used French outside of the classroom.

These results are very similar to those found in the Stage 1 survey in which anglophone exchange participants reported very little previous experience with French outside the classroom.

Attitudinal Characteristics

Case study participants' language-related attitudes were explored by examining:

1. self-assessed L2 ability
2. reasons for participating in the exchange
3. reasons for learning French , and
4. awareness of the greater social context .

Self-Assessed L2 Ability (Pre-Visit Questionnaire, Focus Group Discussions).

In the Pre-visit questionnaire students were asked to evaluate their L2 ability by reporting how well they thought they would understand French newspapers, French movies, French television or French popular music: 87% thought they would understand at least half of a French newspaper; 70% thought they would understand at least half of a French movie; 66% of respondents thought they would understand more than half of a French television program; but 66% felt that they would understand less than half of French popular music.

They were also asked how comfortable they would feel leaving a note for a friend, ordering in a fast food restaurant, asking for directions, calling to inquire about a movie, or visiting the doctor in French: 97% thought they would be comfortable leaving a note for a friend; 77% thought they would be comfortable ordering in a fast food restaurant; 46% thought they would be comfortable asking for directions; 43% thought they would be comfortable calling to inquire about a movie; and 33% thought they would be comfortable visiting the doctor. In many cases, these

activities represented L2 use situations the students had never experienced but many evidently felt confident that if they were to encounter such situations, they would be able to cope.

To tie this stage to the Stage 1 survey, a question used in the Stage 1 questionnaire about self-assessed ability was repeated in the Pre-visit questionnaire. Table 5.3. presents these results for anglophone case study participants.

Table 5.2.

Self-Assessment of L2 Ability Compared to L1 Peers: Pre-Visit Questionnaire

	n	%
worse	-	0%
same	22	73%
better	8	27%
Total	30	100%

These results are similar to Stage 1 results although a small percentage of anglophone 13 and under participants from Stage 1 (7%) judged themselves to be worse than their peers.

Focus group discussions also addressed case study participants' self-appraisal of their linguistic abilities. Some Mississauga students expected to have difficulties communicating in French with their partners.

When I talked to her over the phone, I couldn't really understand so I asked her to go a bit slower. And I still couldn't understand. And then when she... I asked her what's the last movie she saw, there was something...it was...a short word but I couldn't understand it. And I asked Madame. And it was like 'hell'. I thought it was 'enfant' but it was something else. (Laura - April)

We can speak French but then you get over there and these people can speak French like ever since they were really small and that's like... (Chris - April)

You're intimidated. (Jenny - April)

I know. You're like, you can't do it. You're like ...I'm just going to make a mistake. They're going to laugh at me. (Chris - April)

Some also worried about communicating with their partners' parents.

I won't be afraid to talk to Jean-Michel but the parents, they probably know more of the French and I think it'd be harder to understand them. (Greg - April)

Because what if they ask you a question? (Jenny - April)

They'll talk really fast like bzbzbbb (Melissa - April)

Others already knew from letters to their partners that one or both parents could speak English.

Well I'm not afraid of talking to their parents because my partner's Dad, he lives with his Dad, and he comes from Ontario and he knows good English. (Pete - April)

Although they knew that their L2 skills were not equal to those of their partners, they felt they were still at an advantage over the Ste-Foy students.

We're lucky cause like we know... our English is really good and our French is like you know...(Chris - April)

Okay. Pretty good.(Rob - April)

When they come here they'll be worried. They'll be lost. (Amanda - April)

Because we can speak French and we can speak English. But they can only speak French. And mostly...(Chris - April)

Two words of English.(Jenny - April)

And most of the Torontonians or whatever they call them there, we all speak English here. Most of us anyway. (Rob - April)

Students' descriptions of contact situations they had already experienced in the previous section also provided some measure of their perception of their own L2 ability.

Reasons for Participating in the Exchange (Retrospective Questionnaire, Focus Group Discussions).

The same question concerning reasons for participating in the exchange that was used in the Stage 1 survey questionnaire was also included in the Retrospective questionnaire seven months after the exchange. Table 5.3. presents the results for anglophone students.

Table 5.3.

Reasons for Participating in the Exchange: Retrospective Questionnaire (n = 24)

	n	%
see part of Canada	17	71%
learn more French	13	54%
meet francophone peers	11	46%
for a holiday	11	46%

Percent totals are greater than 100% since multiple responses were possible.

The same three reasons were selected by both case study participants and Stage 1 13 and under anglophone participants. However, more Stage 1 survey participants chose learn more French than see a part of Canada. This order was reversed for case study participants. Many anglophone case study participants also selected for a holiday which was not as popular a choice in the Stage 1 survey.

Three reasons for participating in the exchange predominated in focus group discussions: making new friends, learning more French, and travelling. Many seemed to be looking forward to new friendships:

I'd like to meet new friends, new friends in Québec that I can do pen pals with or something. (Cindy - April)

It will be nice to have Marc [exchange partner] play with me. (Sam - April)

And I really wanted to have a sister. Like a sister that lives with me. And now that.. with this girl coming over to my house, it's sort of going to be like a sister to me, right? (Carla - April)

Many also viewed the exchange as a way to improve their French:
I'd like to have a pen pal or a new friend that talks French so we could exchange, you know, language. I could learn some more; he could learn English from me. (Greg - April)

When probed for what they expected to learn or how, they answered in their own terms.

Well we'll watch and see how they talk and then maybe we can get a few words out of that or see if we can do the same thing and like watch them and study how they do it. (Chris - April)

And I think it'll be fun to get out of school and see if you can understand everything they say and if you have an answer. (Lynn - April)

Kind of now, before I talk to someone, like sometimes to Madame [the teacher], I think in English and then I think 'How do I say that in French?' like some hard things, and I go 'Okay, I can say it like that' and I go up to her and I go and she goes 'That's not right' I didn't say it properly. And I think maybe if you go there, you might start thinking in French. (Jenny - April)

A few also expressed interest in learning about Québec and French Canadians.

I always wanted to go and see other places and since I haven't been to Québec, especially when I'm speaking French in school, I'd like to go to Québec. (Laura - April).

I also want to learn about Québec since I'm talking French right now, see how they feel. (Pete - April).

But for some, the experience and adventure of travelling was what they were primarily interested in.

The bus ride. We get to watch movies. (Rob - April)

I've never been to the place where we're going and I think it will be fun. (Sue - April)

Missing school was mentioned by three individuals. One student was interested in getting away from her sister who had chicken pox. (Unfortunately she got chicken pox herself and was unable to travel.) Another student mentioned that her mother thought it would be a good idea.

When compared to the Stage 1 survey, the same three reasons for participating in the exchange (learn more L2, meet L2 speakers, and see another part of Canada) were given without prompts in the focus group discussions as in the Stage 1 forced-choice questionnaire. However, more students mentioned making friends with their partner as their first choice in the focus group discussion. On the Retrospective questionnaire, case study participants emphasized seeing Canada more than in the focus group.

Reasons for Learning French (Focus Group Discussions).

Students were also asked why they were learning French. As expected, most students claimed that studying French in an immersion program had been a parental decision. A few did mention Canada's official language policy.

My Mom put me in French for a second language and 'cause I think Canada has... there's French and English in Canada. (Sue - April)

They're both languages, national languages. (Annie - April)

But when probed for details, it was evident that although parents' attitudes towards learning French were positive, their resulting motivation for their children was more instrumental than integrative. Many mentioned the advantages of knowing French for future employment.

Well my parents put me in French immersion because my Dad grew up in Québec. And they thought it was good to get a bilingual job. (Sandy - April)

My Dad put me in French 'cause my brother's in French and also he wanted..it's a good thing to put on your résumé. (Elly -April)

When asked if they would drop French if given the opportunity, none thought they would although they felt that their parents would allow it if they wanted to. Parental attitudes towards learning French had been transmitted to them and immersion was where their friends were.

Well since my Mom put me in French first, so I decided to keep on going and not waste it and keep on learning it instead of throwing it all away. (Alan - April)

It's just where my friends are. I've been here since kindergarten and it's interesting. That's about it. (Carl - April)

Awareness of the Greater Social Context (Focus Group Discussions).

The exchange took place not long after the failure of the Charlottetown agreement which had sought constitutional revision supported by Québec as well as the other provinces. The stories told by students indicated some awareness of the greater social context in Canada and the political tensions between anglophone and francophone Canadians. However their understanding was at a fairly superficial level and very few commented on the subject. One student attempted to explain what she perceived as an unfriendly encounter on a recent visit to Québec City in terms of this social situation.

I went when it was still kind of rocky, whatever, the Charlottetown agreement or something and I don't think most of them [francophones] like Canada as a country, 'cause they're apart, so they didn't like people from Ontario coming or something. (Jenny - April)

All students had heard from their teacher about the impact of this situation on student exchanges.

...we were going to go to a different area [Chicoutimi] before but the parents, they were the ones who wanted Québec to separate so we didn't go there. We went (sic) to Ste-Foy and the parents there, they wanted to come to Ontario. (Greg- April)

Madame Smith said that the teacher was sort of begging the parents [in Chicoutimi] to let the kids come. And they said 'No way'. (Melissa - April)

When the researcher probed for more details, to see if they anticipated any negative reactions from their exchange partners because of political tensions, these were not forthcoming. Having had few contact experiences with either francophone peers or second language contexts outside the classroom, participants' assumptions about what would occur in Ste-Foy were based on what they had heard from their teacher and information they had received in letters from their partners. They only anticipated minor cultural differences. They expected a context similar to their own and they spoke of these differences in terms of their own reality. Several had heard about the previous exchange with Ste-Foy organized by the Mississauga teacher

Well, Ste-Foy seems like fairly country, like Oakville or something. (David - April)

The teacher had also told students that the streets were safer in Québec than in Mississauga.

It doesn't seem as bad as Toronto where all you hear about is murders and all that. (Elly - April)

Some had heard from their partners about the school in Ste-Foy.

The school is a school for science so it's going to be different because they're going to be a few more sciences and stuff like that and experiments. But we've never done an experiment this year... (Pete - April)

Some, however, were sure Ste-Foy would be different!

There's no mall. (Eric - April)

A few were a little worried about food.

This is kind of like what I'm a bit worried, like not scared, but what if when they have to make your lunch they have a big sweet tooth and they put either too much sweet stuff or too much stuff you don't like? (Jenny - April)

Well they eat some kind of French fries with...called...poutine. My sister said it's not good. (Pete - April)

In all three focus groups, the students told the researcher that the teacher had told them the Québec students were more "mature" than Ontario students of the same age. Somehow they had generalized this to less strict parental rules. It was unclear from their comments if they had heard about rules in their partner's letters or if they had simply assumed this.

Their parents aren't as protective as ours. Like they just let them out sometimes... (Rob - April)

They go out to the mall by themselves a lot more. I'm not allowed to go to the mall all by myself and I have to go with my Mom. She'll probably be able to go just with her friend and by themselves... (Lynn - April)

Their parents probably say "Where are you going?" and "When are you coming back?" and that's all they want to know. Our parents want to know who you're going with, when you're coming back, how you're going to get there... (Chris - April)

Where are you going to be? Who are you going to talk to? Will there be any boys there? (Carla - April)

They give you twenty-five cents to make a phone call if you're in trouble. (Lynn - April)

'When you get there, phone me'. (Rob - April)

And although the teacher had told them several stories about Québec students on previous exchanges,

...last year, when the kids came for exchange, they wouldn't stand up during 'O Canada', and they would just sit and laugh at us when it came on. (Pete - April)

They don't even know 'O Canada'. I mean, that's kind of sad. (Amanda - April)

they were not prepared to generalize these anecdotes to their own partners,

They're just like us. (Several)

They just talk French. (David - April)

or believe that the political tensions would be a problem which would affect their reception in Ste-Foy.

They don't think about that [political situation]. They're just children. (Annie - April)

Summary

This section provides a review of the demographic, L2 background and attitudinal characteristics of anglophone case study participants.

In both the anglophone and francophone classes participating in the case study exchange, there were more girls than boys. This mirrors the results of the Stage 1 survey and reflects the slightly higher percentage of girls in elementary school French classes. While Stage 1 survey results indicated that fewer than 16% of anglophone '13 and under' participants reported a third language other than English or French, 37% (11 of 30) of the anglophone participants in the case study reported a third language. Of these, 20% (6 of 30) reported that their ability in this language was the same or better than their ability in French. Although a large number of participants knowing a third language may introduce another variable into the study, as indicated in the

Methodology chapter, it was impossible to find an Ontario class that did not include such children. This composition reflects the demographic reality of urban centres in Ontario.

All but two anglophone participants had been in French immersion since kindergarten and the other two had joined the group in Grade 1. Six years of participation in intensive language instruction would have provided them with a threshold level of proficiency which would enable them to interact with native speakers (Clément, 1986). Although their previous experience with out-of-class L2 use was minimal and reflects the patterns found in the Stage 1 survey, anglophone students assessed their L2 ability favourably. This self-confidence is also a prerequisite for interaction with NS (Clément, 1986). These students were very positive about learning French and about participating in the exchange. This confirms Gardner's (1985) suggestion that the positive attitudes of immersion parents are transferred to their children.

The anglophone participants in the case study exchange would seem to possess all the characteristics identified as criteria for a successful exchange experience.

Exchange Activities

This section describes several aspects of the case study exchange:

1. the activities available to participants, based on the researcher's observations, field notes, conversations with teachers, and focus group discussions; and
2. exchange contexts and L2 interlocutors which promoted L2 use and enjoyment.

Classroom Activities Preceding the Exchange Visits (Teacher Interviews)

The first organizational task consisted of matching the students for billets. During the fall of 1993, the Mississauga teacher asked each Mississauga student to prepare a short (less than 5 minutes) personal introduction in French which was rehearsed in class. This introduction included

personal details, details about families and interests. These introductions were videotaped and sent to Ste-Foy together with a questionnaire supplied by SEVEC and brief comments about each student by the teacher. The teacher in Ste-Foy showed the video to her students, who were asked to select three possible partners in order of preference. The Ste-Foy teacher then matched the students according to their preferences, additional information found on the Mississauga students' questionnaires and the teacher's comments. According to the Ste-Foy teacher, only a few students were not matched with any of the students they selected. The Ste-Foy students then prepared a video consisting of skits in French, many of which were humorous, to be sent to Mississauga.

During the winter of 1994, students in both Mississauga and Ste-Foy were asked to write letters in their second language to their selected partners. These letters were collected by the teachers. The Mississauga teacher corrected these first letters as did the English teacher in Ste-Foy and they were sent together to the schools. Since the L2 skills of Mississauga students were stronger than those of Ste-Foy students, further correspondence was in French by both groups. These letters included personal details such as the students' favourite colour, movies or rock stars and questions about the same. The Mississauga teacher recommended that students write about eating preferences, bedtimes, allergies etc. Most students wrote two letters to each other before the exchange, although one student wrote eight. Some students also began to telephone one another. A class photo of the L2 exchange class was posted in each classroom. In April, counting the days until the Ste-Foy students' visit to Mississauga became a daily event for both groups.

The Mississauga class was preparing a unit on birds, which, according to the teacher, would become part of the exchange through a guided tour at the Royal Ontario Museum (ROM) in Toronto. Students in Ste-Foy were expected to do a similar unit before the exchange. The Ste-Foy

class was reading a short novel personalizing the founding of Québec through the eyes of a young boy. A copy of this novel was sent to the Mississauga teacher, who placed it in the school library. The authors of the novel were to conduct a guided tour of old Québec during the visit to Ste-Foy to make the characters and locations come alive for the students.

Schedule of Daily Activities

This section presents the daily schedules during the exchange visits. These are based on the researcher's observations, field notes and preliminary plans provided by the teachers before the exchange visits began. (More detailed descriptions of the activities are found in Appendix H.)

Mississauga

May 2 (Monday)

- 6:00 p.m. - Arrival of Ste-Foy students in Mississauga.
- 6:15 p.m. - Official welcome by Principal and Vice-Principal and Mississauga class
- 6:30 p.m. - Cake and drinks.
- 7:00 p.m. - Departure for homes of billets

May 3 (Tuesday)

- 8:45 a.m. - Meeting of all students
- 9:00 a.m. - Buses depart for Royal Ontario Museum (ROM)
- 9:30 a.m. - Tours of ROM
- 11:00 a.m.- Planetarium
- 12:30 p.m.- Lunch (ROM reception area)
- 1:00 p.m. - Overview tour of ROM
- 2:15 p.m. - ROM gift shop
- 2:30 p.m. - Buses depart for school
- 3:05 p.m. - Arrival at school and departure for billets homes

May 4 (Wednesday)

- 8:45 a.m. - Buses depart for Niagara Falls
- 10:15 a.m - Free time at Falls
- 11:15 a.m. - Lunch (picnic area)
- 12:30 p.m. - Buses depart for AeroCar (cable car over gorge)
- 12:45 p.m. - Cable car ride
- 1:30 p.m. - Buses depart for school

May 5 (Thursday)

- 8:45 a.m. - Buses depart for CN Tower
- 9:30 a.m. - CN Tower observation deck
- 11:15 a.m.- Mindwarp (virtual reality roller coaster)
- 12:00 p.m.- Lunch (CN Tower cafeteria)
- 1:00 p.m. - Blue Jays game at Skydome
- 2:20 p.m. - Buses depart for school

Friday - May 6

- 9:00 a.m. - Departure for Ste-Foy

Ste-FoyMay 16 (Monday)

- 5:00 p.m. - Arrival of Mississauga students at school in Ste-Foy
- 5:15 p.m. - Informal reception
- 5:30 p.m. - 'Dodge ball' in gym
- 7:00 p.m. - Departure for homes of billets

May 17 (Tuesday)

- 8:55 a.m. - Meeting of all students
- 9:00 a.m. - Soccer (in schoolyard)
- 10:00 a.m.- Buses depart for 'Base en plein air'
- 10:15 a.m.- Outdoor activities at 'Base en plein air'
- 3:00 p.m. - Buses depart for school

May 18 (Wednesday)

- 9:00 a.m. - Buses depart for Québec
- 9:30 a.m. - Guided bus tour of historical attractions
- 10:30 a.m.- Guided walking tour of Vieux Québec
- 12:30 p.m.- Buses depart for Anima G
- 12:45 p.m.- Lunch (Anima G cafeteria)
- 1:30 p.m. - Tour of Parliament Buildings
- 2:30 p.m. - Anima G observation deck
- 3:30 p.m. - Buses depart for school

May 19 (Thursday)

- 9:00 a.m. - Meeting of all students
- 9:15 a.m. - Buses depart for Vieux Québec
- 9:30 a.m. - Shopping in Vieux Québec
- 11:15 a.m. - Meet at Museum of Civilization
- 11:30 a.m. - Ferry to Lévis (lunch)
- 12:30 p.m. - Visit Museum of Civilization
- 2:00 p. m. - Tour of Chateau Frontenac
- 3:00 p.m. - Buses depart for school

Friday - May 20

6:30 a.m. Departure for Mississauga

After School Activities (Focus Group Discussions)

The researcher did not have access to the after school activities which took place in the twins' homes. However, during the focus group discussions, students talked about many of these activities.

During both visits, many students and their partners joined others to meet at the local mall, the bowling alley, the swimming pool etc. Visits to the mall in both Mississauga and Ste-Foy were especially popular and often mentioned.

Wednesday after school we all met at Square One. There was about six people plus their partners. And then, well, we went shopping. (David - May)

We went to the mall [in Ste-Foy] and there was a bunch of people there and it was fun. ...We went on the roller coaster about fifty times. (Barb - May)

Well, one day we played out with my friends because they stayed... And we went mini-putting and we went swimming, to the library. And we played a lot of cards inside. And my brother speaks French so he played too. (Lana - May)

Several reported watching television together in Mississauga.

On Tuesday we were watching this show 'Watatatow'. (Barb - May)

Yeah he, was watching 'Watatatow'. And before that he watched 'Fais-moi peur".

(Eric - May)

We watched that too. (Annie - May)

Yeah it was great (Several - May)

Sometimes we watch hockey. (Sam - May)

They played various sports, video games, card games and board games.

We have a basketball net above my garage so I'd ask him if he wants to play basketball. (Carl - May)

I was going to call Greg and Chris because they live close and ask them if they wanted to play soccer. (Carl - May)

My partner loves to roller blade. (Cindy - May)

I played ping pong and Super Nintendo with my partner. (Eric - May)

I taught my partner how to play poker. (Elly - May)

Or we played 'Miles bornes'. (Sam - May)

David and Barb came over to my house and their partners. And we played 'Monopoly'... (Annie - May)

Sometimes they just talked.

Sometimes we'd talk for a long time... (Annie - May)

Me and my partner we'd always talk about video games and stuff like that. (Pete - May)

Sometimes, the families were involved in the after school activities.

My big sister. She's fifteen and she made my partner read an English book and it sounded funny 'cause she couldn't pronounce the h's and the th's. My partner made my other sister read this baby French book that I had and my sister was talking with an English accent and she was correcting it, like she was laughing so hard. (Sandy - May)

My Dad tried talking in French and he'd go 'Do you EAT?' It was so embarrassing. (Elly - May)

My partner sometimes speaks English to my sister. (Sam - May)

My uncle was trying to talk French with her. He can talk sort of right, but he was talking English with an accent and everybody was like ...my mom was like 'Do you think she can understand because you're talking with an accent?' It was very funny. (Barb - May)

Contexts and Interlocutors Which Promoted L2 Use and Enjoyment

This section presents results parallel to those presented for Stage 1 to describe L2 use during the exchange and the activities which participants found enjoyable. (A more detailed examination of L2 use will be the following section which outlines SLA processes in evidence during the exchange.)

Anglophone participants were asked in the Retrospective questionnaire to what extent they used their L2 during exchange activities and if they enjoyed these activities. Table 5.4. summarizes these results.

Table 5.4.
Activities Which Promoted 'Considerable' L2 Use and Enjoyment: Retrospective Questionnaire

	available (n=30)		promoted <u>considerable</u> L2 use (n=24)		enjoyable (n=24)	
	n	%	n	%	n	%
One-on one opportunities						
time with twin (away)	29	97%	16	67%	14	58%
time with twin (home)	30	100%	17	71%	15	63%
time with twin's family	29	97%	13	54%	13	54%
time with twin's friends	30	100%	11	46%	10	42%
Group opportunities						
sightseeing (away)	29	97%	14	58%	7	29%
sightseeing (home)	30	100%	10	42%	16	67%
group activities (away)	29	97%	10	42%	19	79%
group activities (home)	30	100%	8	33%	17	71%
Receptive opportunities						
listening to French music	9	38%	2	8%	1	4%
watching French television	14	58%	6	25%	2	8%
attending french films	9	38%	1	4%	7	29%
reading in French	9	38%	4	17%	2	8%

Percent totals are greater than 100% since multiple responses were possible.

The same activities were available to both Stage 1 participants and case study participants. As in the Stage 1 survey results, all students reported more L2 use in one-on-one opportunities, such as during free time with their twin and with their twin's family, than during group opportunities. Similarly, students reported less L2 use at home than while away. The one exception was L2 use with twins at home: since francophone participants were the first to travel, they probably felt somewhat uncomfortable and their L2 skills were weaker than those of their anglophone partners; to compensate for this discomfort and L2 difficulty, anglophone participants used French with their twins in Mississauga. The case study participants did not attend classes and no parties/dances were scheduled during their exchange. Anglophone students reported considerably less receptive L2 use during the exchange than anglophone 13 and under participants in Stage 1 exchanges.

Like respondents in Stage 1, the majority of students enjoyed group activities, sightseeing, and spending time with their twin. Very few of these participants reported enjoyment of receptive L2 activities, but as illustrated, not many such opportunities were available.

The Stage 1 survey included questions about specific contexts and specific interlocutors. These questions were also included in the Retrospective questionnaire. Table 5.5. summarizes the extent to which anglophone participants used their L2 in the at home and in the away locations.

Table 5.5.
L2 Use In At Home and Away Locations: Retrospective Questionnaire (n = 24)

	n	%
Language used while away		
all English	-	0%
mostly English, some French	2	9%
half English/half French	4	17%
mostly French, some English	15	65%
all French	2	9%
Language used while at home		
all English	-	0%
mostly English, some French	4	17%
half English/half French	10	43%
mostly French, some English	6	26%
all French	3	13%

Column totals do not equal 100% since one participant did not reply.

Like Stage 1 participants, anglophone case study participants reported more L2 use while away than while at home. Nevertheless, in both locations, more French was spoken by most participants than English. As mentioned earlier, this probably reflects the much weaker L2 skills of the Ste-Foy students.

Anglophone participants were also asked with whom they used French most. Table 5.6. summarizes these results.

Table 5.6.

Persons With Whom L2 Used 'A Lot' During The Exchange: Retrospective Questionnaire (n=24)

	n	%
with twin	19	79%
with twin's family	18	75%
with twin's friends	13	54%
with other L2 students	12	50%
with other L1 students	5	21%
with teachers	9	38%

Percent totals are greater than 100% since multiple responses were possible.

Like Stage 1 respondents, anglophone case study participants did not restrict their L2 use to communication with their twin. Percentages are higher with all interlocutors than for Stage 1 presumably because anglophone case study participants were all immersion students while 41% of Stage 1 participants were Core French students.

Activities Which Participants Found Enjoyable (Focus Group Discussions)

During focus group sessions participants often discussed which activities they enjoyed or did not enjoy during the exchange. They also often compared similar activities in Mississauga and Ste-Foy. It was evident throughout these discussions that although students had different tastes, the exchange activities were varied enough to please all students some of the time.

Discussions always began with activities favoured by this age group. Going to the mall in both locations was a fondly remembered event for many. What seemed to make visiting the mall in Ste Foy particularly enjoyable for anglophone students was the lack of close parental supervision and consequent freedom.

The mall was the wickedest. (Eric - June)

They also discussed sports oriented activities.

I liked the canoeing there because we canoed for the whole day and afterwards we played soccer. (Rob - June)

They enjoyed the adventure and the shared mishaps.

And some people fell in. (Jim - June)

But they were critical when events took an unexpected turn (a strong wind forced an ending to the canoeing at the 'base').

It was fun but when we couldn't go canoeing anymore it was boring. (Elly - June)

And they weren't pleased with what they perceived as last minute solutions. When students could no longer canoe in the lake, soccer was suggested.

Soccer we could have done anywhere. We played soccer for two hours. They should have had something else for us. We could have played that at the school or anywhere else. (Sam - June)

They also mentioned the bizarre, taboo, whatever shocking event they could recall.

You know when we did the souvenir shopping? There were some really gross stores. (Carmen - June)

Porno stores. (Jim - June)

I know, they showed naked ladies...

And they had condoms 'extra large'.

I know, it was gross.

I've never seen one. (Several - June)

They compared the tourist activities in Mississauga and Ste-Foy.

Yeah, I had fun but I was expecting more of the things that we gave them like the Dome, Skydome, the CN Tower, Mindwarp. But they don't have that stuff. (Pete - June)

What we did was walk around all day and I was expecting like something like a ride. I don't know. (Greg - June)

Although there were many activities with guides in both locations, they seemed to prefer those which didn't have guides and where they could do what they wished..

We went to old Québec and we went in these groups with the tour guide that spoke really really fast and we didn't get to do any shopping. (Sandy - June)

There was more hands on stuff [at the Museum of Civilization] there than at the ROM. (Annie - June)

I thought it was kind of better in the museum because they didn't have tour guides and we could just go, we could look at anything we wanted to. Because at the ROM they had tour guides and they had to take us everywhere and it was kind of boring because if you wanted to go that way they would always go the other way. The museum was fun because we did like anything we wanted. (Carmen - June)

The historical and geographical tours in Ste-Foy were not very interesting for Mississauga students

The Parliament Buildings? That was boring. (Jim - June)

...and when we went to that big building where they made us look out, I couldn't understand what she was saying. It was kind of boring because like she was talking. There's nothing huge you can see like at the CN Tower. (Jenny - June)

But they were surprised at the enthusiasm for these same "boring" places by Ste-Foy students.

Well, like they find everything interesting. Like 'Oh que c'est beau!' and everything. But to us in Mississauga, we're used to all these rides and activity and new and stuff like that. Like the rooms in the Parliament. Like it was fun right. But they think everything's so nice. But it's a little dull and everything. (Cindy - June)

They decided that they as a group were different from Ste-Foy students as a group.

We're more like futuristic sort of with Canada's Wonderland, with the roller coasters and everything. Like they get kicks out of the Parliament Buildings and Old Québec. Because I guess that's all they have. So that's obviously what they like. We're more into the future with Mindwarp and the CN Tower. (Pete - June)

But although they found the Ste-Foy daytime activities boring, many thought activities after school were much more interesting than in Mississauga.

I thought our day trips were better than theirs. But when we came home, they had better stuff organized for after school than us. (Carmen - June)

This proved to be a misconception since when probed for what they did in both locations, it became evident that activities were almost identical.

We went swimming and bowling and to Mélanie's house. [And here] we went bowling, swimming and to the mall. Same thing. And we went to Annie's house. (Barb - June)

Students had begun to get to know each other by the end of the first week and communication was becoming easier.

Well at the beginning it was hard sort of. And then he started teaching me Québécois. And then as the week went on it was getting better and better and so at the end of the week we were just starting conversations and talking the rest of the day []. (Pete - June)

Summary

As in Stage 1, anglophone case study participants reported more L2 use during one-on-one opportunities than during group activities. Listening comprehension skills and speech modification appear to have been a factor. During one-on-one opportunities, anglophone students appeared to

be better able to negotiate meaning with their interlocutor and were not faced with the difficulties of identifying a place for their turn in the conversation. During group opportunities, both anglophone and francophone students still often gravitated to their L1 friends. Participants enjoyed the exchange locations but visiting it with their L1 friends reduced their opportunities for contact and language learning opportunities. Furthermore, group sightseeing opportunities represented missed opportunities for L2 use since few anglophone students were able to comprehend the input being provided to them. These factors will be further discussed in the following section.

Activities most frequently mentioned as enjoyable included group activities which were not tightly controlled such as going to the mall, going canoeing, playing soccer. But although L2 use did not seem to be a criteria by which participants measured enjoyment of activities, in these situations they were successfully using language in highly contextualized situations which may have played a role. Few anglophone participants reported enjoyment of the historical sightseeing opportunities presented to them in Québec. Again this could be explained by the fact that they comprehended little of what was happening and could not become involved in these activities. Many participants mentioned enjoying time spent alone with their twin perhaps due to the developing relationship between them. By the end of the exchange, not only were participants familiar with their twins but both groups were becoming familiar with each other and beginning to understand the group dynamics at play. The final days of the exchange were spent discussing each groups' secrets - who liked whom; who was planning to invite whom to which party; which boys/girls from one group were planning to call which boy/girl from the other group after the exchange. One boy referred to the class as a 'soap opera' and they all seemed quite proud of it.

Self-Reported Linguistic and Non-Linguistic Outcomes

Linguistic Outcomes

French Comprehension (Post-Visit Questionnaire).

Specific linguistic exchange outcomes were probed through the Post-visit questionnaire administered to participants one month after both exchange visits were completed. Students were asked how much French they had understood during exchange activities. Table 5.7. presents the results.

Table 5.7.

French Comprehension During Exchange: Post-Visit Questionnaire

	all	more than half	half	less than half	none
ROM guides	12	10	6	2	0
"base en plein air" monitors	12	9	6	2	0
tour bus guides	7	3	9	6	3
Québec City guide	6	7	9	5	2
Ste-Foy teacher	17	7	4	1	0
twins' parents	19	6	3	1	0
twin	19	7	2	1	0
twins' family conversations	6	11	5	6	1
twins' conversations/friends	8	5	7	7	2

Most students reported French input from their twin and from their twin's parents as comprehensible. Most were also able to understand input from the Ste-Foy teacher. Fewer Mississauga students reported being able to understand all French language input from the guides at the ROM and the monitors at the "base en plein air" although many could understand more than half. This may be due to the advanced preparation they had received in class for the ROM visit and

their numerous visits to the ROM accompanied by English-speaking guides before the exchange. Similarly, the monitors at the base en plein air explained water safety to the students. This consisted of a five minute demonstration of the correct way to put on a life jacket and how to launch and remove boats from the small lake. The visual demonstration of what was being said facilitated comprehension for students. Far fewer students reported being able to understand all or most of the input during the tours of Québec City, with the bus guide being the least comprehensible. The walking tour was not as dense as the bus tour. Explanations were given at specific locations about specific buildings and monuments with the remaining time being spent walking between locations. On the bus, the tour guide gave a running commentary while the bus moved through the city. For Mississauga students unfamiliar with Québec City, it was almost impossible to identify what was being described. Students also found conversations involving groups (the twin's family and the twin's friends) more difficult to follow than one-on-one opportunities with their twin or their twin's parents. Fewer had difficulties with family conversations than with conversations between friends. Probably the family conversations revolved around topics similar to participants' family conversations at home dealing with such issues as meals, money etc., while conversations between friends may have been more abstract involving topics and persons unfamiliar to participants.

Mississauga participants were best able to understand the L2 input available to them when they had the undivided attention of one interlocutor (their twin) and ample processing time which facilitated negotiation by both parties and self-motivated convergence (i.e. modification towards TL norms) by learners. They were also able to understand L2 input when they were given advance preparation (ROM), when concrete referents were available (Base en plein air), or when they were in familiar contexts (family conversations). Although the exchange context presented many L2 input

opportunities, many others could have been available had the anglophone participants been given more preparation for the sightseeing visits in Québec, had the guides been requested to tailor their input to the L2 skills of second language learners by pausing, repeating, referring more to visual contexts and checking comprehension.

French Comprehension and Production (Pre-Visit and Post-Visit Questionnaires).

L2 comprehension and production were probed in two questions repeated in the Pre-Visit questionnaire and the Post-visit questionnaire to determine if participants perceived improvement in comprehension or production skills as a result of the exchange and in which L2 use contexts they identified such improvements. The results of these questions are presented in the nine figures which follow.

Students were asked to what extent they felt they could understand the content of a French newspaper before and after the exchange. Figure 3 presents their responses for both time periods.

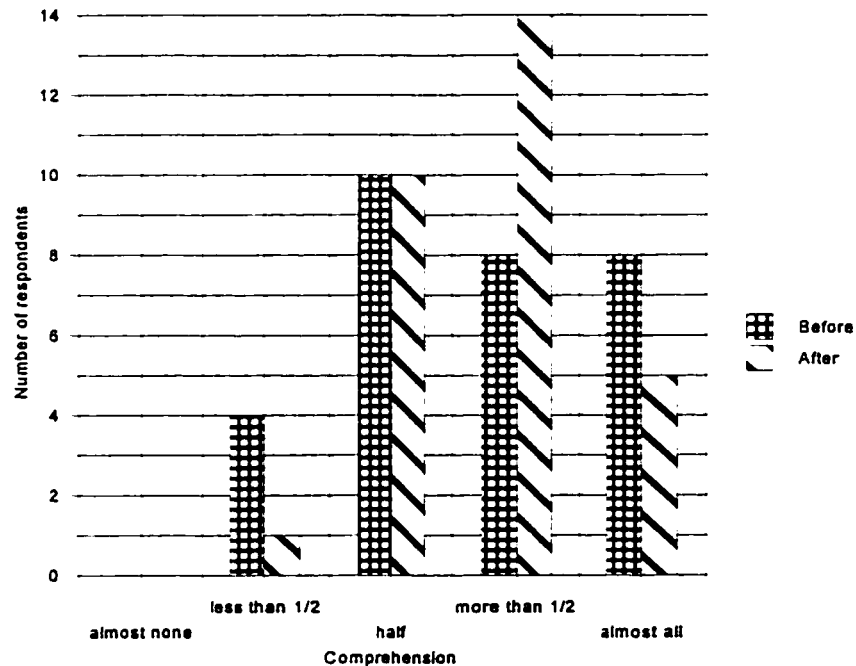


Figure 3. Anglophone case study participants' self-assessment of ability to understand the content of a French newspaper before and after the exchange.

As illustrated in Figure 3, before the exchange, most students (87%) felt they could understand half or more than half of the content of a French newspaper; 27% felt they could understand everything; 13% felt they could understand less than half. Following the exchange, fewer thought they could understand all (17%) and fewer thought they could understand less than half (3%). The exchange activities seem to have given students both improvement at lower levels, and some awareness of their reading ability.

Students were asked to what extent they felt they could understand a French television program before and after the exchange. Figure 4 presents their responses for both time periods.

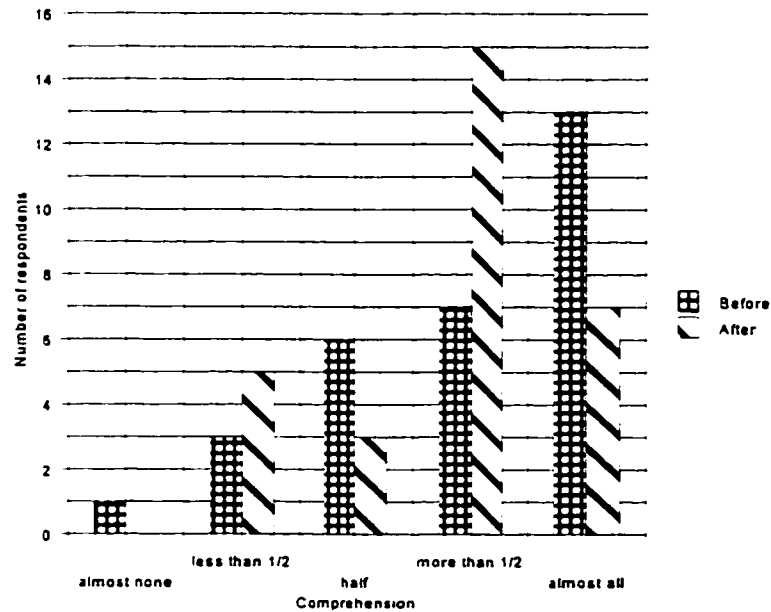


Figure 4. Anglophone case study participants' self-assessment of ability to understand a French television program before and after the exchange.

As illustrated in Figure 4, before the exchange, 43% felt they could understand almost all on television. Another 43% felt they could understand half or more than half while 13% felt they could understand nothing or less than half. Following the exchange, fewer thought they could understand almost all (30%) and more thought they could understand less than half (17%), although no one expected to understand nothing. Again the exchange activities seem to have given students a more realistic awareness of their comprehension of French television than before the exchange and in some cases, the perception of improvement.

Students were asked to what extent they felt they could understand a French movie before and after the exchange. Figure 5 presents their responses for both time periods.

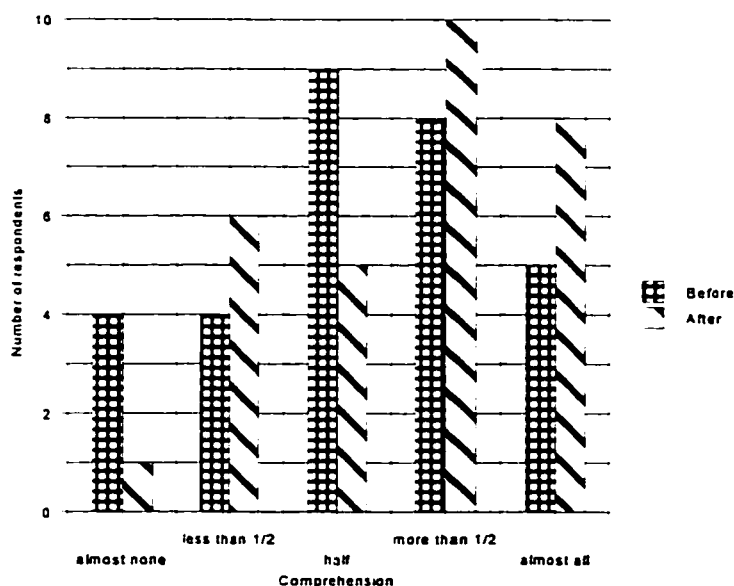


Figure 5. Anglophone case study participants' self-assessment of ability to understand a French movie before and after the exchange.

As illustrated in Figure 5, 50% felt they could understand more than half or almost all of a French movie before the exchange; 27% felt they could understand less than half or almost nothing. Following the exchange, 60% thought they could understand more than half or almost all and 23% thought they could understand less than half or almost nothing. There is evidence of perceived improvement in comprehension at the higher levels.

Students were asked to what extent they felt they could understand French popular music before and after the exchange. Figure 6 presents their responses for both time periods.

As illustrated in Figure 6, only 27% of participants felt they could understand more than half or almost all of a popular French song before the exchange; 67% felt they could understand

less than half or almost nothing. Following the exchange, no one expected to understand almost all and 30% expected to understand almost nothing. There is some evidence of perceived improvement at mid-level.

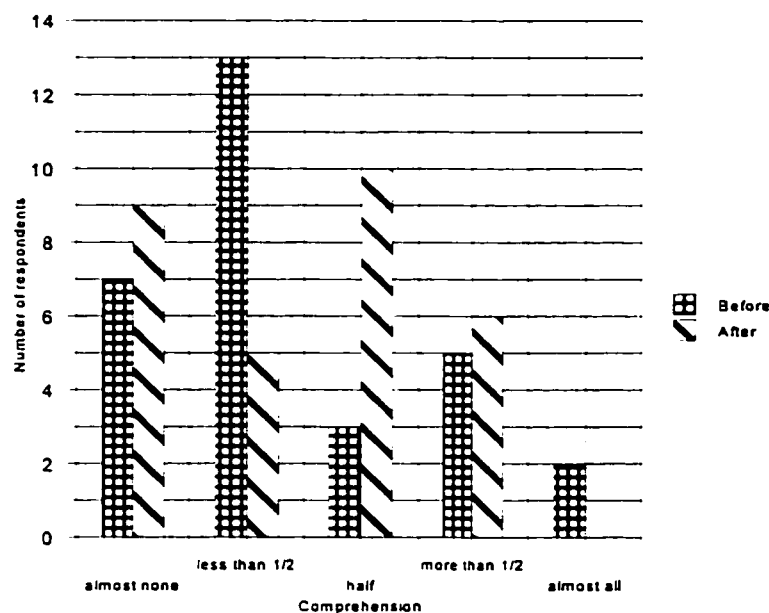


Figure 6. Anglophone case study participants' self-assessment of ability to understand French popular music before and after the exchange.

A second series of questions probed anglophone participants productive abilities before and after the exchange. Students were asked to what extent they would feel comfortable asking for directions on a bus in French. Figure 7 presents their responses for both time periods.

As illustrated in Figure 7, participants seem to have learned to cope in this context as a result of the exchange: 70% felt they would be comfortable or very comfortable asking for directions after the exchange while only 47% indicated these responses before the exchange. After the exchange, no one felt he/she would be very uncomfortable asking for directions.

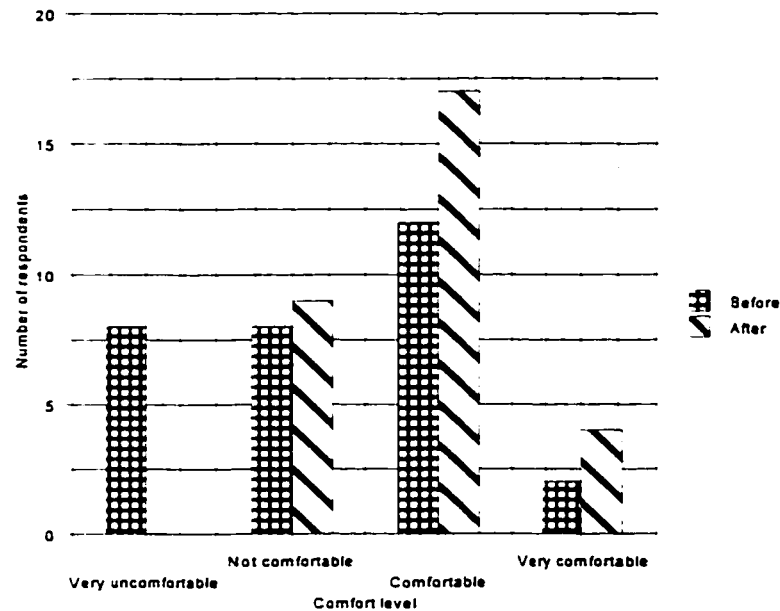


Figure 7. Anglophone case study participants' self-assessed ability to ask for directions on a bus in French before and after the exchange.

Students were asked to what extent they would feel comfortable ordering food at McDonald's in French. Figure 8 presents their responses for both time periods.

As illustrated in Figure 8, participants seem to have learned to cope in this context as a result of the exchange: 93% felt they would be comfortable or very comfortable ordering food after the exchange while 77% indicated these responses before the exchange. After the exchange, no one felt he/she would be very uncomfortable ordering food.

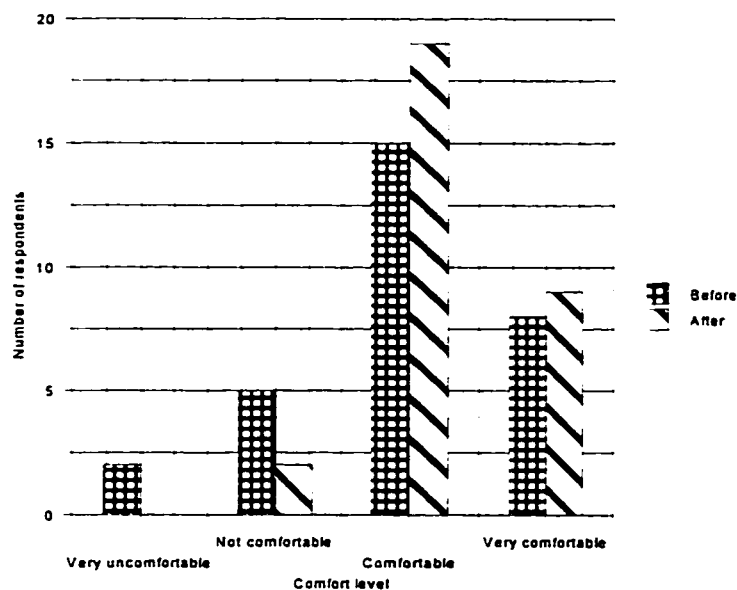


Figure 8. Anglophone case study participants' self-assessed ability to order food at McDonald's before and after the exchange.

Students were asked to what extent they would feel comfortable telephoning for information about a movie in French before and after the exchange. Figure 9 presents their responses for both time periods.

As illustrated in Figure 9, 60% indicated they would be comfortable or very comfortable interacting over the telephone after the exchange compared to 43% before the exchange. Only 40% of participants still felt they would not be comfortable interacting over the telephone. No one indicated that he/she would be very uncomfortable telephoning for information after the exchange; 17% felt that way before the exchange.

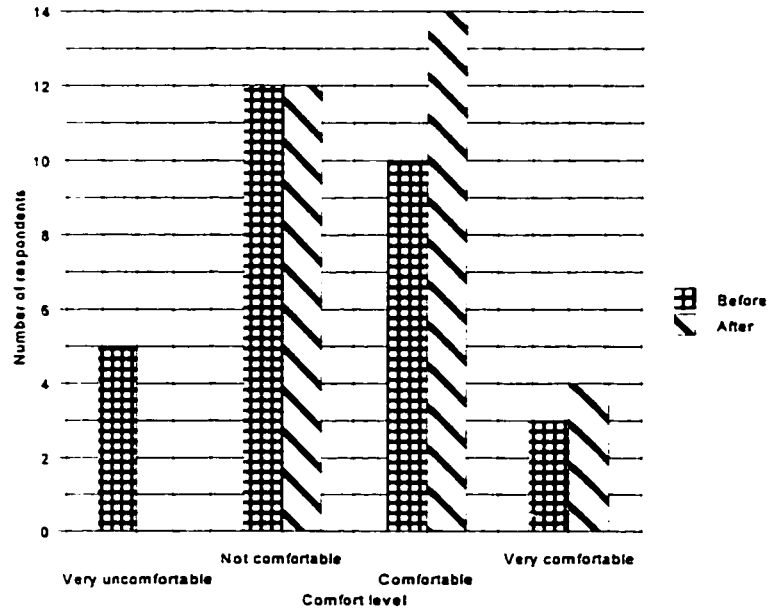


Figure 9. Anglophone case study participants' self-assessed ability to ask for information in French about a movie by telephone before and after the exchange.

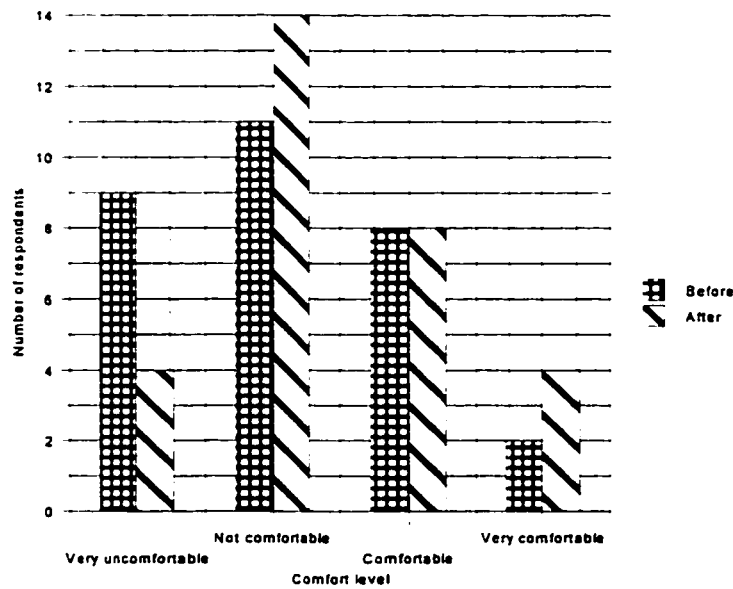


Figure 10. Anglophone case study participants' self-assessed ability to see a doctor in French before and after the exchange.

Students were asked to what extent they would feel comfortable going to the doctor's office before and after the exchange. Figure 10 presents their responses for both time periods.

As illustrated in Figure 10, 40% of participants felt they would be comfortable or very comfortable in a doctor's office after the exchange while only 33% felt this way before the exchange; 60% of participants still feel they would not be comfortable or very uncomfortable in this situation. This obviously represents an uncomfortable context for many students. It is unclear if this reaction is to the idea of visiting the doctor or using French when one is sick or both.

Students were asked to what extent they would feel comfortable leaving a note for a friend in French before and after the exchange. Figure 11 presents their responses for both time periods.

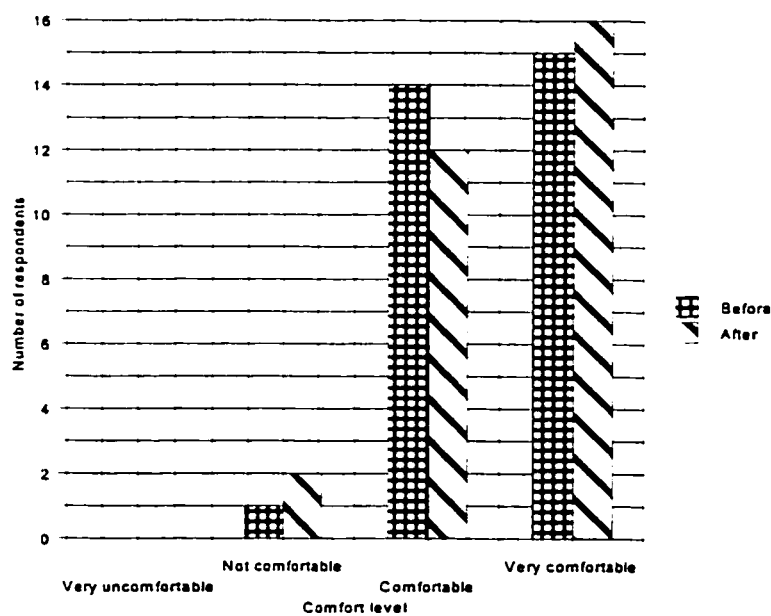


Figure 11. Anglophone case study participants' self-assessed ability to leave a note for a friend in French before and after the exchange.

As illustrated in Figure 11, most students already felt comfortable leaving a note for a friend before the exchange.

The results in Figures 2 to 11 illustrate precisely what school year group exchanges can accomplish for intermediate-level classroom L2 learners. They become better at fairly routinized, brief production in familiar contexts which gives them self-confidence. They have also perceived how complex other language use can be. Learners were able to transfer their classroom productive skills to the exchange contexts more easily than their comprehension skills: the comprehension tasks were complex, heterogeneous, and culturally-based while the production tasks represented brief interactions with native speakers in contexts which were familiar to students in their L1.

Factors Hindering Comprehension (Post-Visit Questionnaire).

Participants were asked to identify elements in L2 input they received which made it difficult for them to understand. Table 5.8. below presents these results.

Table 5.8.
L2 Comprehension Problems During Exchange: Post-Visit Questionnaire

	definite problem	somewhat a problem	not a problem
speed	23	6	1
vocabulary/slang	12	9	9
accent	6	12	12

Most participants indicated that the speed at which NSs spoke made comprehension difficult. A second problem most identified was vocabulary. They were unfamiliar with the vocabulary used in the exchange contexts, particularly the vocabulary and idiomatic expressions used by their Ste-Foy peers. Finally, accent remained a problem for some, but by the time this questionnaire was administered (one month after the final exchange visit), many felt they had 'picked up' the accent, which is reflected in these results.

Factors Hindering Production (Post-Visit Questionnaire).

Students were also asked what caused them speaking difficulties during the exchange.

Table 5.9.

L2 Production Problems During Exchange: Post-Visit Questionnaire

	definite problem	somewhat a problem	not a problem
pronunciation	7	7	16
hesitation/too slow	10	10	10
verb tenses, etc.	12	9	9
vocabulary	17	9	4
syntax	7	12	11
formal/informal style	6	7	17

Most participants identified vocabulary as the major difficulty. They also recognized difficulties with verb tenses. They felt they spoke too slowly. Some expressed difficulties in putting their ideas into sentences (syntax) and a little less than half identified pronunciation as a problem. Being able to use the appropriate style was reported by the fewest students as causing difficulties. This probably reflects either a misunderstanding of the question or lack of sensitivity to style. Students felt that they did not have the appropriate vocabulary, speed or verb tenses/syntax which would seem to be components of appropriate style. They may not have recognized such differences as inability to use the appropriate style in a particular situation.

Self-Confidence (Post-Visit Questionnaire)

Anglophone participants were asked to compare their L2 skills to those of their twin in their L1. It was expected that this would indicate how self-confident they were. Table 5.10. provides the results.

Table 5.10.
L2 Ability Compared to Twin: Post-Visit Questionnaire

	same		somewhat worse		worse		don't know
speaking	11	37%	16	53%	3	10%	-
listening	12	40%	13	43%	4	13%	1 3%
writing	7	23%	10	33%	10	33%	3 10%
reading	9	30%	6	20%	5	17%	10 33%

Anglophone participants seemed very confident of their L2 ability, particularly their speaking ability and their listening ability. There may have been a lot of speech adjustment that they were unaware of. Fewer considered their writing and reading ability to be as good as that of their twin. However, few exchange activities focussed on either of these abilities.

Perceived Improvement on Four Skills (Post-Visit and Retrospective Questionnaires).

Both Table 5.11. and Table 5.12. summarize the extent to which participants felt their L2 linguistic skills had improved as a result of the exchange. Table 5.11. reports results from the Post-visit questionnaire administered one month after exchange visits. Table 5.12. reports results from the Retrospective questionnaire administered seven months after exchange visits.

Table 5.11.
Linguistic Improvement Resulting From Exchange: Post-Visit Questionnaire

	greatly improved		somewhat improved		not improved		don't know
Linguistic:							
listening ability	14	47%	12	40%	3	10%	1 3%
speaking ability	19	63%	9	30%	1	3%	1 3%
reading ability	7	23%	8	27%	8	27%	7 23%
writing ability	5	17%	15	50%	5	17%	5 17%

Table 5.12.

Self-Reported Linguistic Outcomes: Retrospective Questionnaire (n = 24)

	definitely	a little	not at all
understand L2 better	13 54%	9 38%	2 7%
speak L2 better	11 46%	10 42%	3 13%
*read L2 better.	6 25%	7 29%	10 42%
write L2 better	7 29%	5 21%	12 50%

* Row total does not equal 100% since one participant did not respond.

Results for this question from both questionnaires are very similar. On both questionnaires 87% or more respondents indicated some improvement in both their listening and speaking skills. Participants responses are somewhat more conservative in retrospect but in both sets of responses they have singled out oral interaction (understanding and speaking skills) as the areas of greatest improvement. The difference in percentages may be due in part to the smaller number of respondents for the retrospective questionnaire. The wording of the two questions was not quite the same. It may also be due to the fact that seven months after the exchange, students would be involved in classroom rather than natural L2 use contexts where the advantages of what they had acquired during the exchange may no longer have been apparent to them. This may also account for the slightly higher numbers reporting improvement in writing and reading on the second questionnaire.

Non-Linguistic Outcomes

Reported Satisfaction and Expected Future L2 Contact (Post-Visit Questionnaire).

Participants were asked if they would have participated in this exchange again knowing what they 'now' knew, if they wished to go on future exchanges and if they planned to keep in touch

with their twin. Table 5.13. presents a general evaluation of the exchange and plans for future contact.

Table 5.13.
Exchange Evaluation and Future Contact Plans: Post-Visit Questionnaire

	n	%
Would you have gone on this exchange?	29	97%
Will you go on future exchanges?	30	100%
Will you keep in touch with your twin?	20	67%

Reported satisfaction for this exchange is very high: almost all students would have repeated the experience. The one student who did not answer 'yes' pencilled 'maybe' as his response. The percentage of students planning to keep in touch with their twin is high considering the number of students who reported social difficulties throughout the exchange.

A more detailed question probing satisfaction with the exchange was included in the Post-visit questionnaire. Table 5.14. presents the results.

Table 5.14.
Satisfaction with Aspects of Exchange: Post-Visit Questionnaire

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied
exchange overall	16	14	0	0
personal growth	11	19	0	0
L2 improvement	20	9	1	0
twinning	12	13	5	0
time with twin	13	13	4	0
activities in Québec	9	9	10	1
activities in Mississauga	24	5	1	0
length of exchange	14	8	6	2
location	25	5	0	0

All students were satisfied to some degree with the exchange overall. Most were very satisfied with the location of the exchange and the planned activities in Mississauga. Focus group discussions on which aspects of the exchange they enjoyed revealed that they felt that planned activities in Mississauga were more interesting, while unplanned after school activities in Québec were more interesting. Most indicated some or considerable satisfaction with the twin with whom they were matched and the activities with that twin. Given the process for matching partners, these results are impressive.

Non-Linguistic Outcomes From Stage 1 (Post-Visit and Retrospective Questionnaires).

Questions about non-linguistic outcomes similar to those asked in Stage 1 were repeated in the Post-visit and the Retrospective questionnaires. Table 5.15. present the results from the Retrospective questionnaire.

Table 5.15.

Self-Reported Non-Linguistic Outcomes: Retrospective Questionnaire (n = 24)

	definitely		a little		not at all	
	n	%	n	%	n	%
more self-confident when speaking L2	11	46%	9	38%	4	17%
want to learn more L2	7	29%	13	54%	4	17%
know more about L2 region visited	7	29%	12	50%	5	21%
know more about L2 speakers	6	25%	15	63%	3	13%
know more about French Canada	7	29%	16	67%	1	4%

Results were similar for both questionnaires. The only exception was a drop from 40% to 29% in percentage of students definitely wanting to learn more French. This probably reflects the time at which the questionnaires were administered. The 40% was reported shortly after the

exchange visit to Ste-Foy when students were still strongly motivated as a result of using French with native speaking peers in 'real' contexts. The 29% was reported when respondents were back to classroom learning, with the Ste-Foy exchange a distant memory and no new exchange plans on the horizon.

On the Retrospective questionnaire, students were asked to what extent they had made use of their L2 since the exchange and their expectations for future L2 use. Table 5.16. presents the results.

Table 5.16.
L2 Use Since Exchange: Retrospective Questionnaire (n = 24)

	L2 use since exchange		expected future L2 use	
	n	%	n	%
active				
kept in touch with twin	7	29%	20	67%
continued in immersion	20	83%	20	83%
spoke L2 out of class	10	42%	13	54%
receptive				
listened to L2 music	5	21%	7	29%
watched L2 TV	8	33%	11	46%
watched L2 films	5	21%	8	33%
read L2 books	9	38%	8	33%

Seven months after the exchange, most had continued studying French in an immersion program. (Several had previously mentioned transferring to a different school where immersion was unavailable.) Seven had kept in touch with their twin. (During the final focus group several had also mentioned corresponding with other Ste-Foy students , not their twins.) Ten also mentioned

speaking French outside class. Results for receptive uses resemble results on the Pre-visit questionnaire (see Table 5.1.).

Students were also asked about their future L2 use plans. While plans for receptive use did not indicate much improvement over reported receptive use before the exchange, focus group discussions had indicated that lack of choice in these areas was responsible for their low interest. Almost all students were ready to go on another exchange; about 80% planned to continue in immersion in high school; and 54% indicated that would like to speak L2 to someone outside of class.

Attitudes Towards Learning French (Retrospective Questionnaire).

One question inquired about the effect of the exchange on students' perception of language learning as a result of the exchange. Table 5.17. presents the results.

Table 5.17.

Attitudes Towards L2 Learning: Retrospective Questionnaire (n=24)

	definitely		a little		not at all	
	n	%	n	%	n	%
easier than before	6	25%	14	58%	4	17%
more interesting	6	25%	13	54%	5	21%
more important	8	33%	11	46%	5	21%
easier in class	8	33%	12	50%	4	17%
easier out of class	6	25%	12	50%	6	25%

Most students felt that participating in the exchange had some effect on their language learning by making it seem more important, more interesting or less difficult. They also felt that out-of- class use was somewhat easier than it had been prior to the exchange.

Summary

Both quantitative and qualitative evidence of linguistic and non-linguistic outcomes was collected for case study participants in Stage 2. Subsequent sections on SLA processes and the complementarity of exchange processes and classroom processes present outcomes from qualitative sources.

Quantitative results indicated that most anglophone case study participants, like Stage 1 participants, identified improvement in the interaction skills of listening and speaking. Participants indicated that NS's rate of speech and their colloquial vocabulary/idiomatic expressions made comprehension more difficult. Similarly participants attributed their own production difficulties to a lack of appropriate vocabulary and non-fluent rate of speech.

A series of questions probing perceived L2 comprehension and production ability both before and after the exchange, indicated that while anglophone students were very confident of their media comprehension ability before the exchange, they were not quite as confident of their production ability for 'getting around' in a French speaking area. The exchange seems to have changed their perception of both abilities. During the exchange, participants could understand most input in one-on-one interactions but they experienced some difficulties with comprehension of L2 input in group interactions, with unfamiliar topics, and in unfamiliar contexts. They experienced few production difficulties in routine situations and were generally understood by their interlocutors, but they acknowledged a lack of appropriate vocabulary and a non-fluent speech rate.

Non-linguistic outcomes, like those for Stage 1 participants, were also very positive for this group. Participants expressed satisfaction with almost all aspects of the exchange. In terms of attitudes, most participants expressed a desire for future contact; some had already been in touch

with their twin, others had been in touch with other L2 exchange participants. Most had continued in French immersion and were intending to continue in immersion in high school. Most felt that participating in the exchange had some effect on their attitudes towards language learning by making it easier than before, more interesting than before, and more important than before.

Research Question 2: Second Language Acquisition

Processes Evident during the Exchange

During the second and third sets of focus group discussions, anglophone participants were asked to talk about what happened during the Ste-Foy students' visit to Mississauga and their visit to Ste-Foy. It was expected that this discussion of the student's personal experiences would indicate which contexts promoted L2 use, and the relative importance of the three interrelated processes which figure in language learning - social processes, linguistic processes and cognitive processes.

A school year group exchange provides a sheltered context for receiving varied L2 input, much of it in the form of interaction between learners and their native speaking peers. A native speaking partner is selected for each learner. The organization of the exchange schedule provides both one-on-one opportunities for interaction and group opportunities where both class groups are together. These contexts provide different occasions for the operation of SLA processes. Although these processes are interrelated, this section examines each one individually and highlights the effects of the different contexts on the effective functioning of these processes.

Social Processes

According to Wong Fillmore (1989) social processes are the steps which learners and native speakers take to create and shape a social setting in which communication in the target language is both possible and desired. Both parties must be willing and interested in interacting with the

other and play a part in establishing and maintaining contact. Frequent interactions promote the formation of social bonds which then provide both parties with the motivation necessary to keep talking in spite of language difficulties.

The exchange took place in two locations: Mississauga and Ste-Foy. In both contexts, there were similar time frames for one-on-one interaction and for group activities: one-on-one activities were represented by time after school hours with the twin and group activities were organized by the teachers during school hours. Although social processes in both individual and group contexts and in both locations were interrelated, these changed over time and so are presented separately in linear fashion.

Mississauga: One-on-One Contexts

Before the exchange visits began, Mississauga students stated that one of their reasons for participating in the exchange was to make friends with the francophone students in Ste-Foy. This suggests they were willing and interested in interacting with their partners, chosen for them by the exchange teachers. But few were able to transfer their L1 social skills to the L2 context when the Ste-Foy students arrived in Mississauga. They were not sure how to make the first move to establish contact with their partners.

Well she got off the bus and I said 'Hi' and we just stood there and said nothing.
(Annie - May)

I was always like smiling and all this. I really wanted to talk to her but I didn't know what I was supposed to say. (Carla - May)

The first day I didn't really talk to him very much because I was afraid like because if he would say something fast. Well actually I did talk to him. I told him what the street names were because I didn't have anything to tell him. (Chris - May)

Perhaps based on the interaction patterns found in most classrooms where the teacher asks the questions, many of them seemed to have expected their Ste-Foy partners to make the first move.

Charles-Robert, he came to my house, and he wouldn't talk unless I talked to him first. (Chris - May)

Well mostly when we started it was kind of strange. But then I thought it's because they're in a new house and everything. So then I kind of asked her if she wanted to eat or go outside or whatever. And all she did was answer me. (Lana - June)

Mississauga students interacted with their billets at home by engaging them in their usual pastimes such as watching television, playing cards, playing board games, playing Super Nintendo, visiting their friends, playing soccer and going out to the malls. Many discovered that language created a barrier in the success of activities, particularly those heavily reliant on language. Anglophone students didn't enjoy watching television with their partners.

And it was boring at home because they only watch French things...(Barb - May)

Yeah, and we only get one French channel. (Carmen - May)

On Tuesday we were watching this show [] and she kept crying and crying. I didn't know why she was crying so I asked her and she talked so fast I was like "What are you talking about?" I finally got up and went to my room and watched my own television because I couldn't understand the stupid television show. (Barb - May)

They found that their twin was more interested in their 'toys' than in interacting with them.

He always wants to play Nintendo so if I didn't have anything to say, he'd just go downstairs and play Nintendo. (Greg - May)

The only thing he does at home is play Super Nintendo. (Carl - May)

When Mississauga friends got together with their own friends and their partners, their twins preferred to speak to each other.

One day I was over at Greg and Chris' for dinner and Charles and Jean-Michel were there too. They kept talking and talking. But like when they're, when it's just like me and Robert, he never talks. (Don - May)

One day, many of them took their twin to Square 1 (a shopping mall) after supper. Their twins left them.

There were about six people and their partners. And then well, we went shopping. Then they wanted to split up because there were too many people in the group. (David - May)

Mississauga: Group Contexts

At first, Mississauga students assumed that their Ste-Foy billets would stay by their sides during the entire week. They expected the Ste-Foy students to be intimidated because of their lack of knowledge of English and because of their lack of familiarity with the area. These assumptions were based on instructions given to them by their teacher, who reminded them several times that they were individually responsible for their partners and should never leave them unattended, and on their own experiences in Mississauga which were always closely supervised by their parents.

They're supposed to be following us around because they don't really know the place but we're like following them because they're like going anywhere they want. (Cindy - May)

I got really mad at him once because he just left without me. He went downstairs to the next level of the [Sky]Dome. And I told him he was going to get lost and he goes 'What? As if I'm going to get lost'. (Pete - May)

Not only did they assume that their Ste-Foy billets would be their captive audience because of their unfamiliarity with the area and with the language spoken there, but they also assumed that this situation would guarantee frequent, if not constant, interaction with their Ste-Foy partners. This

was not the case. They seemed surprised that Ste-Foy students seemed to prefer the company of their own friends. They felt the Ste-Foy students took every opportunity to be together rather than stay with their anglophone twins. This occurred in the school yard, on the buses, during sightseeing excursions, and during free time during these excursions.

Many students were bused and arrived at school between 8:15 and 8:45 a.m. They were not permitted inside the building until 8:55. Most mornings there would be several small groups of francophone friends engaged in very animated conversation while their anglophone twin stood off to the side or conversed with one of the other anglophone students.

At school she doesn't have the same friends I do and so...I mean around here... at school I would usually talk to my friends because I couldn't understand. (Annie - May)

No seating arrangements were prepared for the frequent bus trips during excursions. Francophone participants often chose to sit with their L1 friends instead of with their partners.

Well on the bus they were talking to their friends. (Several - May)

Because of the number of participants, most trips were made in two buses. Many francophone participants did not even sit on the same bus as their partner. Occasionally, when they were forced to sit with their twin, the results were not favourable either. One Mississauga student described how her twin refused to speak at all because she was unable to sit with her friends on the bus.

And on the bus to Niagara Falls we didn't all go on the same bus so they just sat there and said nothing. (Annie - May)

Usually boys and girls sat in separate areas of the bus. But after the first few bus trips, some of the francophone boys attempted to teach anglophone participants to swear in their second language or

called comments to the anglophone girls. These were group-to-group rather than one-on-one interactions, but resulted in some laughter and participation by anglophone participants that had not been evident earlier.

Once they arrived at their destination, francophone students paired off with their Ste-Foy friends. Teachers and chaperones were approached many times by Mississauga students who had lost their partners.

They didn't want to [stay with us]. They kept on running away from us. (David - May)

My partner, he kept running off with Joe's partner. And they stuck together at Niagara Falls and we couldn't find them. (Don - May)

She was really shy and she just followed me everywhere and didn't say anything. Except for... like if she'd see Chantal, she'd just go wherever Chantal went and I'd see them talking and laughing. (Lana - May)

On the last excursion in Mississauga to a Blue Jays baseball game, a francophone boy stood up in the bleachers and yelled to a student from Mississauga 'Je t'aime Lauren'. This seemed to bring the groups together. Both anglophone and francophone students were asking each other who had heard J-F's announcement, what Lauren was going to do, whether J-F really meant it. This was also the main topic of conversation on the bus ride back to school. On the morning of the Ste-Foy students departure, all eyes were on J-F and Lauren to see what would happen. J-F opened the bus window and yelled 'Au revoir Lauren'. Lauren didn't respond. But the ice had been broken. This was an event shared between groups.

Mississauga: Discussion of Social Processes

Students discussed their perceptions of why Ste-Foy students had not been as cooperative as they had expected. The idea of intergroup comparisons was not unfamiliar to them. Some of them had obviously experienced group encounters before and interpreted the Ste-Foy students running off as evidence of their desire to exclude the Mississauga students from the Ste-Foy group.

I'm not sure if it was more than the exchange. They came here and they were one group and we were the other group trying to talk to them but they would stay with the French kids and we would have to stay over here. (Greg - May)

[They made us feel] like they didn't like us. (Alan - May)

They wanted us to get lost really. (Jim - May)

They also attributed it to the Ste-Foy group's attempt to maintain group solidarity.

They tried to keep us out a lot. Like most of the times. Because they thought we were trying to keep them out of stuff. (Pete - May)

But that wasn't very often. (Greg - May)

We tried to make them understand but they can't, obviously. (Pete - May)

We were trying and they were always going off. (Chris - May)

For two Mississauga brothers who each had a partner, exclusion spilled over into their one-on-one opportunities at home. They described how their Ste-Foy partners excluded them by using language which was incomprehensible to them.

And sometimes at my house, my brother had a partner too and [] they'd talk really fast in French as though they were trying to keep something away, a secret or something. (Greg - May)

But other Mississauga students described similar behaviour by both groups when the participants were together as groups.

But when I was with her around my friends, she wouldn't talk at all. She'd just sit there quietly. (Elly - May)

By the end of the first week of the exchange, anglophone students had realized that the group situations provided the only opportunity for Ste-Foy students to share their experiences with their L1 friends and that they (Mississauga students) also wanted to share their exchange experience with their L1 friends.

[We talked to them most] at home. Because otherwise they'd go French kids with French kids and English kids with English kids. (Greg - May)

Yeah, at school our friends go and talk to their friends and we talk to our friends because we decided to split up when we got to school. (Barb - May)

Many anglophone participants who had felt excluded by their Ste-Foy partners attempted to understand this behaviour by trying to put themselves in the Ste-Foy students' place. They felt that the Ste-Foy students behaviour was excusable for two reasons. The first reason for this behaviour was that the Ste-Foy students were in unfamiliar surroundings with unknown people and felt uncomfortable facing these without the support of their friends.

They always wanted to be together. But it's probably because they've never been here before and they can't speak English so they're probably a little bit afraid so they stayed together. (Chris - May)

I don't think that she like meant it. She just wanted to go talk to her friends. But I think she should have stayed with me a bit more. (Annie - May)

The second was that they (Mississauga students) were well aware of the dangers of getting lost in Mississauga while the Ste-Foy students were unaware of these dangers and wanted to see and do as much as possible.

It's because they live in a suburb where there's no, there's nothing. Here there's like weirdos everywhere. They don't have that stuff there. (Chris - May)

Because in Quebec, they're like more free. They can like go at night and everywhere and like walk around anytime they want to. But here we're like more disciplined. (Cindy - May)

I think they wanted to explore. (Elly - May)

Although by the end of the first week, there was evidence of progress in the development of both individual relationships and group interaction, not all matches between twins had been successful.

In one case, a Mississauga student had spent very little time with his billet, preferring the company of his English speaking friends and had also forgotten to pack a lunch for him. Students felt his Ste-Foy partner was justified in ignoring him.

They [David and Jacques] started off bad. He [David] was at the ROM when he forgot [to pack a lunch for Jacques] so they started off real bad. (Pete - May)

Some students could find nothing in common with their partners and reported avoiding them as much as possible.

When we were waiting in line for Mindwarp, he was tugging on the curtain from the logo and he was shoving it in my face and I was telling him not to. And he keeps on doing it so I'm smacking him. (Carl - May)

I don't like my partner. Like she would run around and she would act like a dog. Like she was trying to lick me on the cheek like a dog. So I told her to stop and I pushed her away. She was really annoying. She only uses me for my money. (Laura - May)

Several Ste-Foy students were homesick or suffering from 'culture shock' and were unable to participate in all activities.

Billeting caused a few problems as well. One of the Ste-Foy students was partners with a student who couldn't accommodate her at home. Although they spent their days together, the Ste-Foy girl spent the evenings with another Mississauga partner who also had her own billet. The two Mississauga girls were in different teacher-assigned groups and both assumed the other would take care of such things as lunches etc. The Ste-Foy girl was hurt by the neglect and wanted to go home.

Ste-Foy: One-on-One Contexts

It seems that communication only became comfortable for students after social processes were initiated and social bonds had begun to develop. Many students remarked on the change during the second week when Mississauga students were in Ste-Foy.

Once he got to know Eric and I (two Mississauga boys shared the same partner), before we went to bed we'd have conversations till like eleven o'clock and we'd laugh and everything because we'd understand a little. (Greg - June)

It was better when we got to Ste-Foy because they... I don't know... it just was. Because we were starting to get to know each other. (Don - June)

Although students were describing relatively ordinary events, there seemed to be a developing bond between them which made the events seem special.

I liked, after our excursions with the school, me and my partner always went somewhere. The first night we went we just looked around all Québec and then we went to the movies, then we went bowling and then we went to the mall. (Rob - June)

I liked going shopping for the whole morning. No one was around except our buddies. (Lynn - June)

The emphasis for all of these students who preferred time spent with their twin in familiar activities was that they were alone, had something concrete to talk about and were thus able to get to know each other better.

For some the alliance was not with their twin but with someone else. Students described different relationships that had developed during the trip.

The last day, the last morning, Pete, well Thursday night he went and bought a necklace for Josée because he liked her. (Lauren - June)

Adam likes somebody from Québec. (Eric - June)

And now there's Sandy. She's writing to Jean-Michel. Katy's writing to Robert. And she's wearing bandanas now because Robert does. (Greg - June)

And J-F wrote a letter to Lauren and she wrote a letter back. (Jenny - June)

But for others, two weeks was not enough time to form a friendship.

My partner, she left me and she went with Linda's partner so we were always alone. (Lauren - June)

These two Mississauga girls finally decided to go to play soccer without telling their partners on the last afternoon. For the last evening in Quebec, the mothers of their Ste-Foy partners had taken time off work to take their daughters and partners out for dinner and to the mall. The Mississauga girls only wanted to play soccer. The girls and the Ste-Foy mothers approached the Ste-Foy teacher who suggested a compromise. The mothers, daughters and partners all left together and followed the parents' wishes but no one looked happy.

Ste-Foy: Group Contexts

Group situations were still troublesome even in Ste-Foy. Mississauga students continued to complain that their partners left them.

When they came here, we were always running around looking for them and even when they were there we had to keep running around looking for them because they were walking away from us. (Lori - June)

Even in Québec they would take off on us. They would go and talk with their friends. And here when they would shop, we would let them shop because they had never been here before. So we were there and we're shopping and they're going "C'mon hurry up. Finish". They were like bored and they didn't want to do what we wanted to do. (Alex - June)

But when students talked about meeting others with their partners at the mall in Ste-Foy, they reported the experience as enjoyable although many had spent their time there with their L1 friends. Being apart in group situations had perhaps become more acceptable to them. As the visit to Ste-Foy was drawing to a close, it was evident that the groups were starting to mesh. Students were interested in each other and in what was happening and interested in spending more time together. Students from both groups had shared such experiences as falling into the lake while at the Base en plein air and bowling in mixed groups one evening (when about twenty students had arrived at the same bowling alley coincidentally).

On the final afternoon in Ste-Foy, the group crossed the St. Lawrence River on the Ferry to Lévis. Focus group discussions revealed that they were barely aware of the crossing.

We went to Vieux Québec ...there might be some rumours that something something something and we wouldn't care about Vieux Québec. We would just want to know what the rumour was. (Sandy - June)

One of the Mississauga students explained that one of the Ste-Foy boys was planning a party for the weekend after the Mississauga students departure and each boy had to ask a girl. He had asked one of the Ste-Foy girls and she had refused. Many Mississauga students knew about the 'secret'. They watched the Ste-Foy boy chasing the girl who had refused him all over the Ferry.

Linguistic Processes

Linguistic processes refer, among other things, to the adjustments on the part of the speakers to make themselves understood and interpretations on the part of the learner (Wong Fillmore, 1989). The speaker makes adjustments when talking to the learner such as slowing his/her rate of speech, using simpler grammatical constructions, using gestures, rephrasing whatever seems unclear to the learner. These modifications are based on the native speaker's assumptions about what might be helpful to the learner. The learner interprets the linguistic data provided on the basis of his/her prior linguistic knowledge and experience. She/he may ask for clarification or indicate in other ways or through body language that the meaning is unclear. This may result in a process called 'negotiation' in which both the native speaker and the learner adjust their output until each is comprehensible to the other. Linguistic processes can interact with the social processes as many social processes depend on verbal communication.

Mississauga: One-on-One Contexts

At the beginning of the exchange, Mississauga students had difficulty with the social processes, that is, initiating contact with their partners, because they were unable to transfer the prior linguistic knowledge and experience they had to an unfamiliar situation outside the language classroom context. Classroom interaction was their only preparation for initiating contact with

native speakers. They stated that when the Ste-Foy students arrived in Mississauga, they couldn't find the appropriate words in French.

I forgot all my French when he came. (Alan - May)

Eric and I, when Jean-Michel came off the bus, we were like that. We forgot all our French so we sat on the bench and we just looked at each other. And then Eric - tired is fatigué in French - and Eric goes 'How do you say tired?', How do you say tired?' (Greg - May)

After the first evening, as the first week progressed, many Mississauga students became aware that both the Ste-Foy teacher and students made adjustments when speaking to them.

I thought when the [Ste-Foy] teacher talked to the students it was sort of hard to understand but when the teacher talked to me I could understand as if it were Annie talking to me. (Linda - May)

Because she [teacher] knows we're English. (Carmen - May)

Only when she [twin] talked to her other friends, I couldn't understand her. But when she talked to me I could understand. (Annie - May)

They slow down for us. (Elly - May)

Mississauga students also identified collaborative attempts to communicate during which they 'negotiated' the form of the message with their Ste-Foy partner until it was comprehensible to both parties.

Sometimes my partner was talking a little bit too fast and I just said 'Pardon' a few times. And if I just said something that [] she didn't understand, she just corrected me, or she asked me [to say it] another way. (Lauren - May)

Sometimes she said something that I didn't understand, like that she learned and I didn't, like a word, and I said 'I don't understand' and then she explained it in a different way and then I understood it. (Katy - May)

Some of the Ste-Foy partners were very cooperative and tried to guess what the Mississauga students meant.

My partner was kind of fast but she didn't really say anything to anyone. She'd just follow me and I'd do most of the talking and I'd always stumble or something and I wouldn't know a word and she'd know what I meant and she'd say it right away because she knew what I was thinking. (Lana - May)

They seemed to feel that adjustments should facilitate communication rather than target accuracy.

I also corrected her. She would say 'This movie is four o'clock' instead of like four hours. I knew what she meant so I didn't correct her on that one. (Carla - May)

The researcher asked students why they thought they had difficulty understanding the input provided to them by their partners. Some said they were uncomfortable telling their partners they didn't understand.

It was mostly shyness. (Eric - June)

Others felt the Ste-Foy students' vocabulary was much more extensive than theirs.

It's their first language. They have more vocabulary. (Annie - June)

And vocabulary because they used Québécois. (Pete - June)

You know how we have English slang? That's where they shorten some of the words? They have some of that so that was the only part I didn't understand. (Jenny - May)

Some thought the Ste-Foy students spoke too quickly.

They spoke so fast. (Rob - May)

But one student explained that they didn't really talk very fast - it was just a perception of second language learners.

We think that they speak really fast. But the second night she was here, we watched a movie in English and I stopped at parts to tell her what was happening and after it was over I asked her if she understood it and she said yes, mostly but they just talked too fast. (Sue - June)

During that first exchange week, social processes were far more prominent than either linguistic or cognitive ones. The social bonds needed to motivate the extra effort required of the Mississauga students in speaking the L2 or the Ste-Foy students in adjusting their L1 were only being established. Consequently, Mississauga students did not receive much usable L2 linguistic input from their partners during the first week.

Mississauga: Group Contexts

Most group contexts in Mississauga were unfavourable to linguistic processes.

At the beginning of their visit, Ste-Foy students felt uncomfortable in their new surroundings and needed the company of other L1 peers. When with their L1 friends, they often did not make the adjustments necessary to make their conversations with their friends comprehensible to the Mississauga students and could not be used by them for input. Students always arrived at school with their partners at least half an hour before activities began. The francophone students ran to greet each other and their anglophone partners followed. The francophones conducted an animated discussion while the anglophones stood on the fringe. It seemed that the anglophone students were unable to follow the rapid exchanges between francophones.

Very little comprehensible input was provided to Mississauga students during sightseeing excursions. Although the ROM is located in Toronto, tours of the exhibits are conducted in both English and French. Most children who participate in a French tour are anglophone immersion students. The tour guide began in very standard slow French. He asked questions and several Ste-Foy students answered. As a result, he began speaking more quickly and using more specialized vocabulary, assuming this was a francophone group. The anglophone students hung at the back of the group to avoid being called on for answers while the francophone students interacted with the guide.

On other occasions, Mississauga students would attempt to explain English attractions to their partners. For example, the line-up at Mindwarp passed through an area where short humorous videos, clowns, puppets and puzzles were displayed along the route to keep those waiting amused. Since these were in English, anglophone students tried to explain to their partners what was happening. The activities were complicated to explain and explaining meant that anglophone students were unable to participate themselves. Many stopped trying to do so. One 'guided' tour of the solar system in the Planetarium was conducted in the dark with students sitting in reclining seats. Most students from Ste-Foy slept because they were unable to follow the English commentary.

Ste-Foy: One-on-One Contexts

Mississauga students stated that they were unable to immediately understand the French input provided to them. But most felt that once in Ste-Foy they were able to understand everything their partner said.

Well we couldn't understand them the first few days, like the first when they were here but when we were there we knew everything, like what to expect really. (George - June)

They felt that although Ste-Foy students may still have been adjusting their speech, they were making fewer adjustments and Mississauga students were learning to make their speech more native-like.

Because he sort of mixed in together with the talking... because he sort of slowed down when he was talking and then I just talked a bit faster. (Rob - June)

Ste-Foy: Group Contexts

Although most Mississauga students felt able to understand all input from their twin in Ste-Foy, they were not as able to understand input provided during sightseeing excursions.

On one occasion, all students were on the same bus accompanied by a guide for a tour of the city. Although both groups seemed to be sitting with their partners, the anglophone students were unable to understand the rapid interaction between the guide and the Ste-Foy students. Some of the Ste-Foy students attempted to explain what was going on to their anglophone partners, but they had to stop listening to the tour to do so.

One tour was organized as a follow-up to a historical book that Ste-Foy students had studied in class. The Ste-Foy teacher had sent a copy to the teacher in Mississauga but the book was put into the school library in Mississauga and none of the Mississauga students had read it. The Québec students were well prepared and answered all the guide's questions.

I couldn't understand all her questions. (Annie - June)

My partner answered all...most of the questions. He always put his hand up. (Eric - June)

I couldn't understand anything. They knew so much like about the Québec City. And she was asking so many questions and she asked Joseph I think and he didn't know what she was saying and it as kind of embarrassing. He was just standing there. (Carmen - June)

She was speaking so quickly. Because she was in the front and I was in the back. Maybe that's the reason but she was talking so quickly and everything. (Sam - June)

During the walking part of the tour, Mississauga students walked behind and chatted, paying only enough attention to what was being said to know when to move on. During a tour of the Québec Parliament Buildings, the guide spoke more slowly, used relatively simple vocabulary and did not assume any advanced preparation unlike earlier guides. The Mississauga students seemed more attentive; there was less chatting and lagging behind. However, in a focus group discussion, students said they found the Parliament Building very boring. The last tour in Québec was at the Chateau Frontenac. One of the Ste-Foy students asked the guide to speak more slowly and explained that half the group consisted of anglophones. He tried to do so but Mississauga students had neither the extralinguistic nor the linguistic knowledge to be able to comprehend his explanations.

Although students did reply to the researcher's questions about linguistic processes, it was obvious that these were not of much interest or relevance to them compared to the social processes.

Cognitive Processes

Cognitive processes are the learners' use of general cognitive abilities such as perception, memory, association, categorization, and inference together with their use of whatever specialized abilities humans have for language learning. These processes are difficult to observe. They are also often difficult to distinguish from linguistic processes as in the case of L1/L2 associations,

observation-based insights, conscious monitoring or metalinguistic awareness. However, to the extent that they seem to represent reorganization of interlanguage, they have been classified as cognitive processes.

Mississauga students recounted how the effort of understanding and communicating with their partners in the target language made them mix the two languages at first and then think in French.

Sometimes I'd just turn to her and start talking in English. (Sandy - May)

Every time I forgot how to say something in French I'd mix up French and English. I'd say 'the leaf' and she'd say 'What?'. (Laura - May)

I was like walking around in the mall and I said 'Excuse-moi' three times [to English speakers]. Because I was talking French to her and I'd just walk around and talk to the cashier in French. (Carmen - May)

Like when we were in Burger King, I asked her what size pop she wanted and then I said it to the cashier in French. And the cashier got all confused and I said it again in French. It was so confusing. (Barb - May)

The Mississauga students became aware of their non-native-like use of the target language as the week progressed in the process of trying to communicate with their Ste-Foy partners. They discovered to what extent they had been able to figure out things correctly and what they needed to do differently. The Ste-Foy students made them realize they were incomprehensible in various ways.

I could tell if I was doing something wrong because she was kind of looking at me and you could tell she couldn't understand me. (Jenny - May)

Some methods of indicating their partners' non-native-like use showed both tact and humour on the part of the Ste-Foy students.

Sometimes [Charles] would talk in an English accent, talk French with an English accent. And when Jean-Michel was there, we were laughing at each other because like how we were talking. He [Jean-Michel] goes [to Charles], 'You're the one that's stupid. Look how you're talking with an English accent!' And [Charles] goes 'Well, I'm in Ontario so I'll talk with an English accent'. (Chris - May)

The negative feedback the Mississauga students got from their Ste-Foy partners pushed them to be more attentive to the way their partners said things. The importance of accent and the role it played in comprehensibility was one language feature which most Mississauga students became aware of very quickly.

Well I was talking about my relatives in Montreal and Montreal in English has a 't' but in French... and we were speaking French and I was telling her about Montreal and I said Montréal instead of Montréal. So she corrected me. (Sue - May)

Their metalinguistic awareness of the relevance of accent was also evident in their explanations of some of the Ste-Foy students' behaviour. One Mississauga boy lost his partner at Square 1 (a Mississauga shopping mall) and decided to have him paged. The Ste-Foy boy still did not appear but the Mississauga student interpreted this as an accent problem:

They said 'AlexandER. It's AlexandRE. They (his partner and the other boy he was with) didn't understand the accent. (David - May)

Most found they were modifying their accent.

Then we started picking up their accent. (Elly - May)

I got an accent from my partner. (Laura - May)

They also quickly learned expressions that Ste-Foy students used constantly as fillers.

Like they always say 'Pi, euh' and I found myself saying that. (Carmen - May)
'Ben...' (Eric - May)

Some learned vocabulary that the Ste-Foy students felt they were lacking.

I got some words from him and I listened. (Chris - May)

He was saying that, you know, they say different parts of your body different ways in Québec. Like he was pointing to them. (Carl - May)

He taught us 'pot belly'. (Greg - May)

During the first week of the exchange, it was mainly accent, formulaic expressions and hedges that they were beginning to acquire. Although they realized that they were not expressing their displeasure of their partner's running off adequately and that they were having difficulty interpreting their partner's responses to their invitations, they saw this as a social than a linguistic problem and they explained it in social terms.

Like I asked her questions and she'd go like "Oh, eh" . She wouldn't really say "Yeah, I really want to do that" or "I don't want to do that" Then I don't really know if she wants to do it or not. I have to go "Are you sure you don't want that?" and she'd go "Okay, maybe I'll have it now." (Jenny - May)

They were not aware of the social routines for such situations.

I was going to call Greg and Chris because they live close and ask them if they wanted to play soccer. And he said "No, no, you can decide." So then he goes upstairs, I'm on the phone, he goes upstairs and he starts to play Super Nintendo. That's all he did. (Carl - May)

Yeah. We'd ask them if they wanted to play soccer and they'd go "Yeah, yeah." But it would make us feel "Oh, he doesn't want to do that." So we wouldn't do it. It'd be hard because if he just gives us an answer like "Yeah, yeah" it means he didn't want to really do it. He just wanted to play Nintendo or he wanted to do something else, say. We weren't sure. (Greg - May)

I couldn't say 'no' to her. (Elly - May)

Like we were in Niagara Falls and I told her, like I'm following her around and she goes 'Oh, you're following me'. And I go 'Well my teacher told me that I have to stay with you'. And she goes 'Oh you don't have to. You can meet me outside'.
(Cindy - May)

Summary: SLA Processes

Clearly, all three SLA processes were at work during the case study exchange.

Both 'macro' and 'micro' social processes played a role in this exchange. The 'macro' context in which Mississauga students are studying French represents a limited L2 input context due to demographic factors in Canada (Schumann, 1978a, 1986). This 'macro' context explains the Mississauga students' positive attitudes towards learning French and participating in the exchange: like many anglophone parents, parents of the Mississauga students are aware of the importance of knowing French in Canada and they have transmitted these positive attitudes to their children (Gardner, 1985b). As a result of positive parental attitudes, Mississauga participants are studying French in an intensive immersion program which promotes the acquisition of high levels of functional proficiency in the absence of varied L2 input contexts. Although immersion does not lead to the acquisition of native-like proficiency (Schumann, 1978a, 1986), this functional proficiency results in self-confidence and motivation for interaction with NSs, making Mississauga students ideal exchange participants (Clément, 1980, 1986; Clément & Kruidenier, 1985).

Psychological distance factors (Schumann, 1978a, 1978b) played a role in this exchange. When anticipating communication with their twins or their twins' family in a focus group prior to the exchange, Mississauga students expressed a fear of being laughed at, of making mistakes (language shock). Evidently, although students claimed to be self-confident, Clément's claim that it is self-confidence which results from previous successful and pleasant contact experiences is more

relevant than self-confidence resulting from classroom success for many students. Several Ste-Foy students were extremely homesick and unable to function at the beginning of the exchange (culture shock). In both cases, these psychological barriers were quickly overcome, illustrating the advantages of beginning such experiences at an early age and of the sheltered context provided by the exchange experience.

Intergroup relations also hampered the establishment of social bonds between twins at first (Giles & Byrne, 1982; Tajfel, 1982). It was evident at the beginning of the exchange that Mississauga students were interpreting Ste-Foy students' 'running off' and 'rapid' speech as methods of exclusion. However, the exchange context provided not only group-to-group encounters but also equal time for one-on-one interactions in the privacy of the twins' homes. These one-on-one opportunities permitted the formation of interpersonal relationships which then overflowed into the group encounters. While there was some anxiety and animosity at the beginning of the exchange, most students developed a good relationship with their twin and both groups became interested in the social dynamics of the other group.

Social processes are interrelated with both linguistic and cognitive ones. The 'macro' context in which Mississauga students live limits not only their access to L2 input but also the network of individual linguistic contacts available to them. This network determines the type of organizational and pragmatic skills (Bachman, 1990) students will acquire (Prujiner *et al.*, 1984). The skills acquired by the Mississauga students in the immersion classroom, although functionally adequate in the classroom, were inadequate to initiate and maintain contact with the Ste-Foy students when they first arrived. At first, participants were unsure of how to approach their partners and establish a relationship with them. For many, learning how to do so was a painful

process, involving unfavourable group comparisons and misunderstandings and the inability to transfer their L2 skills to a new context. At first, Mississauga participants were unable to comprehend all the L2 input provided by their twins. The lack of social bonds meant that even comprehension (Krashen, 1982, 1985) was beyond their abilities: they were unable to negotiate with their twins and their twins were unprepared to modify their speech to help them understand (Pica, 1994). Once participants became more familiar with each other in one-on-one contexts, they were able to negotiate meaning and begin to communicate with each other. Feedback resulting from negotiation and frequent interaction facilitated the learning of social routines and patterns as well as fillers from their twins. These gave learners more processing time when needed for comprehension or production. Negative feedback made them aware of that their accents were non-native-like (Long, 1981, 1983, 1991). As immersion students, used to interacting in the L2 with their L1 peers, they had developed high levels of strategic competence and were able to communicate in the classroom without negotiation or modifications (Lyster, 1987). Interacting with their twins, where more precise communication was essential, made them realize the importance of accent, the role it plays in their comprehension of L2 input and the extent to which it determines if they are understood by their interlocutors (Swain, 1985; Swain & Lapkin, 1995). The positive attitudes they were developing towards their Ste-Foy twin and the Ste-Foy group in general provided the motivation needed for Mississauga students to attempt to converge their speech to more target-like norms. Many adopted a more native-like accent as a result. Language play, often initiated by francophone boys on the bus, provided another aspect of language anglophone participants had never experienced in the classroom. By the end of the exchange, interactions between most partners were often very successful, both socially and linguistically, and many

anglophone participants reported improvement in both listening and speaking ability. Ellis (1994) suggests that learners may need exposure to different settings and different addressees if they are to develop higher levels of pragmatic competence. Some students interacted with their twins' families at their twins' homes, and with the L2 friends of their twins. For many this represented a more difficult task than interacting with their twin. This suggests the need for repeated exchanges.

Research Question 3: Complementarity of Classroom and Exchange Processes

During all three focus group discussions, participants discussed their views of classroom language learning and language learning during the exchange. These views will be related to Bachman's Model (1990; Bachman & Palmer, 1996) of L2 proficiency to illustrate how exchange SLA processes combined with classroom SLA processes complement each other by providing different components and contexts for more successful overall language learning.

Evidence from evaluations of immersion outcomes (Genesee, 1987; Harley, Allen, Cummins & Swain, 1990; Vignola, 1994) indicates that most immersion graduate are functionally proficient in organizational competence but non-native-like in grammatical competence, vocabulary and pronunciation due to L1 transfer and limited classroom input; similarly, their pragmatic competence is restricted to language contexts and functions which they have experienced through classroom study or those which are similarly encoded in both their L1 and L2. The Mississauga participants' L2 learning context consisted of thirty L2 learners and one-near-native-speaking immersion teacher. Their knowledge of French was based almost entirely on the input provided by their teacher. With no other 'live' native-speaker models, students found it difficult to transfer their abilities to contexts beyond the classroom. Students recognized their limitations in terms of listening comprehension.

We're used to Madame Smith talking. She doesn't have the same kind of accent. And so when we hear them talking, it's a little hard to understand because we're not used to it. (Cindy - June)

Since the kinds of skills that Mississauga students had acquired in the classroom were those which allowed them to deal with the language used in school settings, at the beginning of the exchange many felt unprepared to communicate outside the classroom.

When we learn it in school, we're like kind of learning it for tests, not for speaking fluently to other people that really speak French. (Carla - June)

Clearly, the teacher encouraged them to use French when speaking to one another. But Mississauga students stated they found it easier and more natural to talk among themselves in English rather than in the French they were just learning.

Because in our class, when we want to talk to our friends, we don't speak French, even in our French class. (Carla - April)

This behaviour is typical in L2 classes of learners with the same L1. Learners feel uncomfortable using their L2 with their L1 peers (Takahashi, 1989) and if they do practice the L2, they converge to a common interlanguage rather than to native-like norms (Beebe & Zuengler, 1983; Lyster, 1987, 1996; Tarone & Swain, 1995). Consequently, they have very limited experience in social situations in which they have to initiate conversations, take turns, interrupt.

Well, we don't speak very much French in the classroom so it's sort of like we don't really know what to say in Québec. (Cindy - June)

This classroom practice does not adequately prepare them to deal with even the routine social interactions they would encounter outside the classroom.

One night while we were eating dinner, she [partner's mother] asked me a question. And I said yes because I didn't know what she meant. And I found out she was asking me if I wanted another serving of dinner. And I wasn't hungry. But she got me another one. (Melissa - June)

Nor did classroom practice, where turn-taking is strictly controlled, prepare them to find the cues in conversations with multiple participants.

My partner, her Mom, she was going to say something to me. She turned around and looked at someone else and when she was finished she looked at me and like 'Are you talking to me?' because I didn't know what she was talking about. It was really frustrating. (Lauren - June)

Although they were unmotivated to speak French with their classmates, students did realize that they needed practice in speaking in addition to what they were learning in the classroom.

Both are necessary, but I'd rather have the exchange just to learn how to speak. (Greg - June)

So I think if we want to learn to speak fluently, we've got to go out and speak fluently and then learn some more. (Carla - June)

Mississauga students felt that the exchange would provide them with the necessary motivation to speak French.

So when we're over there in Québec, we'll have to speak French or else they won't understand us. (Carla - April)

They needed to interact with their native-speaking twins to realize that their accents were non-native-like.

They [Ste-Foy twins] would say that. They were talking about that we didn't have an accent or something and that they could tell us apart, people could tell us apart from French people. (Chris - June)

These peer models provided not only the motivation to speak French but the motivation for Mississauga students to attempt to make their speech more native-like.

I got an accent from my partner. (Laura - May)

The exchange also seemed to have made the students aware, at a metalinguistic level, of how their French sounded to native speakers.

On our way back (from Ste-Foy), one of the cashiers at McDonald's said she couldn't speak English very well because she brought the price up and she said 'That comes to one thirty seven cents'. And like we were all laughing. And we kept on laughing at her because she said it like that. But I guess they were laughing at us because of how we were speaking French. (Chris - June)

When probed about the need for classroom learning, most students still felt that classroom learning was essential. Students recognized the qualitative differences in the two contexts. For them, the classroom was where one learned the basics; the exchange context was where one activated this passive knowledge for 'real' use.

No, [we need] classroom French I think. (Pete - June)

That's where you learn it in the first place. (Don - June)

They also had definite ideas about what they were learning and needed from the classroom.

[Classroom learning is] I guess for your verbs, how to speak... (Chris - June)

Spell. (Rob - June)

And they agreed that both classroom learning and exchange experiences were needed and different.

I think both are needed but they should start, the exchanges should start in grade 6. If you start in grade five, grade five is like when you're learning most of the French. (Alan - June)

The verbs. (Eric - June)

Yeah the verbs and everything. And so grade five would be harder to have an exchange. It wouldn't be as necessary because we're just learning the language in grade five. So people wouldn't be able to pick up [the accent] or talk, have conversations. (Alan - June)

The researcher asked students what they thought they had learned during the exchange.

They all agreed on three components - vocabulary, accent and speed.

More words. Like more than you know. I don't know. Just more words. (Amanda - June)

Yeah. Because you pick up the words. (George - June)

Words that you don't know or couldn't say. You'd pick it up from them. Or if you even knew them you would pick up like some of their accent. (Chris - June)

... your accent and fluency. (Rob - June)

And you could talk faster (George - June)

They seemed to have forgotten their initial difficulties with listening comprehension or perhaps they were unable to define them in those terms.

Students speculated about the advantages of a language learning program alternating between the classroom and exchanges.

I think it takes the exchange just to get to use what you've already learned. (Greg - June)

So I think if we want to learn to speak fluently, we've got to go out and speak fluently and then learn some more [in class]. (Carla - June)

[]because if you don't have the exchange you can't really get the accent and then [if you've been on exchange] when you're talking to someone on the phone you can get the accent, you can still talk to them. After, when you're back at school and

you're talking to your friends, the next day if a person calls, you've got the accent still because you know what to look for. (Laura - June)

I think they're [exchanges] good because in between exchanges you might kind of lose it a bit and then if you go back you'll get it back again. (Lana - June)

The exchange provides a different setting for language learning from the classroom which not only allows all learners to work on interactional skills but may work particularly well for some learners vis-à-vis classroom instruction. Research indicates that in classrooms with a high concentration of L2 learners with the same L1 (Swain & Burnaby, 1976) where the teacher is the main source of input, children who are studious and introverted often do much better than children who are less so. Those who are outgoing and sociable will socialize with their classmates using their L1 and will pay less attention to the teacher than their introverted classmates. The exchange setting may provide an opportunity which is more suited to the gregarious learners. Although the researcher did not document individual interactions, she observed certain students who thrived in the exchange setting. By the second week of the exchange, they had not only developed a social bond with their exchange partners but also with many of the other students from Ste-Foy. Others were still struggling to make friends with their partners. The researcher also had access to some of the Mississauga students' classroom marks. In some cases students who were very successful socially during the exchange were in fact those with lower classroom grades, although this was not always the case. Since this was not officially documented, it is mentioned merely as another factor which may support including both exchanges and classroom learning in a language program

Summary

The classroom and the exchange provide different L2 input contexts which present different organizational and pragmatic components for learners. Clearly both are needed for successful SLA.

Without classroom learning, it is unlikely Mississauga students would have had the opportunity to meet and communicate with native-speaking peers or the self-confidence to attempt such communication. The immersion classroom provided students with a threshold level of proficiency: they were able to understand their teacher's L2 input; they were able to interact with each other in the L2; their reading skills were well-developed; they possessed a great deal of receptive knowledge of vocabulary, grammar etc.; they were self-confident in their L2 ability. Parental and teacher support of their L2 learning efforts made the exchange seem an attractive and beneficial experience.

The exchange experience provided a setting in which students were able to activate the passive knowledge they were acquiring in the classroom. It also provided peer NS models for the students (Beebe, 1985). While young children may accept their teacher as model, adolescents are often not prepared to strive for native-like performance based on the model provided by the teacher. Many immersion adolescent students develop an 'English' accent after several years of immersion because their model becomes other L1 peers (Lyster, 1987; Tarone & Swain, 1995). Interaction with these NS peers also provided learners with the motivation to attempt more native-like performance which does not occur in interactions with the teacher or with L1 peers.

While the classroom context and input prepare students for academic-type interactions, the exchange context provides more socially-oriented input and opportunities for interaction. Since the two contexts make use of different organizational and pragmatic components of L2 ability,

experience in both contexts is needed (Cummins 1983, 1988; Cummins & Swain, 1986). Teacher input does not seem to adequately develop listening comprehension skills needed for 'real' contexts. A single model cannot adequately present the range of accents, styles, vocabulary needed to understand other NSs. "Teacher talk" is a more formal, standard variety than input in social conversations between peers. The exposure to many native speaker models and L2 input contexts during the exchange improved participants' listening comprehension skills gradually throughout the exchange. At first, they were not able to understand all their twin's L2 input but by the second week of the exchange, they had developed some familiarity with their interlocutors and their speaking styles and most stated that they could comprehend everything. Nor does classroom interaction following an institutional pattern adequately develop conversational skills. The exchange experience exposed students to ways of initiating a conversation, changing the topic, taking a turn or giving up a turn etc. It also familiarized them with some basic social routines. Classroom vocabulary and sentence construction is often sociolinguistically inappropriate in 'real' contexts. Interaction with NS peers helped students to acquire idiomatic expressions, colloquial vocabulary and fillers (Freed, 1990) which made them feel less awkward and more confident when attempting to communicate.

Different learners acquire L2 better in different contexts. For gregarious students, unmotivated by academic-type L2 acquisition, the exchange context may provide a social stage for language acquisition more suited to their personalities.

CHAPTER SIX

CONCLUSIONS

This two stage study provides a detailed description of school year group exchanges, an analysis of factors which promote successful exchanges outcomes and the SLA processes which underpin them, and clarification of how exchange processes complement classroom processes for more effective L2 learning. These results suggest possible methodological and pedagogical implications. This section will treat each of these five areas.

Description of School Year Group Exchanges

Stage 1 results outline the main features of school year group exchanges; Stage 2 presents an example of one exchange of the 13 and under type, focussing on the perspective of anglophone participants. Relevant findings in three specific areas were examined: participant characteristics, exchange activities and student responses to these activities, and exchange outcomes.

Participant Characteristics

Both Stage 1 and Stage 2 indicate that more girls participate in this type of exchange than boys. In 13 and under exchanges, this reflects the classroom composition of these elementary school classes; in 14 and above exchanges, it illustrates the fact that more girls continue with L2 study in high school than boys and that this type of activity appeals to high school-aged girls more than boys.

Anglophone participants, particularly in 13 and under exchanges, reported more years of classroom L2 instruction than francophone participants; francophone participants however, all claimed more previous L2 use outside the classroom than anglophone participants. This reflects Canadian social reality. Demographic factors result in many more L2 use opportunities for

francophone Canadians than anglophone Canadians. Longer and more intensive classroom French instruction is an option for anglophone Canadians without detrimental effects because the majority status of their L1 promotes additive bilingualism (Lambert, 1975); however, for minority status francophone Canadians, increased classroom exposure may be detrimental to the preservation of the French language and culture (Clément, 1986).

More francophone participants than anglophone participants chose learning more L2 as a reason for participating in the exchange. This again illustrates how social reality determines learners' attitudes and motivation for L2 learning (Clément & Kruidenier, 1983; Gardner, 1985b; Gardner & MacIntyre, 1992, 1993; Giles & Byrne, 1982; Schumann, 1978a, 1986). The larger anglophone population in Canada, the proximity of the United States and the resulting opportunities in English gives francophone Canadians more incentive to learn English.

Although speaking a home language other than English or French was hypothesized to be a variable which would influence exchange outcomes, both Stage 1 and Stage 2 results indicated that this variable had very little effect. This may be because the allophone children have native speaking abilities and cultural competence in English.

Exchange Activities and Student Responses to These Activities

Similar activities were available to participants in both Stage 1 and Stage 2 exchanges. Few 13 and under exchange participants indicated that they had attended classes during the exchange. This may represent a proficiency issue. Students with only a year or two of L2 instruction would be unable to profit from subject-matter classes conducted in their L2.

L2 use was examined overall in away and at home contexts, with specific interlocutors, and during specific activities. Most exchange participants indicated more L2 use when away than when

at home. This is probably the result of the reciprocal exchange format: anglophone participants use French when in the French milieu and their francophone partners use English when in the English milieu. However, anglophone participants from immersion programs in 13 and under exchanges reported significantly more L2 use at home than their francophone partners. The case study example indicated that this is due to the weaker L2 skills of the francophone students. In all groups, participants indicated more L2 use with their twins than with any other interlocutor. This is the result of the exchange format which provides a substantial amount of free time with twins. Communication between twins is also facilitated by the social relationship which develops between them because of the time they spend together (Abrams & Hogg, 1990; Giles & Byrne, 1982; Tajfel, 1982; Tajfel & Turner, 1979). In all groups, participants indicated more L2 use during one-on-one opportunities than during group opportunities (Long, 1991; Pica, 1994). During group opportunities, participants often interacted with L1 peers rather than with twins or other L2 speakers. These group activities provided an opportunity for participants to talk to their L1 friends and to share their exchange experiences with them. Interaction with L1 peers also represents the 'easy' path: L2 use in group situations is more difficult than in one-on-one interactions, requiring some knowledge of L2 group interaction routines and social formulae which are not well developed through classroom interaction (Kramsch, 1985, 1986). Again, however, anglophone participants from immersion programs in 13 and under exchanges, while reporting considerable L2 use in one-on-one situations, also reported L2 use during group opportunities. Their stronger L2 skills may have given them the self-confidence to use the L2 in more difficult contexts. Case study results indicated that developing a social relationship and positive attitude towards the twin led to interaction with other L2 speakers. Finally, most participants reported considerable L2 use with

their twins' families. Twins' parents may have encouraged interaction with their children's twin by modifying their speech, asking questions, or introducing familiar topics. The 'home' context would likely resemble the student's own home context.

Most students indicated that they enjoyed certain group activities as much as one-on-one opportunities. While participants did not equate enjoyment of exchange activities with the extent to which these activities promoted L2 use, most of these activities allowed in-context L2 use. Most exchanges included several activities which were of particular interest to the age group for whom the exchange was planned. For example, during the case study exchange, students appreciated going on a virtual-reality roller coaster, attended a baseball game, canoed on a small lake and played soccer. Activities which were considered not particularly enjoyable were the 'educational' sightseeing excursions such as guided tours of museums. Observation of anglophone case study participants during such activities revealed that they experienced comprehension difficulties and were consequently unable to get involved enough to participate. It was also interesting to note that students who reported making use of receptive L2 opportunities before the exchange (i.e., television, music) also reported enjoying these opportunities during the exchange. This confirms the idea that one's network of L2 use contexts predicts future contexts in which the L2 will be used (Hamers, 1987; Prujiner *et al.*, 1984).

Exchange Outcomes

Both Stage 1 and Stage 2 results indicated that the School Year Group exchange format was successful. (Caveat: Stage 1 participants represented a convenience sample and Stage 2 exchange was chosen to provide a successful example of a school year group exchange.) It should be noted that while many educators would define success in terms of language learning outcomes, many

participants, while considering language learning outcomes relevant to some extent, define success in terms of enjoyment. Quantitative evidence for both perspectives was found in both Stage 1 and Stage 2 results while more in-depth evidence was provided by qualitative measures from Stage 2.

Almost all participants indicated satisfaction with their exchange experience by stating that they would have participated in their exchange if given the choice again now that the experience was over. Evidently each exchange is tailored to the participants for whom it is organized. But exchange results were more than just positive feelings about the experience. Survey and case study results also showed positive linguistic and (language-related) attitudinal outcomes resulting from the exchange. Almost all participants indicated improvement in listening and speaking skills. Most participants indicated more self-confidence as a result of the exchange. Most indicated acquiring some knowledge of the region visited and of L2 speakers. Most also indicated a desire to continue studying their L2 and a desire to make use of the L2 outside the classroom after the exchange.

Case study discussions indicated that participants perceived language improvement particularly in the interaction skills of listening and speaking. Most felt that they were able to comprehend everything said by their twin by the second week of the exchange and almost everything from other L2 speakers by the end of the exchange. They were referring specifically to face-to-face interactions. Many still had difficulty understanding tour guides or following group conversations referring to unfamiliar events or persons. Questionnaire results indicated that they were still unable to comprehend everything that was said on television. Students also reported improvements in speaking. They claimed to have 'picked up' the accent. They learned many routines, formulae and fillers. They learned colloquial terms for items for which they only knew the formal vocabulary terms. They reported speaking faster. These reported improvements are

comparable to findings which indicated that exchange participants learn how to 'sound good' (Freed, 1990; Lussier & Massé, 1995); the reported improvements, like those of previous studies, suggest that it is particularly in the sociolinguistic component of pragmatic competence where participants perceive improvements (Bachman, 1990).

Factors Promoting Successful Outcomes and Underlying SLA Processes

This study also attempted to determine which factors contributed to successful exchange outcomes through two distinct types of analysis: Stage 1 examined the interrelationships among participant characteristics, students' responses to exchange activities, and exchange outcomes; Stage 2 described the SLA processes in operation during the exchange which underlie these interrelationships.

Participant Characteristics

Analysis of interrelationships among variables in Stage 1 indicates that L2 background characteristics (years of L2 instruction, type of program of L2 instruction, and previous L2 use outside the classroom) play a definite role in the exchange by influencing L2 use during the exchange, exchange outcomes and perhaps also enjoyment of exchange activities. High self-assessment of L2 ability which serves as an indicator of self-confidence is also related to L2 use. Which variables are most influential depend on the age of the group and whether participants are anglophone or francophone. For anglophone 13 and under participants, longer exposure to classroom L2 instruction, participation in intensive language learning programs such as immersion and high self-assessment of L2 ability was related to L2 use and the perception of improvement, particularly in speaking and listening. For francophone 13 and under participants the influential characteristic was previous exchange-type experience. For participants in 14 and above exchanges

from both language groups, the patterns were less clear, perhaps due to a higher overall level of L2 proficiency which resulted in more evenly distributed communication patterns, and could not be so clearly tied to individual background factors such as years of L2 instruction or type of L2 instruction program.

Case study results confirmed the importance of L2 instruction and participation in intensive programs for 13 and under anglophone participants. But case study focus group discussions and observation also revealed the limitations of these contextual factors for language learning and the importance of a sheltered exchange context which promoted the formation of interpersonal relationships. Seven years of immersion provided these students with a threshold level of proficiency without which communication would have been impossible (Clément, 1980, 1986). But this classroom-based proficiency was not easily transferred from the classroom to a 'real' L2 use context. Since students had rarely been exposed to L2 use contexts other than the classroom, they had never experienced intergroup relations where language was the dividing factor (Giles & Byrne, 1982; Tajfel, 1982). Since classroom proficiency did not include practice in the L2 social skills needed to initiate interaction (Kramsch, 1985, 1986), the lack of such skills initially blocked the establishment of social bonds between twins, particularly since the francophone billets were ill-at-ease with their new surroundings. Without the one-on-one opportunities built into the exchange through billeting in the twins' homes, it might have been difficult for anglophone students to form interpersonal relationships with their twins and little interaction would have taken place (Wong Fillmore, 1989).

Although these students assessed their pre-exchange L2 ability favourably, difficulties which they experienced at the beginning of the exchange support Clément's (1986) claim that self-

confidence resulting from previous successful and pleasant contact experiences is a more relevant factor for motivating contact than self-confidence resulting from classroom success. This discussion also explains why so few students seek out-of-classroom L2 use opportunities during classroom L2 study: without previous positive contact experiences the process is too uncomfortable for most to undertake alone, even if they are relatively proficient by classroom criteria. It also explains why so few immersion students use their L2 proactively after completion of their language studies (De Vries, 1985; MacFarlane & Wesche, 1995) their L2 use contexts have been largely restricted to classroom and receptive uses and they do not have the requisite motivation or self-confidence to expand beyond this.

L2 Use During the Exchange and Enjoyment of Activities

As would be expected, Stage 1 results indicated that L2 use during exchange activities and enjoyment of exchange activities are related to positive exchange outcomes. Different patterns of relationships were again evident for different age and language groups. For both francophones and anglophone 14 and above participants, L2 use during the exchange mainly correlated with greater self-confidence which again confirms Clément's (1980, 1986) observation concerning the effects of positive contact experiences. For both francophone and anglophone 13 and under participants, improved listening ability, improved speaking ability, and greater self-confidence were reported by those participants who made considerable use of the L2 in various contexts with various interlocutors. Enjoyment of exchange activities, particularly those during the homestay, facilitated positive perceptions of most exchange effects for 13 and under francophone participants. For 13 and under anglophones, enjoyment of one-on-one activities correlated with the desire to keep in touch with twins and the desire to learn more French.

SLA Processes Underlying Interrelationships Among Factors Promoting Successful Outcomes

Qualitative analyses of Stage 2 data indicate not only how L2 use in different exchange contexts and with different L2 interlocutors determined the kinds of linguistic improvements reported by anglophone participants but also which SLA processes underpinned these L2 uses and improvements and the primacy of social processes as the basis for language development. At the beginning of the exchange, anglophone case study participants were unable to comprehend much of the L2 input provided by their twins. They were accustomed to 'teacher talk' which was modified to their level and followed regular classroom routines and patterns. The lack of social bonds made them hesitant to negotiate with their twins for fear of 'losing face' by asking for help and admitting they needed help. Once social relationships began to develop, negotiation was possible and frequent interaction facilitated the learning of social routines, patterns and fillers from their twins which further promoted communication. Developing relationships also permitted francophone twins to give negative feedback which made anglophone participants aware that their accents were non-native-like (Long, 1981, 1983, 1991). Positive experiences with their twin provided the motivation for further language learning: they attempted to converge their speech to more target-like norms by adopting a more native-like accent (Giles & Byrne, 1982). For some students, interacting with and developing a relationship with their twin was a starting point. Once they were comfortable with their twin socially and able to interact without difficulty, they were self-confident enough to attempt to interact in group situations with their twins' families and with their twins friends. This required learning further L2 interaction skills such as how to take a turn, change a topic, etc. This represented a more difficult task than interacting with one interlocutor. Other students never reached this level, which suggests the need for repeated exchange experiences.

Complementarity of Exchange Processes and Classroom Processes

Classroom instruction provided anglophone students with the proficiency to understand classroom input and to interact with their classmates using their L2. Without this threshold level of L2 proficiency, it is unlikely that anglophone case study participants would have been able to communicate with native-speaking peers or would have had the self-confidence to attempt such communication (Clément, 1986).

Classroom L2 input is limited by the classroom context. It does not provide the range of vocabulary, the types of discourse or the unmodified input found in 'real' contexts nor adequately develop listening comprehension skills (Kramsch, 1985, 1986). A single NS model (the teacher) cannot adequately present the range of accents, styles, vocabulary needed to understand other NSs. Teacher talk is a more formal, standard variety than input in social conversations between peers. Furthermore, while young children may accept their teacher as model, adolescents are not motivated to converge to teacher-like norms (Beebe, 1985). Immersion students often develop an English accent after several years of immersion because their model becomes other L1 peers (Lyster, 1987; Tarone & Swain, 1995). In contrast, the exchange context provides exposure to many native speaking models. It also provides peer NS models for the students. Interaction with NS peers provides the motivation to attempt more native-like performance and helps students to acquire idiomatic expressions, colloquial vocabulary and fillers which make them feel less awkward and more confident when attempting to communicate with NSs (Beebe & Zuengler, 1983; Takahashi, 1989).

The data supported the notion that different learners acquire L2 better in different contexts. For gregarious students, unmotivated by academic-type L2 acquisition, the exchange context may

provide a social stage for language acquisition more suited to their personalities (Swain & Burnaby, 1976).

The exchange experience appears to provide a transitional context for classroom L2 learners. The exchange structure pairs the L2 learner with a L1 peer who shares some of the same interests. Time is provided for both group activities and one-on-one activities. These activities furnish both opportunities and reasons for interaction. In these semi-structured settings, students are able to activate the passive knowledge they are acquiring in the classroom and develop L2 social skills through both observation and imitation. Once students have had a positive contact experience, they will be more motivated to seek further contact opportunities and more self-confident in their interactions with NSs.

Limitations

It is also important to point out the limitations of this research. Some of the Stage 1 limitation were avoided in Stage 2. Stage 2, however, was limited in representativeness.

Stage 1 responses were limited to choices given in the questionnaire. However, focus group discussions in Stage 2 suggests that many of the suggested responses were in fact answers the students would have given without questionnaire prompts.

Stage 1 consisted of a self-report survey administered shortly after participants had completed their exchange experience. Students' responses concerned events and perceptions from three time periods, before, during and after the exchange. It is unclear to what extent having completed the experience may have affected their perceptions of prior events. However, Stage 2 followed the exchange time frame and questionnaires and focus group discussions were administered or conducted at three time periods.

A single exchange was the focus in Stage 2 and analyses were limited to anglophone participants. It is unclear how representative this group may be of other 13 and under anglophone exchange participants, although the conformity of the questionnaire responses in Stage 1 is reassuring.

Since there was no control group, outcomes could not be compared to those of a group which did not participate in an exchange. Therefore positive changes cannot be attributed exclusively to the exchange experience.

The researcher conducted the Stage 2 study as a participant observer. This may have influenced some of the participants' experiences. On the other hand, it allowed entry into situations which could not otherwise have been studied.

Final focus groups conducted in both Mississauga and Ste-Foy corresponded to final days of instruction before summer vacation in both schools. At both sites, focus groups were conducted in extreme heat and with many interruptions due to scheduled school activities. It is unclear to what extent these conditions affected students' perceptions.

Pedagogical Implications

This study provides evidence that classroom language learning complemented by exchange experiences can provide L2 learners with the organizational and pragmatic components needed for interaction in most L2 use contexts whereas neither setting would be as effective alone. Results from this study suggests several ways to maximize the benefits of the contact experience.

If linguistic gains are a specific aim of the exchange, both groups should have attained a threshold level of L2 proficiency or at least the group expected to make linguistic gains should have attained this level. Evidence from these exchanges indicates that participants want to communicate

and choose the easiest way to attain this goal. If neither group had attained a threshold level of proficiency in the case study exchange, it would have been extremely difficult to establish the social bonds which facilitated the linguistic results observed.

Students participating in a first contact experience may benefit from a discussion concerning possible communication problems and ways to overcome them. A discussion of 'teacher talk' and 'foreigner talk', negotiation of meaning, and some introduction to basic social routines might prepare students for their first attempts at interaction with L2 speakers and prevent the perception that L2 students may be trying to exclude them. A panel of students who had already participated in such experiences might be able to share their feelings of discomfort from their own exchange experience.

Group activities involving tour guides could have been effective sources of L2 input if students had been given advance preparation, or, if the guides had tailored their speech to the abilities of the L2 students and interacted more with them. Anglophone students could have read the booklet illustrating Québec history and could have been provided with a map to better integrate what the guide was saying with what they were observing. Without such preparation, these activities are simply 'noise' and of not much benefit linguistically or educationally.

Methodological Implications

This study, with a survey plus case study format, has illustrated the advantages of mixed method studies to examine second language acquisition. While Stage 1 data included questionnaire responses from 891 subjects, only 30 anglophone subjects participated in the Stage 2 case study. Stage 1 quantitative results indicated positive linguistic and non-linguistic outcomes. But these quantitative results did not permit pinpointing the exact nature of these positive linguistic outcomes

or the underlying SLA processes which facilitated them. Stage 1 indicated that certain interrelationships were present between participant characteristics, participants' responses to exchange activities and exchange outcomes. But the quantitative results could not explain why these factors were interrelated or the sequence of the SLA processes which determined these interrelationships. This was left to the Stage 2 case study involving the researcher as a participant observer in the various activities of a single exchange over a six month period. The similarity and complementarity of the results from each stage enriches the results of the other.

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APPENDIX A.1

SCHOOL YEAR GROUP EXCHANGE PROGRAM QUESTIONNAIRE

This questionnaire is part of a study of exchange programs conducted by the University of Ottawa. No one will see your completed questionnaire except our research staff.

1. Are you Female? Male?
2. How old are you? _____ years
3. For every grade you have completed including this year, place an X in the column which best describes your French program.

Core French	(French taught as a single subject)
French Immersion	(Instruction in French 50% or more of the time)
Extended French	(French taught as a single subject plus one other subject taught in French)
Other	(French school or no French at all. *Please describe below)

	Core French	Immersion	Extended	Other
kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OAC (Ont.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Compared to other students who have had as much French as you, how would you rate your ability in French?

<input type="checkbox"/> Worse	<input type="checkbox"/> Same	<input type="checkbox"/> Better
--------------------------------	-------------------------------	---------------------------------

5. Are any language(s) besides English used daily in your home?

<input type="checkbox"/> Yes (* Which language(s) _____)	<input type="checkbox"/> No
----------------------------------------------------------	-----------------------------

6. Choose the three (3) reasons which best explain why you decided to go on THIS exchange. Put 1 in the box beside the most important reason, 2 in the box beside the second most important reason and 3 in the box beside the third most important reason.

- | | |
|------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> for a holiday | <input type="checkbox"/> my friends were going |
| <input type="checkbox"/> to learn more French | <input type="checkbox"/> my parents wanted me to go |
| <input type="checkbox"/> to meet French people | <input type="checkbox"/> to see another part of Canada |
| <input type="checkbox"/> I had no choice | <input type="checkbox"/> to learn about French people |

7. Which language(s) did you speak during the exchange?

	All/mostly English	Half English Half French	All/mostly French
while away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
while at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A.2

QUESTIONNAIRE SUR LES ECHANGES LINGUISTIQUES DE GROUPES SCOLAIRES

Ce questionnaire fait partie d'une étude sur les échanges linguistiques entreprise par l'Université d'Ottawa. Personne ne verra votre questionnaire sauf les chercheurs de l'université.

1. Etes-vous F M 2. Quel âge avez-vous? _____ ans
3. Pour chaque année que vous avez finie et celle dans laquelle vous êtes maintenant, indiquez combien de minutes d'anglais vous avez eu par cycle et combien de jours il y avait dans le cycle.

	minutes	jours		minutes	jours
maternelle	_____	_____	Sec. I	_____	_____
1re année	_____	_____	Sec. II	_____	_____
2e année	_____	_____	Sec. III	_____	_____
3e année	_____	_____	Sec. IV	_____	_____
4e année	_____	_____	Sec. V	_____	_____
5e année	_____	_____			
6e année	_____	_____			

4. Si vous vous comparez à d'autres étudiant(e)s ayant suivi autant de cours d'anglais que vous, comment évalueriez-vous votre compétence en anglais?
 Moins bonne Pareille Meilleure
5. Est-ce que d'autres langues que le français sont parlées chez vous?
 Oui (Quelle(s) langue(s) _____)
 Non
6. Choisissez les trois (3) raisons qui expliquent le mieux pourquoi vous avez décidé de participer à CET échange. Placez 1 dans la boîte à côté de la raison que vous jugez la plus importante, 2 à côté de votre deuxième choix et 3 à côté de votre troisième choix.
- | | |
|-----------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> un congé | <input type="checkbox"/> mes ami(e)s y allaient |
| <input type="checkbox"/> mieux apprendre l'anglais | <input type="checkbox"/> mes parents le voulaient |
| <input type="checkbox"/> rencontrer des anglophones | <input type="checkbox"/> voir une autre région canadienne |
| <input type="checkbox"/> je n'avais pas le choix | <input type="checkbox"/> mieux connaître les anglophones |
7. Quelle(s) langue(s) avez-vous parlée(s) pendant l'échange?
- | | | | |
|---------------|--------------------------|-----------------------------------|--------------------------|
| | Surtout l'anglais | Moitié anglais
Moitié français | Surtout le français |
| à l'extérieur | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| chez vous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
8. Avec qui avez-vous parlé anglais pendant l'échange linguistique?
- | | | | |
|-------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| | beaucoup | un peu | jamais |
| la personne avec qui j'étais jumelé(e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| la famille d'accueil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| les ami(e)s de la personne avec qui j'étais jumelé(e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d'autres participants anglophones de l'échange | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d'autres étudiants de mon école | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| les enseignant(e)s | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| autres* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(*Veuillez spécifier _____)

11. Depuis l'échange est-ce que vous:

	Oui, certainement	Oui, un peu	Non, pas du tout
comprenez mieux l'anglais parlé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
parlez mieux l'anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lisez mieux l'anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
écrivez mieux l'anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
avez plus de confiance en vous-même lorsque vous parlez anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
voulez apprendre plus d'anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaissez mieux la région visitée	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaissez mieux le Canada anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaissez mieux les anglophones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Avez-vous participé à un programme semblable dans une autre langue?

			Si oui, combien de temps (total approx.) y avez-vous passé?			
	oui	non	quelques jours	une semaine	2-3 semaines	1 mois ou plus
des programmes formels comme d'autres échanges, camps etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
des activités informelles comme des visites de la parenté, des voyages touristiques etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Si vous aviez su en quoi consistait l'échange linguistique, y auriez-vous participé?

Oui Non

Si vous en aviez la chance, aimeriez-vous participer à un autre échange?

Oui Non

Avez-vous déjà ou avez-vous l'intention de garder contact avec la personne avec qui vous étiez jumelé(e)?

Oui Non

APPENDIX B

INTERVIEW GUIDE FOR PRE-EXCHANGE FOCUS GROUPS

Hand out cards and have students jot down details about recent use of L2 outside the classroom and reasons for participating in this exchange.

1. (L2 use experience)
All of you are about to go on exchange to Ste-Foy. As a way of getting started, let's talk about your previous experiences using French outside the classroom.

If not mentioned, probe for the following:

recency
frequency
duration
content
context
who initiated

feelings about the experience:
pleasant or unpleasant? Why?
successful experience? Understood speaker and speaker understood you?

2. Why are you going on this exchange?
What do you hope to get out of this experience?
Why are you learning French?

INTERVIEW GUIDE FOR FOCUS GROUP AFTER FIRST EXCHANGE VISIT

1. You have all participated in the first exchange visit here in Mississauga. Tell me what happened.

Probe for the following:

What did you do with your partner?
Did anything unexpected happen?
What was your partner like?

What did you talk about?
What language did you use?
How did it (communication) go?
Did you have any difficulties?
Did you understand him/her? Did he/she understand you?
Did you talk to anyone else from Ste-Foy?

Did you have fun?
Was it what you expected?

2. What are your expectations for your visit to Ste-Foy?

INTERVIEW GUIDE FOR FOCUS GROUP AFTER FINAL EXCHANGE VISIT

1. The exchange is all over now. What did you like/ what did you dislike?

Probe for:

activities: positives/negatives
 here/there
 L2 use/no L2 use
 group/one-on-one

2. What did you get out of this exchange?

Probe for:

Keep in touch with twin?

L2 improvement? examples?

Participation in another exchange? Why or why not?

Use French in other contexts?

APPENDIX C

**SCHOOL YEAR GROUP EXCHANGE PROGRAMS
PRE-VISIT QUESTIONNAIRE**

This questionnaire is part of a study of the School Year Group Exchange Program you will be participating in this spring. The purpose of this questionnaire is to gather information about your language background and views on language. Your answers will be strictly confidential. No one will see your completed questionnaire except our research staff. Results will be reported for groups, never for individuals or in a way which would allow individuals to be identified.

Name _____

Home Address _____

School _____

Date _____

Your School Background

1. Please indicate for each grade the option which best describes the type of French courses you have taken at school.

	French as one school subject	French Immersion	French Language School	Other *	Didn't take any French
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					

(* Please specify _____)

Your Home Background

2. Does anyone other than you in your household understand French?

Mother yes _____ no _____

Father yes _____ no _____

Other(s)* yes _____ no _____

(* Please specify _____)

3. How does their French compare to yours?

 better about the same worse

Mother _____
 Father _____
 Other(s) _____

4. Does anyone in your household understand a language other than English or French?

Mother yes _____ no _____
 Father yes _____ no _____
 Other(s) yes _____ no _____

5. Do you understand a language other than English or French?

yes _____ no _____

If YES, what language(s)? _____

How do your skills in this language compare to your French language skills?

better than my French _____
 about the same _____
 worse than my French _____

6. How often, if at all, is a language other than English used in your household?

	never	hardly ever	sometimes	about half the time	most or all the time
French					
Other*					

(* Please specify _____)

Your Own Use of French

7. Have you ever lived in or visited a place where French was the language used for everyday activities?

yes _____ no _____ **IF NO, please skip to Question 12**

8. Have you participated in student exchanges, French camp or similar activities before?

yes _____ no _____ If YES, how many times? _____

9. Since you started school, about how long, all together, have you spent in places where French was the language used for everyday activities?

10. What is the longest single period of time you've spent in a place where French was the language used for everyday activities?

In what year(s) was this? _____

11. When was the last time you were in a place where French was used for everyday activities? (Please give the month and the year as closely as possible.)

Where was this? (please indicate the town or city, and the province or, if not in Canada, the country.)

Town/city _____ Province/country _____

How long were you there?

What was the situation? (for example, French camp, family visit, student exchange)

12. Do you belong to any club, group or sports team where French is frequently spoken?

yes _____ no _____ If yes, please specify _____

13. In your area, can you:

	Yes	No	Don't know
Watch a French TV station			
Listen to a French language radio station			
Buy French language newspapers and magazines			
Buy French language magazines for young people			
Buy popular French language paperback books			
Buy tapes and CDs of French language rock music			
Rent or buy French language videos			

14. Circle how many times a month, if any, would you typically do the following:

Talk in French to a person whose first language was French	0	1	2	3	4	5 or more
Talk on the telephone in French for at least a few minutes	0	1	2	3	4	5 or more
Watch a French movie that did not have subtitles	0	1	2	3	4	5 or more
Watch a French TV program	0	1	2	3	4	5 or more
Read a newspaper, magazine, book in French	0	1	2	3	4	5 or more
Have at least a ten minute conversation in French outside of school	0	1	2	3	4	5 or more
Listen to French language rock music for half an hour or more	0	1	2	3	4	5 or more

Your French Language Skills

15. Compared to other students in your class, how well are you doing in learning French?

better _____
 the same _____
 worse _____

16. In the following situations, how much do you think you would understand:

	almost everything	more than half	about half	less than half	almost nothing
Reading a French newspaper					
Watching a French TV program					
Watching a French movie					
Listening to a French rock song					

17. How comfortable would you feel using French in the following situations in a French speaking area?

	very comfortable	comfortable	not comfortable	very uncomfortable
Asking for directions on the bus				
Ordering food at McDonald's				
Getting information on the telephone about a movie				
Going to the doctor's office				
Leaving a note for a friend				

THANK YOU FOR HELPING WITH OUR STUDY

Formation scolaire

1. Indique le type de cours de français que tu avais à l'école pour toutes les années que tu as déjà complétées et pour cette année.

	français comme un sujet scolaire	immersion française	une école française	autre *	pas de français
maternelle					
1ère année					
2ième année					
3ième année					
4ième année					
5ième année					
6ième année					

(* Spécifie, s.t.p. _____)

Langue(s) parlée(s) à la maison

2. Est-ce que quelqu'un comprend le français chez toi?

Mère oui _____ non _____
 Père oui _____ non _____
 Autre(s)* oui _____ non _____

*Qui? _____

3. Comment est leur français par rapport au tien?

 meilleur équivalent moins bon
 Mère _____ _____ _____
 Père _____ _____ _____
 Autre(s) _____ _____ _____

4. Est-ce que quelqu'un chez toi comprend une langue autre que l'anglais ou le français?

Mère oui _____ non _____
 Père oui _____ non _____
 Autre(s) oui _____ non _____

5. Est-ce que tu comprends une langue autre que l'anglais ou le français?

 oui _____ non _____

Si OUI, quelle(s) langue(s)? _____

Comment est-ce que tes habiletés dans cette langue se comparent à tes habiletés en français?

meilleures que mon français _____
 équivalentes _____
 moins bonnes que mon français _____

6. À quelle fréquence est-ce qu'une langue autre que l'anglais est parlée chez toi?

	jamais	parfois	quelquefois	la moitié du temps	presque toujours
français					
autre*					

(*S.t.p. spécifie: _____)

Ton propre usage du français

7. As-tu déjà vécu quelque part ou visité un endroit où le français était employé dans les activités de tous les jours?

oui _____ non _____ SI NON, s.t.p. va à la QUESTION 12

8. As-tu déjà participé à des échanges scolaires, camps de français ou des activités semblables?

oui _____ non _____
Si OUI, combien de fois? _____

9. Depuis que tu as commencé l'école, à peu près combien de temps (total) as-tu passé dans un endroit où le français était employé dans les activités de tous les jours?

10. Quelle était la période la plus longue que tu as passé dans un endroit où le français était employé dans les activités de tous les jours?

En quelle année? _____

11. Quelle est la dernière fois que tu as visité un endroit où le français était employé dans les activités de tous les jours? (S.t.p. indique le mois et l'année.)

Où est-ce que c'était? (S.t.p. indique le nom de la ville et la province ou si ce n'était pas au Canada, le pays.)

Ville _____ Province/pays _____

Combien de temps es-tu resté(e) là-bas?

Quelle était la situation? (par exemple, un camp français, une visite familiale, un échange)

12. Appartiens-tu à un club, groupe ou équipe sportive où le français se parle souvent?

oui _____ non _____

Si oui, s.t.p. spécifie _____

13. Dans ta région, peux-tu:

	Oui	Non	Je ne sais pas
Regarder la télévision en français			
Écouter un poste de radio francophone			
Acheter des journaux ou magazines en français			
Acheter des magazines-jeunesse en français			
Acheter des livres de poches (best-sellers) en français			
Acheter des cassettes ou des disques compacts "rock" en français			
Acheter ou louer des vidéos en français			

14. Encerle combien de fois par mois tu fais les activités suivantes:

	0	1	2	3	4	5 ou plus
Parler français à quelqu'un qui a comme langue maternelle le français						
Parler français au téléphone pendant au moins quelques minutes						
Regarder un film en français sans sous-titres						
Regarder une émission de télévision en français						
Lire un journal, magazine ou livre en français						
Avoir une conversation d'au moins dix minutes en français hors de l'école						
Écouter de la musique "rock" en français pendant quinze minutes ou plus						

Tes habiletés en français

15. En comparant tes habiletés en français à celles des autres élèves de ta classe, où penses-tu que tu te situes?

meilleur(e) _____
 aussi bon(ne) _____
 moins bon(ne) _____

16. Dans les situations suivantes, que penses-tu que tu comprendrais?:

	presque tout	plus de la moitié	à peu près la moitié	moins de la moitié	presque rien
Si tu lisais un journal en français					
Si tu regardais la télévision en français					
Si tu regardais un film en français					
Si tu écoutais de la musique "rock" en français					

17. Comment te sentirais-tu si tu devais faire face aux situations suivantes dans un milieu francophone?:

	très à l'aise	à l'aise	mal à l'aise	très mal à l'aise
Demander des indications en autobus				
Commander quelque chose chez McDonald				
Se renseigner par téléphone au sujet d'un film				
Aller chez le médecin				
Laisser un message à un(e) ami(e)				

MERCI DE NOUS AVOIR AIDÉS AVEC NOTRE ÉTUDE

3. How comfortable would you feel using French in the following situations in a French speaking area?

	very comfortable	comfortable	not comfortable	very uncomfortable
Asking for directions on the bus				
Ordering food at McDonald's				
Getting information on the telephone about a movie				
Going to the doctor's office				
Leaving a note for a friend				

4. How much do you think taking part in the exchange program has improved each of the following:

	Improved a great deal	Improved somewhat	Did not improve	Don't know
Your listening ability in French				
Your speaking ability in French				
Your reading ability in French				
Your writing ability in French				
Your self-confidence in speaking French				
Your motivation to learn French				
Your understanding of Québec culture				

5. If your French language skills and/or your self-confidence in speaking French have improved during the exchange, when did most of the improvement occur?

	listening ability	speaking ability	reading ability	writing ability	self- confidence
Mainly in Mississauga					
Mainly in Ste-Foy					
Other *(please specify)					

6. How would you rank each of the following as problems YOU had in using French. (Use 1 for the most important problem, 2 for the second most important problem and so on. Use 0 for those which were not a problem.)

- _____ not being able to get the pronunciation and accent right
- _____ speaking too slowly or hesitating too much
- _____ not being able to get things like verb tenses and prepositions right
- _____ not having the right words to say what you want
- _____ not being able to put your words into proper sentences
- _____ not knowing the right style to use with French students and French adults

7. How much French did you understand in the following situations:

	almost everything	more than half	about half	less than half	almost nothing
French guide's explanations at ROM					
Monitors' explanations at the Base en plein air					
Tour guide's explanation on the bus					
Tour guide's explanation in Québec city					
Lucie's explanations to the group					
Your twin's parents conversations with you					
Your twin's conversations with you					
Your twin's family conversations with each other					
Your twin's conversations with other Ste-Foy students					

8. Overall, what caused you the most difficulty in understanding what was said? Write 1 beside the most important difficulty and 2 beside the second most important.

- _____ people spoke too quickly
- _____ people used vocabulary you didn't know or slang
- _____ people's accents

9. Where did you get the most practice speaking French? Where did you get the second most practice?

	most practice	second most practice
during the group excursions	_____	_____
at home with your twin	_____	_____
at home with your twin's family	_____	_____
with your twin's friends	_____	_____

10. How often did you speak ENGLISH with the following people?

	most of the time	half the time	sometimes	never
with your twin				
with your twin's family				
with your twin's friends				

APPENDIX E

**SCHOOL YEAR GROUP EXCHANGE PROGRAMS
RETROSPECTIVE QUESTIONNAIRE**

1. Choose the three (3) reasons which best explain why you decided to go on THIS exchange. Put 1 in the box beside the most important reason, 2 in the box beside the second most important reason and 3 in the box beside the third most important reason.
- | | |
|------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> for a holiday | <input type="checkbox"/> my friends were going |
| <input type="checkbox"/> to learn more French | <input type="checkbox"/> my parents wanted me to go |
| <input type="checkbox"/> to meet French people | <input type="checkbox"/> to see another part of Canada |
| <input type="checkbox"/> I had no choice | <input type="checkbox"/> to learn about French people |

2. Did the exchange turn out the way you expected?
 Yes No

If NO, what was different from what you expected?

3. Here is a list of things you may have done during your exchange program:

WHILE IN STE-FOY did you:			If yes, how much French did you use then?			Were these activities fun?		
	yes	no	none	a little	a lot	yes	so so	no
go sightseeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attend classes at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend free time with your twin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend time with your twin's family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend time with your twin's friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to parties/dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attend other organized group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IN MISSISSAUGA did you:								
go sightseeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attend classes at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend free time with your twin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to parties/dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attend other organized group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What was the most interesting part of the exchange for you?

Can you explain what made this interesting?

5. Here are some other activities you may have participated in while on exchange:

	How many times did you do this during the exchange?			If this was something you did, did you enjoy it?			Did you do this before the exchange (not for school)?		Have you done this since the exchange		Would you like to do this in the future?	
	0	1-2	2+	Yes	so so	No	Yes	No	Yes	No	Yes	No
Attend French films or theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch French TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read French books, magazines or newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to French songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which language(s) did you speak during the exchange?

	all English	mostly English/ some French	half English/ half French	mostly French/ some English	all French
in Ste-Foy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in Mississauga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Who did you speak FRENCH with while on the exchange?

	a lot	some	none
my twin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my twin's family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my twin's friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other French exchange students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other students from my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(*Please identify _____)

8. Since the exchange, have you spoken French to anyone outside of class?

Yes No

If YES, to whom? _____

How often? _____

If NO, would you like to speak French to someone outside of class?

Yes No

If YES, why don't you? _____

9. As a result of this exchange, do you:

	Yes, definitely	Yes a little	No, not at all
understand spoken French better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak French better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read French better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write in French better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have more self-confidence when speaking French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
want to learn more French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know more about the area you visited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know more about Québec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know more about French Canadians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Are you still in French immersion this year?

- Yes No
 Do you intend to continue in French immersion next year?
 Yes No Maybe
 Will you continue in French immersion in high school?
 Yes No Maybe

11. As a result of this exchange, do you feel that learning French is:

	Yes, definitely	Yes a little	No, not at all
easier than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
more interesting than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
more important than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easier in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easier out of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Have you had similar opportunities in French (or in a language other than English) before?

			If yes, how much time (approx total) did you spend?			
	yes	no	a few days	about a week	2-3 weeks	1 month or +
Formal programs such as other exchanges, camps etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal activities such as visiting relatives, travelling etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If your experience was not in French, please specify the language. _____

13. Have you kept in touch with your twin from this exchange?

- Yes No
 Would you go on ANOTHER exchange?
 Yes No
 If YES, which kind(s) would you choose?
 Same as this one (one week school year group exchange)
 Two week summer group exchange
 Three month individual school year exchange

THANKS FOR YOUR HELP

APPENDIX F

STAGE 1: LETTER TO PARTICIPATING TEACHERS

May 7, 1993

Memo to: Teachers participating in SEVEC School Year Group Exchanges

Mari Wesche and I are researchers at the University of Ottawa. With the support of the Secretary of State and SEVEC, we would like to study the exchange process in depth to determine the value of integrating such programs into existing language curricula and to identify factors which make these programs more or less successful.

The enclosed student questionnaire represents a first and very crucial phase of our study. Your students' answers, which will be anonymous, will give us information about the background of participants and information about how they feel the exchange has affected them. Without this information, we will be unable to identify representative groups and precise questions for the next phase of our study. We would therefore ask that you please distribute the enclosed questionnaires to your students and assist them in their completion (this will only take 5-10 minutes). The completed questionnaires can then be mailed back in the enclosed envelope.

Thank you in advance for your cooperation.

Alina MacFarlane, Researcher

Dr. Mari Wesche, Project Director

le 7 mai, 1993

Note de service aux professeurs qui s'occupaient du programme: échange linguistique scolaire

Mari Wesche et moi sommes des chercheuses à l'Université d'Ottawa. Avec l'appui du Secrétariat d'Etat et SEVEC, nous aimerions étudier les échanges linguistiques de groupes scolaires afin de déterminer la valeur de l'intégration d'un programme d'échange aux programmes d'études et d'identifier les facteurs qui les rendent plus ou moins efficaces.

Les questionnaires ci-inclus représentent une première étape à notre étude, une étape essentielle au succès de notre projet. Les réponses de vos élèves/étudiant(e)s, anonymes, nous fourniront des renseignements descriptifs (âge, connaissances linguistiques ...) au sujet des participants et des renseignements sur la façon dont ils perçoivent les effets de ce programme. Sans cette information, nous serons dans l'impossibilité d'identifier les groupes représentatifs et de formuler les questions plus précises dont nous aurons besoin pour l'étape suivante. Nous vous demandons alors de faire remplir ce questionnaire à vos élèves/étudiant(e)s en les aidant si vous le jugez nécessaire (ça ne prendra que 5-10 minutes) et de les renvoyer dans l'enveloppe fournie à cet effet.

Nous vous remercions d'avance pour votre coopération.

Alina MacFarlane, chercheuse

Dr. Mari Wesche, directrice de projet

APPENDIX G

STAGE 2: CONSENT FORM

Dear Parent,

Your child's exchange program with Ste-Foy has been chosen for inclusion in a study of School Year Group Exchanges by the Second Language Institute of the University of Ottawa. We are writing to request your permission for your child to participate in this study. This study has the full support of SEVEC and Official Languages in Education, Canadian Heritage (formerly Secretary of State).

As a participant, your child will be asked

1. to fill out a daily grid concerning language activities during the ten days of the exchange (5-10 minutes per day).
2. to participate in 3 one-hour taped discussions (FOCUS GROUPS)
 - a) before the exchange begins
 - b) after the visitors come to Mississauga
 - c) after the visit to Ste-Foy.

We will also be observing some exchange activities and recording participants' comments.

In this study, we will not be evaluating your child or his/her participation in the exchange and all written and recorded information will remain confidential, available only to researchers working on this project. Results will be reported for groups, never for individuals nor in a way that would allow individuals to be identified. Your child may withdraw from participation in the study at any time, without any consequences.

If you are willing for your child to participate in this study, please sign in the space provided below and return this form directly to your child's teacher. If you would like more information, please contact us directly at (613) 564-2973. Thank you for your assistance.

Alina MacFarlane, Research Officer
Director

Mari Wesche, Professor and Project

I agree to allow my child _____ to participate in the research study described above.

Signature: _____

Date: _____

Questions on the ethical performance of this research can be directed to the secretary of the University of Ottawa Human Research Ethics Committee at (613) 564-4297.

APPENDIX H

DETAILED DESCRIPTION OF CASE STUDY EXCHANGE ACTIVITIES

First Exchange Visit :Mississauga

May 2 (Monday)

- 6:00 p.m. - Arrival of Ste-Foy students in Mississauga.
- 6:15 p.m. - Official welcome by Principal and Vice-Principal and Mississauga class
- 6:30 p.m. - Cake and drinks.
- 7:00 p.m. - Departure for homes of billets

All Mississauga students were waiting in front of the school by 4:30 p.m. A group of parents was setting up the food for the reception in the gym. The bus from Ste-Foy arrived just before 6:00 p.m.; twenty-eight Ste-Foy students and their teacher disembarked. Although students had seen pictures of their billets, many were unable to locate their billets before they were told to enter the gym for the official welcome. The Ste-Foy students were welcomed (briefly) in English by the Principal and then in French by the Vice-Principal. This was followed by a welcome in French read by one of the Mississauga students. The other Mississauga students were gathered around the piano and after the words of welcome sang "Une Colombe" (a song about peace) in French accompanied by the Mississauga teacher on the piano. A cake and drinks were then served by several Mississauga parents. At 7:00 p.m. students, parents and billets left for home.

May 3 (Tuesday)

- 8:45 a.m. - Meeting of all students
- 9:00 a.m. - Buses depart for Royal Ontario Museum (ROM)
- 9:30 a.m. - Tours of ROM
- 11:00 a.m.- Planetarium
- 12:30 p.m.- Lunch (ROM reception area)
- 1:00 p.m. - Overview tour of ROM
- 2:15 p.m. - ROM gift shop
- 2:30 p.m. - Buses depart for school
- 3:05 p.m. - Arrival at school and departure for billets homes

The Mississauga teacher explained the day's schedule and procedures to students in the music room. Students boarded the buses for the 30 minute trip to the ROM. The ROM offers specialized instructional tours for students throughout the school year. The Mississauga teacher had arranged for three tours. At the ROM, the group split in two according to instructions given earlier by the Mississauga teacher. One group went on a tour about 'patterns' (i.e. the tour guide showed students patterns found in nature in such objects as rocks and then illustrated how these same patterns were copied in man-made objects such as clothing and construction). The second group went on a tour about 'animals in art' which illustrated how prevalent animal themes were in such objects as totem poles, Chinese tombs etc. Both tours were conducted in French. Both tours contained elements from the Mississauga teacher's unit on birds. Each tour was about 40 minutes in length. After 40 minutes, the groups returned to the reception area and switched tour guides.

At 11 a.m. the group crossed the courtyard to the Planetarium and was ushered into a theatre with reclining seats. A guide explained (in English) the solar system displayed on the screen overhead.

At 12:30 p.m., the group returned to the ROM reception area for lunch. There were tables and vending machines in this area. Students had been instructed to bring a lunch for themselves and their partners and bought drinks at the vending machines. All sat at long tables with their partners.

At 1:00 p.m., students were to have a 'Grand Tour' of the museum. The tour passed by the dinosaurs, the mummies, the birds, the bat cave and the leaf exhibit. About half way through the tour, the students seemed to reach a saturation point. No one was paying attention to the guide. The Ste-Foy teacher suggested spending the remaining time in the souvenir shop. The guide left. When the buses arrived at the school, students immediately left for home.

May 4 (Wednesday)

- 8:45 a.m. - Buses depart for Niagara Falls
- 10:15 a.m - Free time at Falls
- 11:15 a.m. - Lunch (picnic area)

- 12:30 p.m. - Buses depart for AeroCar (cable car over gorge)
- 12:45 p.m. - Cable car ride
- 1:30 p.m. - Buses depart for school

Students, three parent chaperones and a student teacher assembled in the bus loading area at 8:45 a.m. Students all wanted to board the coach (the bus which had brought the students from Ste-Foy) rather than the school bus. It was first come, first served. One of the Ste-Foy students was sick so students were asked to keep the noise down. Some played cards, others chatted, some looked out the window.

The buses arrived in the main parking area in Niagara Falls around 10:20 a.m. Students were told they had until 11:15 a.m. to look at the Falls and shop for souvenirs. At 11:15 a.m. they were to meet for lunch in the picnic area. The buses left at 12:30 p.m. to go to the Autocar, a 15 minute cable car ride over a gorge. Since the cable car could only accommodate twenty passengers at a time, students lined up for their turn. Those who were first waited for the others in the parking lot. The buses returned to Mississauga just in time to connect with the departing school buses.

May 5 (Thursday)

- 8:45 a.m. - Buses depart for CN Tower
- 9:30 a.m. - CN Tower observation deck
- 11:15 a.m.- Mindwarp (virtual reality roller coaster)
- 12:00 p.m.- Lunch (CN Tower cafeteria)
- 1:00 p.m. - Blue Jays game at Skydome
- 2:20 p.m. - Buses depart for school

Nine chaperones, eight parents and the Principal had been recruited to chaperone small groups of students in the city. Traffic and line-ups at the CN Tower left groups with 5 minutes to view the scene from the top of the CN Tower. Although we had reservations for Mindwarp (a virtual reality roller coaster) at 11:15 a.m., there was also a line-up. There were clowns and mini-screens with short videos along the line-up route to amuse those waiting. About half the students were admitted at 11:30 a.m. There were some technical problems and although the students did manage to see the first half of the 10 minute video, the tape broke in the middle and they were asked to clear the studio.

The groups and their chaperones went for lunch in the CN Tower cafeteria once their Mindwarp ride was over.

After lunch the group walked around the Skydome looking for the entry gate. The game had already begun. Once inside, the students spent most of their time running up and down the bleacher stairs to get food, drinks, baseball cards etc.

The buses returned to school in time for the bus connections.

Friday - May 6

The Ste-Foy departure time was set for 9:00 a.m. instead of the originally planned 7:30 a.m. The bus driver hoped to avoid a second drive through rush hour traffic. Most students arrived at the last minute with their partners because they were unable to come by bus with all the luggage. The good-byes were brief, but the return trip was only a week away.

Second Exchange Visit : Ste-Foy

May 16 (Monday)

- 5:00 p.m. - Arrival of Mississauga students in Ste-Foy
- 5:15 p.m. - Informal reception
- 5:30 p.m. - 'Dodge ball' in gym
- 7:00 p.m. - Departure for homes of billets

About 2:00 p.m., the Ste-Foy teacher asked for volunteers to organize the reception for that afternoon. Another student suggested making a welcome banner and several volunteered to help him. Students then rehearsed their song for the arrival 'You say hello; I say goodbye'. Some then went home, others helped colour the banner, several arranged tables for the food in the front foyer. All returned around 4:30 p.m. Many parents were also there. As the bus pulled up, the students waved and sang their rehearsed song. There was a moment of indecision. According to the Mississauga teacher, the students on the bus were shy and saying 'You go first'. The Ste-Foy students also stood without moving. The reception was informal. There was a ten minute crush at the food table and then all the students went to the gym to play 'dodge ball'. Everyone seemed to enjoy this opportunity to run and shout. They played for about an hour with the entire group participating. Then they went home with their partners.

May 17 (Tuesday)

- 8:55 a.m. - Meeting of all students
- 9:00 a.m. - Soccer (in schoolyard)
- 10:00 a.m.- Buses depart for 'Base en plein air'
- 10:15 a.m.- Outdoor activities at 'Base en plein air'
- 3:00 p.m. - Buses depart for school

The original plan for Tuesday was for an all day trip to a 'Base en plein air' (outdoor learning centre) followed by a barbeque prepared by parents. Because of the rain on Monday and predictions for similar weather on Tuesday, the Ste-Foy teacher called all students on Monday evening to announce a trip to the Museum of Civilization instead. A meeting took place in the classroom the following morning at which the teacher explained that since the Museum didn't open until 10:00 a.m., students could play soccer until the bus came. While the students were playing soccer, the sun came out and it began to look like a nice day. The teacher called the students together and asked them to choose between a trip to the Museum and a trip to the 'Base en plein air'. They chose the Base.

At the Base, two or three monitors explained water safety to the students. The students then went out on a small lake in paddle boats, canoes and one large war canoe. A strong wind sprang up. Somehow four students fell into the water. The Mississauga teacher insisted that all students get out of the water. The students went to play soccer but returned around 12:30 and began to complain that there was nothing to do. A few went on a nature hike with the Ste-Foy teacher but the path was very muddy and most students were not dressed appropriately having expected a trip to the museum. The buses picked up the groups at 3:00 p.m. and returned to the school. The students went home with their twins.

May 18 (Wednesday)

- 9:00 a.m. - Buses depart for Québec
- 9:30 a.m. - Guided bus tour of historical attractions
- 10:30 a.m.- Guided walking tour of Vieux Québec
- 12:30 p.m.- Buses depart for Anima G
- 12:45 p.m.- Lunch (Anima G cafeteria)
- 1:30 p.m. - Tour of Parliament Buildings
- 2:30 p.m. - Anima G observation deck
- 3:30 p.m. - Buses depart for school

Students, teachers and one extra parent chaperone boarded the buses at 9:00 a.m. to drive into Québec City to pick up three tour guides. Two of these guides had co-authored the previously mentioned (Section 5.1.4.) short novel for school-aged children which presents the early history of Québec City through the eyes of a young soldier. On the bus, one of the guides gave a interactive running commentary about various monuments, the Plains of Abraham, the walls surrounding the city, areas where certain important battles between the French and English had taken place. After the bus tour, the bus returned to Old Québec and the tour continued on foot passing through the Rue des Trésors, a short narrow street where various artists exhibited their works along the sides, two cathedrals and the foundation of Samuel de Champlain's first house. Along the way, the guide showed the students the house where the young soldier from the novel had supposedly lived, the bakery where his girlfriend worked etc. The guides returned to the Chateau Frontenac where the buses were waiting to take the group to lunch.

Lunch was at Anima G, a high-rise office tower with a public cafeteria. After lunch, the group was taken on a tour of the Parliament Buildings. After the tour, the group walked back to Anima G and took the elevator to the top floor. Although not as high as the CN Tower, this building gives a panoramic view of Québec City. At 2:30 p.m., the buses returned to the school.

May 19 (Thursday)

- 9:00 a.m. - Meeting of all students
- 9:15 a.m. - Buses depart for Vieux Québec
- 9:30 a.m. - Shopping in Vieux Québec
- 11:15 a.m. - Meet at Museum of Civilization
- 11:30 a.m. - Ferry to Lévis (lunch)
- 12:30 p.m. - Visit Museum of Civilization
- 2:00 p. m. - Tour of Chateau Frontenac
- 3:00 p.m. - Buses depart for school

Students gathered in the Ste-Foy teacher's classroom at 9:00 a.m. for instructions. She presented the schedule on the blackboard but told them they could decide if they preferred to spend more time shopping or more time at the Museum of Civilization. She told them to form groups of four and handed out one map to each group.

On the bus, the Ste-Foy teacher synchronized watches with one member from each group. The buses stopped in front of the Museum and most students headed for Old Québec to shop. The Mississauga students were buying souvenirs and gifts for their families. The group met at the Museum at 11:15 a.m. to walk to the ferry. The students stayed on the upper deck for about twenty minutes and then returned to the inside cabin below to eat the lunches they had brought.

After the Ferry ride, the group walked back to the Museum of Civilization. Once inside, the Ste-Foy teacher explained that students had one hour to visit the Museum and suggested several exhibits. There was no guide because arrangements would have had to have been made in September before the exchange dates were finalized. She also suggested that students pick up 'rally' sheets which asked students to find the answers to various questions as they wandered through the exhibits. The Ste-Foy students seemed to know the museum well and took their partners to their favourite locations.

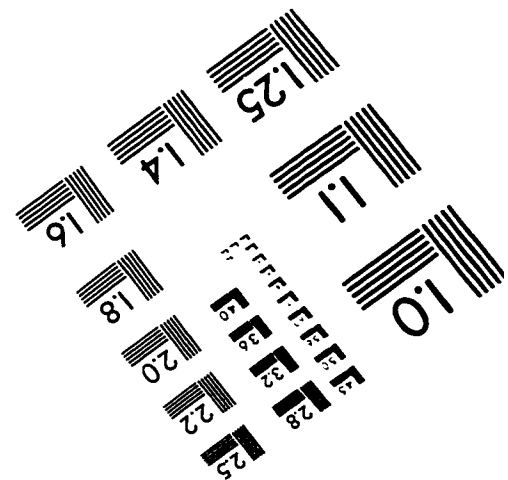
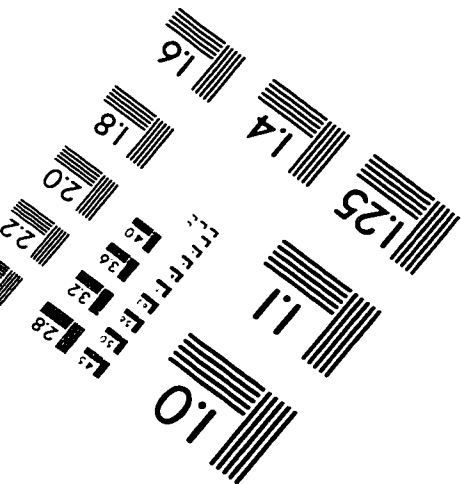
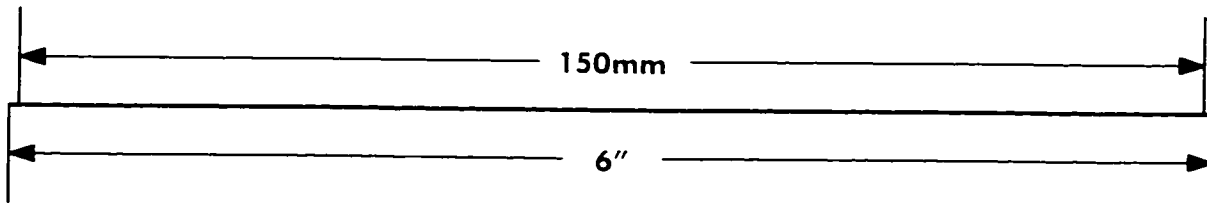
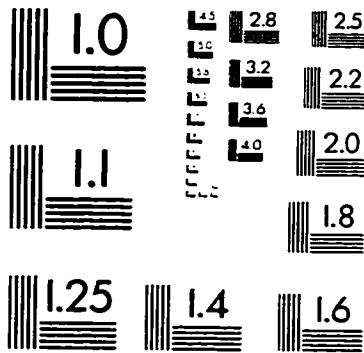
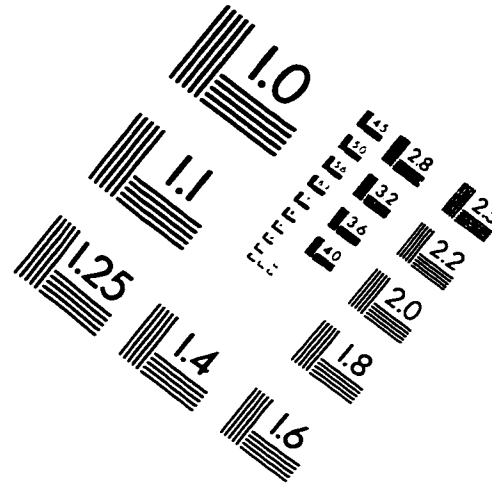
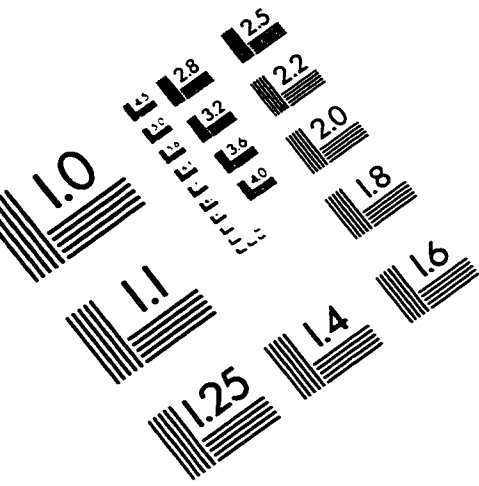
After the Museum visit, the group we walked to the Chateau Frontenac. The guide was a francophone university student dressed in period costume as a printer. He toured through the hotel museum, the former CBC radio station site, the restaurant, the bar that used to be the hotel reading room, a suite on the sixteenth floor which cost \$500 per night and another on the eighteenth which was entirely reserved for honeymooners. The group also saw the pool, the ballroom (now used for conferences) and the Marie Antoinette staircase.

On the bus back to school, the Ste-Foy teacher handed out Ste-Foy medals to all Mississauga students, thanked them for their visit and announced a 7 a.m. departure the following morning. She reminded her students to prepare lunches and snacks for the Mississauga students.

Friday - May 20

The bus was waiting at 6:30 a.m. Some of the students said good-bye quickly and boarded the bus soon after they arrived. Others went from one Ste-Foy group to another to say good-bye several times. Some of the Mississauga girls hugged their new friends from Ste-Foy. There were a few tears. There were promises of letters and phone calls. The Mississauga students left.

IMAGE EVALUATION TEST TARGET (QA-3)



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