

Running Head: MOTIVATING FRANCOPHONE ESL LEARNERS VIA eTANDEM

Motivating Francophone ESL learners in Quebec:
A pilot study on the potential role of eTandem with Anglophone peers in Ontario

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DEDICATION

This thesis is dedicated to my former students and campers who I had the privilege of teaching in Quebec. Your kind words of encouragement convinced me to pursue graduate studies in second language education. Thank you for helping me discover where my true passion lies.

ABSTRACT

With globalization and the growth of the World Wide Web, it is increasingly important for non-Anglophone students to acquire a functional level of English before graduating from secondary school. However, Francophone students in the province of Quebec who are learning English as a second language (ESL) face particular challenges that hinder their development of English proficiency, not the least of which is motivation. This quasi-experimental case study explores the effects of an eTandem project with Anglophone peers on the motivation of Francophone ESL learners in secondary school. The results indicate that Francophone students who completed the eTandem project showed greater motivational intensity, greater desire to learn the target language, and less anxiety. It also appears that technical problems, scheduling issues and anxiety contributed to the majority of Francophone students discontinuing the project. Recommendations are made to integrate eTandem projects into Quebec's ESL curriculum and to address the anxiety issues of students in class.

Keywords: Second language motivation, English as a second language, eTandem, Quebec

En raison de la mondialisation et de la croissance du Web, il devient de plus en plus important pour des élèves non-anglophones d'acquérir un niveau fonctionnel d'anglais avant l'obtention du diplôme d'études secondaires. Pourtant, les élèves francophones québécois qui apprennent l'anglais langue seconde (ALS) font face à des défis particuliers qui entravent le développement de compétences en anglais, un de ces défis et non le moindre étant la motivation. Cette étude de cas quasi-expérimentale a pour objectif d'explorer les effets d'un projet eTandem avec des élèves anglophones sur la motivation des apprenants francophones d'ALS au niveau secondaire. Les résultats indiquent que les élèves francophones qui ont fini le projet eTandem ont montré une plus grande intensité motivationnelle, un plus grand désir d'apprendre la langue cible et moins d'anxiété. De plus, il apparaît que des problèmes techniques, des conflits d'horaires et l'anxiété ont contribué au fait que la majorité des élèves francophones n'ont pas fini le projet. Des recommandations sont formulées afin d'intégrer des projets eTandem dans le curriculum d'ALS au Québec et de se pencher sur l'anxiété auprès des élèves en milieu scolaire.

Mots clés : Motivation en langue seconde, Anglais langue seconde, eTandem, Québec

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List of Abbreviations

| | |
|-------|----------------------------------|
| ALS: | Anglais Langue Seconde |
| AMTB: | Attitude/Motivation Test Battery |
| CMC: | Computer Mediated Communication |
| ESL: | English as a Second Language |
| FSL: | French as a Second Language |
| L2: | Second Language |
| PQ: | Parti Québécois |
| SLA: | Second Language Acquisition |
| TLL: | Tandem Language Learning |

INTRODUCTION

Ensuring that Francophone youth in Quebec acquire an adequate knowledge of English represents an ongoing challenge cited in academic literature and the media by parents, teachers and politicians alike. The unique circumstances surrounding the teaching of English as a second language (ESL) in Quebec are complex and create an English as a foreign language environment, where students are often denied an authentic environment for both language learning and intercultural contact, influencing both language acquisition and learning motivation (Kormos & Csizér, 2007). Empirical studies that evaluate motivational strategies in the ESL classrooms of Quebec are lacking, a gap that the present study seeks to help fill.

Exploring this area of research is of personal interest to me as my experience teaching ESL in Quebec led me to question how the curriculum could better foster students' motivation to learn English. As an ESL workshop leader at summer camps and a language assistant in the government program Odyssey¹, I had the freedom to experiment with different approaches that emphasized authenticity and spontaneity in second language (L2) communication, a luxury that L2 teachers do not always have. I considered my teaching style successful when I could detect a positive shift in Francophone students' attitudes toward ESL learning, sometimes in as little as a week. I have also witnessed the positive impact on students when I share my experience as an L2 learner of French who could learn just as much from them as they could from me. In light of these findings, it seemed as though the most effective approach to engaging Francophone ESL learners is one that encourages meaningful linguistic exchanges among students, and one that also broadens their understanding of the target language culture. I was fortunate to have the opportunity to investigate this hypothesis in the present study by recruiting students at my former secondary school in London, Ontario and at the secondary school in Quebec City where I worked as a language assistant through Odyssey. The following chapters describe an eTandem project between Francophone ESL learners and Anglophone French immersion students, and its effects on the former

¹ To promote the study of Canada's official languages, the Council of Ministers of Education, Canada (CMEC), in cooperation with the provinces and territories, administers Odyssey, Explore, and Destination Clic. See <http://www.myodyssey.ca/en/>

group's intrinsic motivation to learn English.

This thesis consists of six chapters. In Chapter 1, the research context is described in detail in order to convey the relevance of the research problem and the impetus for the exploration of eTandem as a motivational strategy. Chapter 2 presents the theoretical framework, a combination of Gardner's (1985) socio-educational model and Noels and her colleagues' (2000) application of self-determination theory to L2 motivation. The chapter concludes with a schematic of the conceptual framework and an articulation of the research questions. Chapter 3 provides a review of the literature on motivational theories and research, the development and use of eTandem, and relevant research in the context of Francophone ESL learners in Quebec.

The methodological aspects of the study are presented in Chapter 4, including a description of the general design and framework, the setting and recruitment of participants, the eTandem project design, the instruments and collection of data, and the procedure of data analysis followed by a note on trustworthiness and ethics. In Chapter 5, the results are presented according to method of data collection. Finally, Chapter 6 provides a discussion of the results with respect to both groups of Francophone students: those who completed the eTandem project and those who did not. A discussion of the limitations of the study, recommendations for future research, and a final summary conclude the thesis.

CHAPTER 1: RESEARCH CONTEXT

This chapter describes the contextual background of the present study by examining the ongoing debate surrounding the Quebec provincial government's evolving language policies in education. The contrasting viewpoints of politicians, parents, teachers, and the public at large regarding ESL proficiency are presented, along with the particular challenges that Francophone students face in the ESL classrooms of Quebec. A consideration of pedagogical suggestions made by French and Collins (2010, 2011) will then make the case for an eTandem model. A presentation of the research questions will conclude the chapter.

Sociopolitical Context

Quebec at a Crossroads

While Canada is home to native speakers of a variety of languages, English and French hold special legal status over other languages in Canada's courts, Parliament and other federal institutions under the *Official Languages Act*² of 1969. This policy of official bilingualism was adopted to reflect the Francophone and Anglophone populations that founded the country. Despite the equality of both French and English at the federal level, it has been said that Canada's language policy was not designed to make all Canadians bilingual, but rather to ensure that the federal government takes steps to protect the rights of minority English and French communities (De Souza, 2012). Graham Fraser, the Canadian Commissioner of Official Languages, explains:

In fact, the nature of Canada's language policy has, in effect, been a guarantee of the right of citizens to be unilingual and it has imposed obligations on the state to be bilingual so that citizens don't have to be [...] We are basically two linguistic communities, both of which have a majority of citizens who live side by side, and the key bridges between those communities are federal institutions. (*ibid.*, para 24)

Fraser's comments refer to the province of Quebec where the official language is French, and the rest of Canada where English predominates and, in most cases, is the official language. A national language policy that "guarantees" a citizen's right to monolingualism may have been celebrated in the Quebec of decades past, when the

² In 1988, the Conservative government issued a new and expanded version of the Official Languages Act. See <http://laws-lois.justice.gc.ca/eng/acts/O-3.01/index.html>

subordination of French-speaking Quebecers led to social upheaval and an emergence of a new identity among Francophone Quebecers as *maîtres chez nous* (masters in their own home) (Oakes & Warren, 2007). However, the Quebec of today finds itself caught between two movements: “an affirmation of difference, in its fight to promote an identity distinct from that of Anglophone Canada and the United States” (*ibid.*, p. 4), and “a realization that English is no longer the language of the oppressor, but a global language, the acquisition of which represents economic good sense” (*ibid.*, p. 166).

The former movement, born of the Quiet Revolution of the 1960’s, culminated in 1977 when the *Parti Québécois*³ (PQ) provincial government introduced Bill 101. The PQ’s intention to implement new, stricter language legislation in favour of French was applauded by Francophones throughout the province who, at the time, sought both preservation and official status recognition of their language (*ibid.*). Also known as *la Charte de la langue française* (the Charter of the French Language), Bill 101 has undergone various amendments and remains the centerpiece of Quebec language planning today (Oakes, 2008). Nevertheless, the clauses of Bill 101 that prohibit most Francophone schoolchildren from attending English-language schools within the province have been increasingly contested in recent years. Indeed, a growing number of Francophone Quebecers are becoming critical of their province’s French-language school system for failing to cultivate a flexible, competitive and bilingual workforce suited to today’s society (Fallon, 2011). In contrast, some individuals and politicians remain defensive of the largely monolingual population of Francophones in Quebec, as it represents the stability of a linguistic minority that has avoided assimilation into a vast English-speaking North America (Oakes, 2010). Such contrasting viewpoints have culminated in the current tug-of-war between Francophone parents in Quebec who are demanding the right to more effective ESL education for their children and the provincial government’s plan to build on Bill 101 to further protect and strengthen French in the province. If passed, the recently proposed Bill 14 would entail a massive revision and expansion of every section of Quebec’s Charter of the French Language with a number of amendments that aim to tighten Francophone students’ access to English-language

³ The *Parti Québécois* is a provincial political party that advocates national sovereignty for the province of Quebec that would involve secession of Quebec from Canada and the establishment of Quebec as a sovereign state.

education even more (The Globe and Mail, 2013). The polemical climate in which these latest amendments have been proposed is explored in the next section which discusses the outcomes of current legislation regarding language of instruction in Quebec and public reaction to one of the changes that Bill 14 seeks to implement.

Current and Proposed Language-of-Instruction Policies

Historically, school boards in Quebec were organized by religious affiliation: the majority Catholic and French (with a very small number of English Catholic schools), the minority Protestant and English (with a very small number of French Protestant schools) (Winer, 2007). To establish the predominance of French in the school system, Bill 101 introduced new criteria for admissibility to English public schools that obliged most immigrant and French-Canadian children in the public system to attend French schools (*ibid.*). English public schools were allowed to accept only children with a certificate of eligibility based on having at least one parent schooled in English at the primary level in Quebec (amended, after a Canada Supreme Court ruling, to include Canadians from other provinces with a history of English-language education) (*ibid.*). In 1998, the traditional confessional (denominational) Quebec school boards were replaced with linguistic boards (French and English) (*ibid.*), strengthening Anglophone and Francophone governance over the education of their children (Lamarre, 2008). In 2007, more than 90% of Quebec schoolchildren were enrolled in French-language public schools (Winer, 2007).

While both the French and English school systems have the task of teaching the other official language, their approaches are strikingly different. Anglophone schoolchildren in Quebec learn French as a second language (FSL) by way of a curriculum that reflects the predominance of French in the province. Bill 101, however, mandates that except for the direct teaching of ESL as one school subject, all subject matter instruction and evaluation of student performance in French-language schools be conducted in French (*ibid.*). While a bilingual English immersion stream is therefore prohibited in French-language schools, more than 40% of the entire student population in Quebec's English-language schools is enrolled in French immersion programs and almost all of the remaining student population is in some form of enriched French program (Lamarre, 2008). This translates into a high rate of bilingualism (65.4%) among Anglophone Quebecers 19 years of age and younger, in contrast to only 20.9% of their

Francophone counterparts who claim to be fluent in French and English (Statistics Canada, 2012).

Furthermore, since most of Quebec's English speakers live in certain areas of Montreal or the surrounding region, the majority of Francophone schoolchildren are not exposed to English outside of the ESL classroom; they study English as simply one subject among others to be taught in the regular school program (Winer, 2007). It has no special status, much to the dismay of parents concerned that "the very limited time available for ESL in the regular programs will not lead to levels of English proficiency that will enable students to make the range of postsecondary education and career choices their parents wish them to have" (Lightbown & Spada, 1994, p. 565). In fact, it has been argued that the term "ESL" is inaccurate with respect to the Quebec context (Bélanger, 1994; Fallon, 2011; French & Collins, 2011). By definition, an L2 is a non-native language learned and used within a country where it has official status or a recognized function (Stern, 1983). In contrast, a foreign language is a non-native language learned and used with reference to a speech community outside national or territorial boundaries (*ibid*). English therefore has official status as the L2 of Francophone Quebecers, but the practical implications of L2 learning are virtually absent in the Quebec context (Bélanger, 1994; Fallon, 2011), much like the majority of FSL learning environments in the rest of Canada. As Stern (1983) explains, because an L2 is used within the country, it is usually learned with much more environmental support than a foreign language whose speech community may be thousands of miles away. In contrast, an L2 is often learned informally because of its widespread use within society.

Beyond certain neighborhoods in Montreal, most Quebec Francophone youth do not have access to an English-speaking environment outside of the ESL classroom and, for the most part, tend not to take advantage of English media: "*En matière de culture, l'Office québécois de la langue française relève que francophones et anglophones regardent la télévision dans leur langue. Ils font de même pour le cinéma et lisent aussi les journaux dans leur langue dans une forte proportion*" (Dutrisac & Robitaille, 2008, para 11). (When it comes to culture, the Quebec Board of the French Language notes that Francophones and Anglophones watch TV in their language. Likewise, a large percentage goes to the theatre and reads newspapers in their language.) Thus, for the

majority of Francophones in Quebec, the English language learning setting more closely resembles that of a foreign language context (Bélanger, 1994; Fallon, 2011; French & Collins, 2011). In this case, Stern contends that “a foreign language usually requires more formal instruction and other measures compensating for the lack of environmental support” (1983, p. 16). However, aside from the limited number of French-language public schools that offer the intensive English⁴ program at the primary level, there is little evidence of such measures in Quebec. Even the students’ limited classroom contact with English is often compromised due to the lack of qualified ESL teachers, the majority of whom are Francophone with varying levels of English proficiency (Courchesne & Laflamme, 2006). A growing number of Francophone parents are frustrated by these constraints; Lysiane Gagnon of *La Presse*, Montreal’s Francophone daily, agrees, citing the English-language school system as a largely untapped resource:

Il est absurde que si peu de francophones soient bilingues, dans une province où existe un réseau scolaire anglophone développé, et que le gouvernement n'ait jamais utilisé les ressources du milieu anglophone pour favoriser l'apprentissage de la langue seconde. (2011, para 13) (It is absurd that so few Francophones are bilingual in a province with a developed Anglophone school system, and that the government has never made use of the Anglophone milieu to promote L2 learning.)

Gagnon merely echoes what Francophone parents have long seen as the perfect solution to the ESL dilemma: accessing the English-language school system (Oakes, 2010). Parents unable to acquire the certificate of eligibility necessary for admission to English-language schools have contested this clause of Bill 101 in court on several occasions. For example, in 2005 the Supreme Court of Canada was called upon to settle a legal challenge made by a group of Francophone families who demanded access to education in English for their children (*ibid.*). As Oakes (2010) explains,

the Court rejected the claim, arguing that the right to education in English in Quebec granted by the Canadian Charter of Rights and Freedoms, just like the right to education in French it provides for in the rest of Canada, was intended solely for members of the relevant linguistic minority, in this case Quebec’s English-speaking minority. (p. 271)

⁴ The intensive English program in Quebec requires that 40% of the total teaching time of one school year (typically grade 6) be devoted to learning English with the remainder of the time spent studying the other subjects intensively in French (Collins & White, 2005). The Liberal provincial government’s decision in 2011 to mandate the implementation of intensive English in all Quebec primary schools has since been revoked following the PQ’s return to power.

Although Bill 101 restricts English education to those with a family history of being educated in English in Canada, the original law did not apply to unsubsidized private English schools. However, in 2009, the Supreme Court of Canada declared

[...] incompatible with the Canadian Charter of Rights and Freedoms an amendment to the Charter [of the French Language] made in 2002 (known commonly as Bill 104), which closed a loophole whereby attendance of a private school not subsidized by the state, even for a short period, was enough to guarantee subsequent passage into the English-medium state-funded school system. (*ibid.*, p. 272)

A year later in 2010, Bill 103 was passed whereby students could still gain access to English public schools through “bridging” schools, but must attend private school for a minimum of three years to accumulate the necessary 15 points which could then be subtracted depending on a host of factors (CBC News(a), 2010). The Liberal provincial government’s proposed solution was met with much dissent as thousands of Francophone protestors gathered in Montreal, outraged at then-Premier Charest’s so-called “abandonment of the defense of French” (CBC News(b), 2010, para 5). They contest that it creates a two-tier system that opens the door to English schooling for the rich and demand that unsubsidized private English schools be prohibited to all except those whose parents studied in English in Canada (*ibid.*).

Others opposed the law for entirely different reasons, prompting *The Globe and Mail* to dub the new legislation “everyone’s villain” (Johnson, 2010). Beryl Wajzman of the Institute of Public Affairs of Montreal claims Bill 103 in effect penalizes Francophones who value bilingualism and prevents them from engaging with the world outside Quebec, stating that “young, professional, well-educated Francophones know that these laws hurt nobody more than the Francophones” (CTV News, 2010, para 15). Granby’s daily newspaper *La Voix de l’Est*’s Jean-Guy Dubuc supports the parents’ right to choose English schooling “pour permettre à leurs enfants de devenir bilingues et s’offrir les deux langues nécessaires pour prendre des responsabilités au Québec, ce qui n’est pas possible avec l’enseignement de l’anglais dans les écoles francophones” (2010, para 6). (To allow their kids to become bilingual and have at their disposal both languages necessary to take on responsibilities in Quebec, which is not possible with the teaching of English in Francophone schools.) Amidst such recent tensions surrounding

the issue of language of instruction, the PQ government's proposal of Bill 14 has sparked further controversy.

Perhaps the most contentious amendment of Bill 14 with regards to education is a clause in the bill to remove the exemption for Francophone military families who are currently allowed to enroll their children in the English-language school system (CBC News, 2013, March 21). The right was originally granted by René Lévesque, former Premier of Quebec, to military families who could be posted to different bases across Canada and around the world at any moment. Such a scenario could have put Francophone children without basic English skills at a disadvantage, as there was limited access, at the time, to French language education on military bases outside Quebec. Personal anecdotes from military families have made headlines with parents recounting their children's struggle to integrate into Anglophone areas:

« Comme mère de famille, j'ai eu des enfants qui sont revenus de l'école en pleurant, qui ne voulaient pas retourner au hockey et qui voulaient rester dans la jupe à maman parce qu'ils ne voulaient pas retourner dans la rue essayer de se faire des amis », a-t-elle raconté. Dans son cas, c'est en revenant d'Ontario, où ses enfants avaient vécu beaucoup de difficulté à s'intégrer que la décision de les inscrire à une école anglophone de Québec avait été prise. (Gagnon, 2013, para 11) (“As a mother, I've had kids come home from school in tears, who did not want to go back to hockey and who wanted to hide behind their mother because they did not want to go back outside and make friends” she says. In her case, it was when she moved back from Ontario, where her kids had had a tough time integrating, that she decided to enroll them in an Anglophone school in Quebec.)

Language Minister Diane de Courcy dismisses the argument that military children need to study in English because their families could be transferred out of Quebec at any time, claiming instead that many of the 700-800 families currently falling under the exemption are doing so only to gain permanent entry into Quebec's English-language school system (CBC News, 2013, March 21). In contrast, the mayor of Quebec City, Régis Labeaume, has voiced his criticism of the proposed amendment, questioning its motives: *“Quelle est l'urgence? Est-ce que 700 enfants vont menacer la culture francophone dans cette province-là ? Il est où le problème ?”* (Gagnon, 2013, para 13). (What is the emergency? Will 700 kids threaten Francophone culture in this province? Where is the problem?) While Labeaume's criticism of Bill 14 speaks to his stance on the

issue of language of instruction rights of military families, there is another layer to his argument that warrants further examination. Labeaume, among others opposed to this particular clause of Bill 14, argue that the number of children from military families who attend English-language schools is negligible compared to Quebec's population as a whole, and therefore do not pose any real threat to the survival of the French language within Quebec. Yet, by the same token, the insinuation is that it is merely a question of numbers: if the overwhelming majority of Francophone schoolchildren were to become fluent in English as a result of a more robust ESL curriculum, would the future of French in Quebec then be considered threatened? Some politicians, journalists and above all many Francophone parents, have long answered with a resounding "no". Indeed, in a 2008 interview with *Le Devoir*, even PQ leader Pauline Marois claimed that "the real challenge we have is to have our children bilingual by the time they leave school" (cited in Oakes, 2010, p. 267).

Public Opinion on Bilingualism

The notion of individual bilingualism (as opposed to institutional) among Francophone Quebecers has been a topic of debate on account of its alleged impact on the preservation of Quebec's official language (Oakes, 2010). Yet, to what extent do competing conceptions of the survival of French in Quebec constitute a divide among Quebecers? A Léger Marketing Survey conducted in 2011 sought to answer that question by polling Quebecers on whether individual bilingualism would be advantageous for the province as a whole and whether it represents a potential threat to French. The results are presented in Tables 1 and 2.

Question: in your opinion, would bilingualism of all Quebecers be an advantage for Québécois society?

| | <i>Total</i> (<i>n</i> = 1005) | <i>Francophones</i> (<i>n</i> = 831) | <i>Anglophones & Allophones</i> (<i>n</i> = 173) |
|----------------------------------|------------------------------------|--|--|
| Yes | 80% | 79% | 88% |
| No | 15% | 17% | 7% |
| Don't know/ Refused to answer | 5% | 4% | 5% |

Table 1: Results of 2011 Léger Marketing Survey

Question: In your opinion, would bilingualism of all Quebecers jeopardize the preservation of French in Quebec?

| | <i>Total</i> (<i>n</i> = 1005) | <i>Francophones</i> (<i>n</i> = 831) | <i>Anglophones & Allophones</i> (<i>n</i> = 173) |
|----------------------------------|------------------------------------|--|--|
| Yes | 31% | 34% | 18% |
| No | 63% | 61% | 74% |
| Don't know/ Refused to answer | 6% | 5% | 8% |

Table 2: Results of 2011 Léger Marketing Survey

Evidently, the thousands who rallied to protest the aforementioned Bill 103 do not represent Quebec as a whole, as the results of the survey show that, for the majority of Francophone Quebecers, bilingualism is desirable and need not come at the cost of preserving French. Quebec Francophone parents in particular have wanted their children to be functionally bilingual by the time they leave high school for a number of years (Lightbown & Spada, 1994; MEQ, 2001, cited in White & Turner, 2005), and the pressure put on schools to achieve this objective continues to mount.

The previous two sections provided an overview of Quebec's controversial language policies regarding education that appear to preclude the desired outcome of English proficiency among Francophone youth. The next section describes the research problem by delving further into the ESL classrooms of Quebec and the specific challenges that must be overcome in order for young Francophones to become more proficient in their L2 within the context of Bill 101 – and potentially Bill 14's – stipulations.

Problem Statement

Motivation in the ESL Classroom

As the previous discussion illustrates, Quebec's Francophone youth are being sent mixed messages concerning the importance of English. On one hand, their parents are demanding a more effective ESL curriculum in schools to keep pace with a globalizing workforce that requires adequate knowledge of English. On the other hand, the provincial government has made it difficult to access English-language schools and has limited ESL

instruction time in French-language schools. The PQ government's recent clampdown on English signage in certain Montreal business establishments also adds to the conflicting views of the status of English within Quebec (CBC News, 2013, February 6). Although the highly publicized "Pastagate" incident drew much criticism, the government's intent was to convey a message of low tolerance towards English in public places, a message contrary to that of many parents and teachers who are trying to encourage young Francophones to be open to English.

While parents and ESL teachers urge young Francophones to prioritize good command of English to ensure a future of opportunities (Fallon, 2011; Winer, 2007), the value of ESL proficiency for Francophone students is limited by their perceived usefulness of such a skill at present, not in the long run. In five or ten years they may be advancing in their careers or traveling to English-speaking regions, but such hypothetical scenarios fail to motivate the majority of secondary school Francophone students to attain a higher level of English proficiency. Indeed, beyond certain neighborhoods in the Montreal area and in small areas such as the Eastern Townships⁵, English is not necessary to conduct one's daily discourse or to obtain entry-level part-time jobs sought by Francophone secondary school students (Winer, 2007). Given these circumstances, ESL teachers in Quebec "may feel pedagogically powerless to deal with problems of inherent interest and motivation for L2 learning among their students" (French and Collins, 2011, p. 120). Often, it is only after Francophone youth have graduated secondary school and possibly traveled outside of Quebec that they realize the importance of being able to function in English (Courchesne & Laflamme, 2006).

This lack of motivation among Francophone students to become proficient in English has emerged as an ongoing challenge facing ESL teachers in Quebec, as evidenced in a 2010 survey by The Canadian Association of Second Language Teachers:

When asked to list the major challenges they faced in ESL teaching, the challenge most often cited by Quebec teachers (54%) was students' overall lack of interest and motivation for learning ESL and the inability to recognize the importance of English for their future. This challenge also

⁵ The Eastern Townships are situated along the American border north of Vermont and New Hampshire, southeast of Montreal. The main cities are Sherbrooke, Granby, Magog and Cowansville. The English-speaking population of the Eastern Townships is approximately 35,000, or about 8% of the region's total. See http://www.ocol-clo.gc.ca/html/stu_etu_062008_east_est_pg4_e.php#ftn9

encompassed the attitudinal aspect of learning English, where, according to teachers, English is often viewed negatively by students, even those, quite surprisingly, who have already reached somewhat functional levels of oral proficiency. (French & Collins, 2011, p. 120)

French and Collins (2011) posit that the specific teaching context in Quebec—where learners’ exposure to English in the community may be quite limited, and where the time allotted to ESL in the French-language school system is similarly limited (students may receive as little as one hour of ESL instruction per week)—“make it necessary for teachers in these contexts to make considerable effort to promote the purpose and/or importance of learning English” (p. 120).

In addition to identifying the classroom challenges that ESL teachers face, French and Collins (2010) also sought to describe how ESL learning could be made more relevant and engaging to Francophone students in Quebec. One of the recommendations made by the research team included “implementing into the existing ESL study program concrete opportunities for contact (real life and technological) with English culture and speakers” (slide 38). Indeed, contact with native speakers of the target language has been a longstanding strategy for enhancing second language acquisition (SLA) (see Terrell, 1977 and Dörnyei, 2001 for example). Such “real life” contact in the Canadian context has traditionally been possible through government-subsidized programs such as the bilingual exchanges arranged through the Society for Educational Visits and Exchanges in Canada (SEVEC). During such exchanges, students 11-18 years of age live with “twin” families for at least seven days to become acquainted with the target culture and to practice their L2 in a real context (MacFarlane, 2001; Mady, 2009.). While SEVEC exchanges provide an opportunity for L2 learners to interact with native speaker peers, only a few thousand students annually in middle and secondary schools benefit from SEVEC due to logistical and financial constraints (Mady, 2009).

Technology as a Recommendation

French and Collin’s (2010) mention of “technological opportunities for contact” (slide 38) represents a more feasible strategy to engage L2 learners as it has the potential to connect vast numbers of ESL and FSL learners with each other without either having to travel great distances. These past few decades have seen a revolution in

communications technology thanks to the growth of the Internet and the software programs that make use of it (Eröz-Tuga & Sadler, 2009). Such communication falls under the categorization of computer mediated communication (CMC), which refers to the use of both asynchronous communication such as email and message boards, and synchronous communication, including tools such as text chat, and audio and video conferencing programs such as Skype that enable communication with others (*ibid.*).

CMC gives language learners access to more knowledgeable individuals, either native speakers of the target language or more advanced non-native speakers, than they might be able to encounter in a face-to-face environment (Sadler, 2007). Indeed, in some environments, CMC provides the only possibility for access to native speakers. An effective way of promoting native speaker - nonnative speaker interaction via CMC is through tandem exchanges. The use of CMC to facilitate a partnership between L2 learners and native/expert speakers of the target language has received increasing attention in the last decade (Ritchie 2011); eTandem learning in particular involves the virtual pairing of individual language learners learning each other's native language for the purpose of improving linguistic and intercultural understanding of the target language (Chung, Graves, Wesche, & Barfurth, 2005; Tian & Wang, 2010). The use of eTandem in language classrooms is still in its infancy in the Canadian context, which the present study seeks to broaden.

The previous section identified the factors that hinder ESL learning among Francophone students: a lack of motivation, not fully recognizing the importance of English, and the insufficient time allotted to teaching ESL. Connecting ESL with FSL learners via technology in an eTandem framework represents a possible solution to the first two obstacles, potentially even compensating for the third. This brings us to the research objectives of the present study, which are two-fold: to explore the effect of an eTandem project with Anglophone peers on the intrinsic motivation of Francophone ESL learners in Quebec, and to make recommendations as to the implementation of eTandem into the ESL curriculum. The present study is both timely and relevant as it investigates French and Collins' (2010) recommendation of technological opportunities for contact with Anglophone peers as a means to increase Francophone students' motivation to learn English. The present study's findings will also contribute to the field of integrating

technology into L2 classrooms, and L2 pedagogy in general.

Research Questions

The research questions reflect the L2 motivational theories described in the next chapter, and will allow conclusions to be drawn as to the effectiveness of eTandem in motivating Francophone ESL learners in Quebec. More specifically, the data collected will attempt to address the following questions:

- 1) How does an eTandem project with Anglophone peers affect a group of Quebec Francophone students' motivational intensity, desire and attitude toward learning English?
- 2) How does an eTandem project with Anglophone peers affect a group of Quebec Francophone students' sense of autonomy, competence, and relatedness?
- 3) What are the implications of implementing an eTandem project into the ESL curriculum?

The next chapter establishes the present study's theoretical framework by discussing two prominent theories of L2 learner motivation and tandem language learning (TLL).

CHAPTER 2: THEORETICAL FRAMEWORK

The present study's theoretical framework includes two prominent motivational theories, the socio-educational model and self-determination theory. An overview of TLL and its principles are discussed in connection with self-determination theory. Next, a conceptual framework is presented that integrates eTandem and the above theories of motivation in a positive feedback loop.

Motivation

Motivation is widely regarded as the stimulant that drives people to learn a language, directs and encourages them to expend some effort, and enables them to sustain that effort in pursuit of their goals (Gardner, 2001; Gardner & Tremblay, 1994; Dörnyei & Csizér, 1998). Many studies have investigated the relationship between motivational variables and L2 achievement using different measures of motivation. Some researchers have employed the socio-educational model of SLA and the Attitude/ Motivation Test Battery (AMTB; Gardner, 1985, 2006), while others adopt Noels and her colleagues' adaptation of Deci and Ryan's (1985) self-determination theory, or Clément's (1980) social context model. As Bernaus & Gardner (2008) explain, although many studies have employed different conceptualizations of motivation, they all find relationships between motivation and L2 achievement. Thus, motivating Francophone students to learn English is crucial in order for them to ultimately achieve a higher level of proficiency. The present study draws upon Gardner's (1985) socio-educational model of motivation, in addition to self-determination theory as applied to SLA by Noels, Pelletier, Clément and Vallerand (2000); justification for the implication of each model will follow their respective overviews.

The Socio-Educational Model of Motivation and SLA

A key framework that has driven much of the research on motivation in L2 learning is Gardner's socio-educational model of SLA (Gardner, 1985). It has been praised as one of the first models of motivation to take into account the idea of the cultural and social setting where learning takes place (MacIntyre, MacKinnon, & Clément, 2009). As Wesely (2010) explains, it is also widely recognized as the most influential construction of motivation in L2 research, in large part because of the overwhelming empirical

evidence produced by Gardner and his colleagues. As part of the model, Gardner and Lambert (1972) made the distinction between an integrative vs. instrumental orientation to L2 learning. The former refers to having a positive attitude towards the target language group and a willingness to integrate into the target language community, while the latter refers to citing practical reasons for learning a language, such as attaining an academic goal or job advancement. However, Masgoret and Gardner caution that orientations do not necessarily reflect one's level of motivation:

That is, one might profess an integrative orientation in language study but still may or may not be motivated to learn the language. Similarly, one might profess an instrumental orientation and either be motivated or not to learn the language. In the socio-educational model of SLA, the factor most directly linked to achievement is motivation. Thus, it is conceivable that an individual who is instrumentally oriented could be more motivated than one who is integratively oriented and because of the differences in motivation may experience more success at learning the language. (2003, p. 129)

For this reason, and because the present study also draws on the similar but distinct concepts of intrinsic and extrinsic motivational orientations encompassed in self-determination theory, the instrumental/integrative aspect of the socio-educational model will not shape our theoretical framework. In fact, Pavlenko (2002) and Coetzee-Van Rooy (2006) have both strongly argued that the notion of an integrative orientation in terms of easily defined linguistic and cultural groups and transitions from one group to another fails to capture the “complex fluid realities of our globalized multilingual society, where more than half of the inhabitants are not only bilingual or multilingual but members of multiple ethnic, social and cultural communities, and where pluralism (rather than integration) is the norm” (Ushioda, 2011, p. 200). Hence, the present study will only employ Gardner's definition of motivation, which is conceptualized as a complex of constructs, specifically, “the combination of effort plus desire to achieve the goal of learning plus favourable attitudes toward learning the language” (Gardner 1985, p. 10).

According to Gardner (2010), the first variable, that of effort or motivational intensity, is considered to be a major component necessary to developing proficiency in the target language because it reflects the effort expended to master it. Motivational intensity is the persistent and consistent attempt to learn the material by doing homework,

seeking out opportunities to learn more, doing extra work, etc. The second component of Gardner's conceptualization of motivation is the desire to achieve L2 proficiency, because, as Gardner explains, effort is necessary but not sufficient; there must be a desire. The final component of L2 motivation, according to the socio-educational model, is the positive affect associated with the activity of learning. Gardner defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985, p. 9). That is, attitudes refer primarily to emotional reactions and are most frequently assessed in terms of the affect associated with beliefs endorsed by the individual (Gardner, 2010). As with the other two components, Gardner (2010) stipulates that positive attitudes are necessary, but not sufficient, for SLA. He argues that in the absence of motivational intensity and a desire to learn the target language, attitudes towards L2 learning simply reflect the pleasure and enjoyment associated with the process, which would not result in any appreciable learning.

The aspects of Gardner's model of motivation outlined above are appropriate for the present study as his model is specific to L2 learning, with much of Gardner's research being carried out in the French-English bilingual context of Canadian elementary and secondary schools (Bayan, 1996; Gardner, 2010). Furthermore, Gardner developed the AMTB to measure the major affective individual difference variables identified by the socio-educational model of SLA. The AMTB's reliability and validity have been supported (Gardner & Glikman, 1982; Gardner & Macintyre, 1993), and adaptations of the AMTB have been used in many studies of L2 motivation (e.g., Baker & Macintyre, 2000; Gardner, Tremblay, & Masgoret, 1997; Glikman, Gardner, & Smythe, 1982; Masgoret, Bernaus, & Gardner, 2001, all cited in Hashimoto, 2002). This instrument has stood the test of time as it continues to be utilized by researchers today (e.g., Bridge, 2012; Harwood & Vincze, 2011; Wesely, 2010). One version in particular of the AMTB was an integral part of the development of the present study's pre-study questionnaire – the French version of the AMTB created by Clément, Smythe, and Gardner (1976) for Canadian Francophone secondary school students learning ESL.

While Gardner's socio-educational model informs the present study's definition of motivation, self-determination theory is implicated to validate the use of eTandem as

an experimental treatment and its hypothesized capacity to motivate L2 learners.

Self-Determination Theory and SLA

According to Deci and Ryan's (1985) theory of self-determination, an individual's reason for performing a given activity can be understood in terms of the degree to which it is perceived as freely chosen and endorsed by the self (i.e., self-determined). The self-determination continuum comprises three broad categories of motivational orientations that vary according to how much an individual engages in an activity for reasons of personal choice. Deci and Ryan (1985) define intrinsic motivation, the most self-determined of the three categories, as the motivation that leads a person to pursue an "activity in the absence of a reward contingency or control" (p. 34), based solely on interest and pleasure in that particular activity. Lesser self-determined orientations fall under the category of extrinsic motivation. Whereas the reward of intrinsic motivation is internal, such as enjoyment of the activity, students who are motivated because of an external reward or consequences that they will receive for doing or not doing an activity are said to be extrinsically motivated.

On the opposite end of the continuum of motivational orientations is amotivation. Amotivated students do not value the activity, do not feel competent, and do not anticipate any desirable outcome from the task (Ryan & Deci, 2000a). When there is no clear relation between their behaviour and an outcome, they tend to disengage from the activity and, without a personal reason for continuing, students passively go through the motions if necessary, but would likely quit the activity as soon as possible (Noels, 2001b).

Studies by Noels and associates (Noels, Clément & Pelletier, 1999, Noels et al., 2000; Noels, 2001a) have applied the tenets of self-determination theory to the study of L2 motivation. Their research suggests that the more self-determined orientations encompassed by intrinsic motivation fairly consistently and positively predict variables such as attitudes toward learning the L2, self-reported effort (i.e., motivational intensity), intentions to continue language study in the future, and self-rated L2 competence. In other words, it can be said that intrinsically motivated learners possess the attributes of Gardner's (1985) definition of motivation: a desire to learn the target language, expending effort to do so, as well as favourable attitudes toward the target language.

While having a reason of any kind is preferable to none at all (in the case of amotivation) to ensure that students are at least neutral regarding their L2 studies, Noels (2001b) argues that having an intrinsic orientation is particularly helpful in the long run. The following section describes how intrinsic motivation may be fostered in the L2 learner.

Fostering intrinsic motivation.

Promoting intrinsic motivation among L2 learners rests on the fundamental assumption of self-determination theory that human beings have particular psychological needs, the fulfillment of which is necessary for individuals to behave in a self-motivated manner (Deci & Ryan, 1985; Ryan & Deci, 2000a). The three inherent psychological needs are autonomy, a sense of competence, and relatedness.

Firstly, human beings need to feel agentic, not as if they were the pawn of external forces (Noels, 2001b). It is the state in which students perceive themselves as having some choice in doing a certain task. Secondly, Deci and Ryan (1985) state that the need for competence leads students to challenge their capacities and be persistent in maintaining those capacities throughout the tasks. Slightly increasing the level of task difficulty over time maintains a more stable intrinsic motivation compared to a constant level of difficulty (*ibid*). Finally, a self-determined individual experiences relatedness, or a “propensity to be securely connected to and esteemed by others and to belong to a larger social whole” (Ryan & Solky, 1996, p. 251). The willingness to explore unfamiliar environments depends upon a sense of security and trust in relationships with relevant others such as teachers and members of the L2 community (Noels, 2001b).

In summary, the inherent pleasure felt by a person who is intrinsically motivated to learn an L2 is hypothesized to stem from the fact that engagement is voluntary (i.e., not imposed on the learner by some outside authority), that the activity challenges the learner’s abilities, fostering a sense of L2 competence, and from the connection between the learner and other people in that social context (Noels, Clément & Pelletier, 2001).

The proposed study draws upon Noels et al.’s (2000) interpretation of self-determination theory 1) to validate the use of eTandem as a tool to develop learners’ intrinsic motivation and 2) in the design of the instruments of data collection. While Gardner’s AMTB serves as a base for the pre-study questionnaire, the exit questionnaire and interview questions combine the three tenets of self-determination theory and

Gardner's definition of motivation. This allows an investigation of the relationship between eTandem's hypothesized ability to enhance learner autonomy, sense of competence and relatedness, and the students' attitude, desire and motivational intensity. Figure 1 combines elements of both theories to depict the relationship of proportionality between the psychological needs of self-determination theory, the components of motivation as per the socio-educational model, and the learner's overall level of motivation.

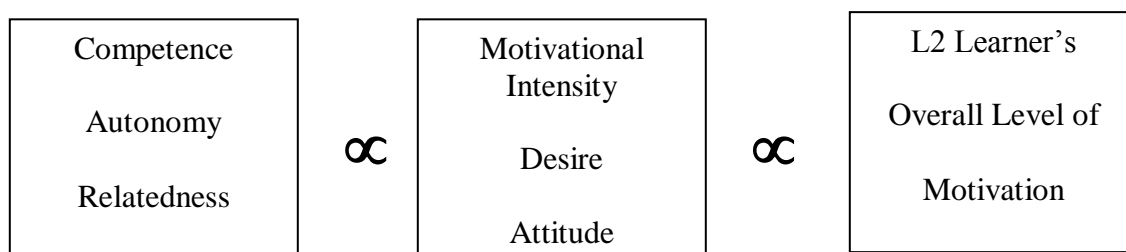


Figure 1: Relationship of motivational components.

The symbol of proportionality is used in the figure to depict the relationship between the psychological needs of self-determination theory, the components of motivation as per the socio-educational model, and the L2 learner's overall level of motivation. The present study hypothesizes that enhancing the L2 learner's sense of competence, autonomy and relatedness will reflect an increase in effort expended to learn the target language, a greater desire to learn the target language, and a more positive attitude towards learning the target language.

Tandem Language Learning

The concept of TLL on which the present study is based refers to “organized language exchanges between two language learners, each of whom wishes to improve his or her proficiency in the other's native language” (Appel & Mullen, 2000, p. 291). Tandem partners in many ways assume the role of peer tutors who correct their partners' errors and propose alternative formulations in the target language (O'Dowd, 2010). Thus, TLL shares aspects of the SLA that occurs in both a natural setting and with formal instruction, and has the potential of combining the best aspects of both (Cziko, 2004). Like informal L2 environments, TLL provides extensive exposure to the L2 as spoken by native speakers (and not other L2 learners) within authentic communicative settings with

many opportunities for L2 production (*ibid.*). Like formal L2 instruction environments, it also provides learners with opportunities for explicit, corrective feedback from their TLL partner who is proficient in the learner's L2. In addition to being a valuable context for SLA, TLL has important potential benefits for developing intercultural understanding, autonomous learning skills, and technical abilities (*ibid.*). O'Rourke (2005) summarizes these benefits by saying: "Tandem learning can support a combination of explicit form-focused learning and meaningful communication which is, in addition, highly authentic since tandem partners should in principle be interested in one another as individuals and not just as sources of language input" (p. 434).

While TLL first evolved in face-to-face situations in which pairs of learners shared the same physical space, CMC now makes eTandem possible between L2 learners living in areas where face-to-face interaction with native speakers of the target language is unavailable or inconvenient (*ibid.*). As Cziko (2004) explains, two main advantages of CMC is low or no per-minute cost (in addition to the cost of the Internet connection) and the wide range of multimedia possibilities, including text, audio, and video in both asynchronous and synchronous modes. The disadvantages of CMC include the necessary computer equipment, Internet connection costs, and the complications of installing the necessary hardware and software. Nevertheless, students are becoming computer literate at increasingly younger ages to the extent that, during the recruitment phase of the present study, the vast majority of the grade nine students claimed to be familiar with the video-chat application Skype.

The use of CMC in and of itself has been shown to be a source of motivation for language learners. Warschauer (1996) identifies four basic motivating aspects in computer-assisted language instruction, namely, the novelty of working with a new medium, the individualized nature of computer-assisted instruction, opportunities for learner control, and opportunities for non-judgmental and rapid feedback. More recently, Akbulut (2008) explored motivating aspects of computer-assisted instruction in writing and e-mailing, finding that learners have positive attitudes toward computer-assisted language learning because of the potential of computers to sustain communication, learning, collaboration, instrumental benefits, empowerment, comfort, and independence. The following paragraphs describe three of the most common tools used for CMC that

were employed to varying degrees in the present study.

The earliest and still most widely used form of CMC is the asynchronous text medium known as email (Cziko, 2004). ETandem via email has the advantage of widespread use and accessibility to even novice computer users. Due to its asynchronous nature, email Tandem partners do not have to be online simultaneously and can take the time needed to read, review, and respond to email messages (*ibid.*).

While the word “chat” typically refers to face-to-face vocal communication, in the context of CMC it describes synchronous text communication. First popularized by AOL Instant Messenger, chat involves two or more people engaged in text communication that appears on the other person’s screen either while it is being composed or (more usually) after the message has been composed and sent by the writer (*ibid.*). This medium combines aspects of synchronous oral communication and asynchronous written communication. Like synchronous oral communication, chat occurs in “real time” between two participants and, in this sense, approximates an oral conversation, albeit in text form (*ibid.*). Having to type slows down the pace of the conversation and leaves a visible record of the language used to which participants can easily refer both during and after the chat (*ibid.*).

Software programs designed for audiovisual synchronous communication maximize the social presence of each partner, thereby promoting natural communication similar to an actual face-to-face setting (Yamada, 2009). While text chat enables learners to focus on grammatical form and encourages reflection on the accurate spelling of vocabulary, software applications such as Skype allow learners to read their partners’ body language, gestures, and to hear their pronunciation (*ibid.*). For these reasons, the researcher deemed audiovisual synchronous communication to be the most engaging form of CMC and designed the present study accordingly.

Principles of Tandem Exchange

TLL subsumes the principles of reciprocity, bilingualism and autonomy (Little & Brammerts, 1996; Schwienhorst & Borgia, 2006). The principle of reciprocity is summarized by Brammerts (1996a) as follows: “successful learning in tandem is based on the reciprocal dependence and mutual support of the partners; both partners should contribute equally to their work together and benefit to the same extent” (p. 11). This

implies that the learning objectives, and the means of achieving them, are negotiated between partners so that each feels that he or she is deriving full benefit from the partnership (Priego, 2007). The principle of reciprocity requires that each meeting between tandem partners be bilingual, half the time being devoted to one language and half to the other (Little, 2001). This means that in each meeting, both partners have two roles: language learner and native speaker (*ibid.*). It might appear that all the benefits in a tandem partnership accrue to the learner; that playing the role of native speaker for half of each encounter is simply the price one pays for spending the other half communicating in one's target language (*ibid.*). As Little (2001) explains, this is inaccurate as a successful tandem partnership can in principle benefit both the native speaker and learner equally:

[...] the native speaker has an unparalleled opportunity to experience and reflect on his or her mother tongue through the prism of the target language and vice versa. For example, the errors that the learner makes will in many cases reveal important contrasts between the two languages and in this way throw light on the native speaker's target language problems. (p. 33)

In addition, reciprocity requires both partners to help each other and adjust to each other's proficiency levels. A reflective process is thereby initiated on the part of both learners: on the one hand as native speaker experts, who need to effect various input and interactional modifications to provide comprehensible input to their partners and challenge them to produce comprehensible output, and on the other hand as L2 learners, who need to be able to adapt to and make sense of target language input (Schwienhorst, 2002). Kötter (2003), who looked at negotiation of meaning and code-switching in online tandems, suggests that TLL "creates an atmosphere of confidence and trust in which it may be easier for them to experiment with constructions they may have not yet fully mastered" (p. 147).

The second principle, related to reciprocity, is bilingualism. In online synchronous tandem partnerships, equal time should be devoted to communication in the target language and in the mother tongue; thus, tandem partners need to be equally committed to the roles of non-native speaker learner and native speaker tutor (Mullen, Appel & Shanklin, 2009).

The principle of learner autonomy is the driving force of a tandem exchange, as both partners must assume increasing responsibility for organization, monitoring, and evaluation of and ongoing reflection on their learning partnerships (*ibid.*). TLL is viewed as an ideal set-up for developing learner autonomy, as it enables students to take control of their own learning. As Cziko (2004) explains, “each of the two partners is responsible for his own learning. He decides what, how and when he wants to learn and what kind of help he would like to have from his partner” (p. 3). O’Rourke (2002) further stipulates that TLL facilitates an autonomous mode of learning because partners can negotiate the desired balance between topical and pedagogical communication and choose conversational and pedagogical topics according to their needs and interests.

Interestingly, the three psychological needs described by self-determination theory (autonomy, a sense of competence, and relatedness) overlap with the principles of TLL discussed above. Tandem language learners feel a sense of autonomy because they are in control of their learning exchanges, and they develop self-confidence and a sense of competence as they negotiate meaning with their partner to either receive help or to help the other learner express himself. Lastly, the psychological need of relatedness is inherent in a successful tandem exchange, as learners grow more comfortable interacting and sharing their culture with a member of the target language community. To summarize, successful TLL fulfills the three basic psychological needs identified in self-determination theory that are thought to contribute to intrinsic motivation, a key component in predicting continual success and persistence in L2 learning.

By combining the motivational theories discussed earlier in this chapter with the eTandem framework, a schematic of the present study’s conceptual framework is explained below.

Conceptual Framework

The conceptual framework for the present study combines the theories of motivation presented at the beginning of this chapter with eTandem, a vehicle for enhancing Francophone students’ intrinsic motivation towards ESL learning. Figure 2 illustrates this interrelationship between the socio-educational model of motivation, self-determination theory, and eTandem. It is hypothesized that students with some level of motivation to learn ESL will choose to participate in the eTandem project and complete a

minimum number of Skype sessions. It is hypothesized that the eTandem experience of these students will increase their motivation towards ESL learning and incite them to pursue further opportunities for contact experiences with Anglophone peers.

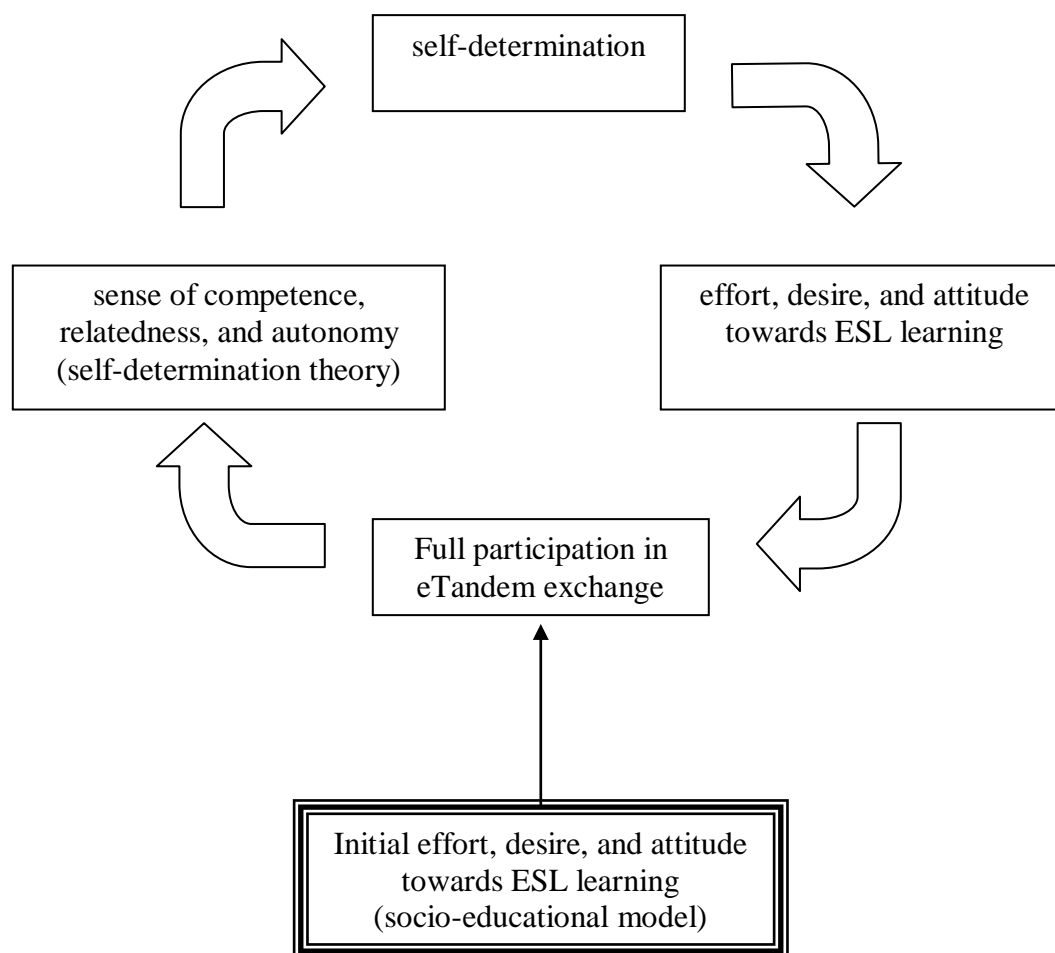


Figure 2: Conceptual framework of the present study.

The present study's conceptual framework combines two models of L2 motivation with the eTandem component.

This chapter has built a case for the present study implicating the socio-educational model and self-determination theories of L2 motivation. The research questions reflect the components of these theories and, as such, will allow conclusions to be drawn as to the effectiveness of eTandem in motivating Francophone ESL learners in Quebec. The next chapter will review relevant literature on L2 motivation, eTandem, and research conducted on teaching ESL in Quebec.

CHAPTER 3: LITERATURE REVIEW

The following literature review discusses trends in L2 motivation research, the development of eTandem and outcomes of some eTandem studies, as well as an overview of relevant research pertaining to learning ESL in the Quebec context.

Motivation in L2 Learning

Motivation is a direct determinant of L2 achievement and is one of the most researched individual variables in the field of SLA (Lagabaster, 2011). L2 motivation research has evolved through successive phases that reflect greater integration with developments in mainstream motivational psychology, while retaining a sharp focus on aspects of motivation unique to language learning (Ushioda & Dörnyei, 2012). Dörnyei and Ushioda (2011) have identified these phases as follows:

- The social-psychological period (1959-1990), characterized by the work of Robert Gardner and his associates in Canada
- The cognitive-situated period (during the 1990s), characterized by work drawing on cognitive theories in educational psychology
- The process-oriented period (turn of the century), characterized by a focus on motivational change
- The socio-dynamic period (current), characterized by a concern with dynamic systems and contextual interactions

The pioneers of L2 motivation research were Robert Gardner and Wallace Lambert, two Canadian social psychologists who theorized that motivation is a significant cause of variability in SLA, and that its effect is independent of ability or aptitude (Gardner & Lambert, 1972). Several seminal studies have connected the construct of motivation outlined in this model and measured with the AMTB with student persistence in L2 study (e.g., Clément, Smythe, & Gardner, 1978; Gardner & Smythe, 1975).

Gardner and Lambert also argued that learning another language in school is unlike learning any other subject in that it involves a departure from one's own cultural background to take on features of another cultural community (Gardner, 2010). Consequently, learners' attitudes toward the target language community strongly

influence their L2 learning behaviour. As Ushioda and Dörnyei (2012) explain, the bilingual context of Canada served as the backdrop for Gardner and Wallace's L2 motivational research. The social-psychological framework in which their research originated implicated the social context of SLA and the rapport between different linguistic communities (Gardner & Lambert, 1972). At the time, this social perspective sharply differentiated L2 motivation research from the individual-cognitive perspectives dominating mainstream motivational psychology, and as Dörnyei (2005) contends, was radically ahead of its time since socio-contextual perspectives only began to inform motivation research in mainstream psychology in the 1990s (cited in Ushioda & Dörnyei, 2012).

Nevertheless, by the late 1980s and early 1990s, the social-psychological line of inquiry was losing ground, with one of the key criticisms being that it provided few genuinely useful insights for teachers, beyond highlighting the desirability of promoting students' positive attitudes towards the target language culture (Crookes and Schmidt, 1991). As a result, the socio-psychological approach to the study of L2 motivation gave way to a more cognitive-situated approach that brought about a stronger emphasis on the classroom context of L2 learning and pedagogical issues such as how motivation might be generated and sustained (Ushioda & Dörnyei, 2012). In order to account for the complexity of processes involved in classroom learning, research on L2 motivation started addressing a wide range of academic (general motives concerning L2-related values and attitudes, learner-specific motives such as self-confidence and self-esteem), and social concerns (motives rooted in the social context of the classroom, the teacher's motivational influence, the motivational characteristics of the curriculum and materials, etc.) (Dörnyei & Skehan, 2003, p. 616–617, cited in Jauregi, de Graaff, van den Bergh, & Kriz, 2012). For instance, cooperative, competitive, and individualistic situations were found to affect motivation differently (Johnson & Johnson, 1985; Julkenun, 1989, Slavin, 1990; Stipek, 1996, all cited in Julkenun, 2001), as were the ways in which L2 learners orient themselves towards different tasks (e.g., Boekaerts, 1987; Schimdt, Boraie, & Kassabgy, 1996, all cited in Julkenun, 2001). Indeed, research on task motivation in L2 learning flourished during this time (e.g., Nunan, 1988; Long, 1990; Nation, 1990).

As Ushioda and Dörnyei (2012) explain, scholars also began to recognize the importance of intrinsic motivation and how it could be fostered by engaging students in setting optimal challenges or short-term (proximal) goals that promote feelings of success and competence (Ushioda, 1996; Williams & Burden, 1997; Julkunen, 2001). Personalizing learning content and making it meaningful and relevant were also emphasized as important strategies to develop learners' intrinsic motivation (Chambers, 1999). Another significant contributor to shaping students' intrinsic motivation was identified in certain aspects of teacher behavior and teacher-student relations. For example, Noels et al. (1999):

found that teachers who were perceived to adopt an autonomy-supportive (rather than controlling) communicative style and provide informational feedback on students' learning were likely to reinforce students' sense of self-determination and intrinsic enjoyment of learning. (cited in Ushioda & Dörnyei, 2012, p. 404)

As Vinther (2011) explains, this interface between autonomy and motivation has been well established through research that has demonstrated the beneficial effects of autonomy on language learning results (Benson, 2006; Dam, 2001; Ushioda, 1996, 2003), which underlines the importance of adopting a democratic (rather than authoritarian) leadership style in the classroom (Dörnyei, 2007a). This can take the form of involving students in some of the decision-making processes that shape their learning (Ushioda, 2003), and fostering trust, good interpersonal relations, and a cohesive learner group (Dörnyei, 2007a).

According to Jauregi et al. (2012), recent decades have seen the study of motivation adopt a process-oriented and more qualitative approach (Wigfield & Eccles, 2000; Williams & Burden, 1997; Ushioda, 1994, 1998, cited in Dörnyei & Ushioda, 2011; Shoaib & Dörnyei, 2005) in an attempt to capture its dynamic character and temporal variation (i.e. the motivation to engage in L2 learning and motivation during engagement). Dörnyei and Ottó's (1998) process model represents the most elaborate attempt to date to delineate the temporal structure of L2 motivation. However, according to Ushioda and Dörnyei (2012), the process model of L2 motivation has two key shortcomings: it assumes that a clear distinction can be made between when a learning process begins and ends, and "it assumes that the actional process occurs in relative

isolation, without interference from other actional processes in which the learner may be simultaneously engaged” (p. 398). Thus, the most recent development in L2 research is the shift toward more dynamic and contextual paradigms for the analysis of motivation, whereby L2 motivation is reframed in the context of contemporary theories of self and identity (Dörnyei, 2005, Dörnyei & Ushioda, 2009). Recent studies have adopted this framework and provide some support for it (Kormos & Csizér, 2008; Kim, 2009; Taguchi, Magid & Papi, 2009; Campbell & Storch, 2011).

These conceptualizations of L2 motivation and related research have spurred scholars to propose ways in which motivation can be enhanced in the language classroom. For example, Dörnyei and Csizér (1998) listed ten commandments for teachers that were directed at improving student motivation (based on responses to a questionnaire administered to teachers asking them to identify such teaching strategies), and Williams and Burden (1997) listed twelve suggestions for motivating students. Dörnyei (2001) grouped these motivational strategies into four key phases of the teaching-learning process: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The assumption underlying all of these recommendations is that teacher behaviour and beliefs have a direct influence on the students (Bernaus & Gardner, 2008).

More recently, Dörnyei’s framework has been used as the basis for large-scale investigations of teachers’ motivational strategies for teaching English as a foreign language in Taiwanese and Korean contexts (Cheng and Dörnyei, 2007; Guilloteaux and Dörnyei, 2008). The research findings empirically confirm that the L2 teacher’s motivational instructional practice has a positive impact on student motivation, but also suggest that motivational strategies may vary in importance according to cultural setting, and that context-appropriate strategies may indeed be influential in increasing student motivation (Ushioda & Dörnyei, 2012). Nevertheless, Ushioda and Dörnyei (2012) note that interesting questions remain about the extent to which teachers can be trained to use motivational strategies or adopt a more motivational teaching practice (Kubanyiova, 2009), as well as whether the impact on student motivation depends on how strategies used by teachers are actually perceived by students (Bernaus and Gardner, 2008). As

Scheidecker and Freeman (1999) argue, “motivation is, without question, the most complex and challenging issue facing teachers” (p. 116). Could technology play a role in enhancing L2 learners’ motivation? To help answer that question, the following section reviews literature on the ability of eTandem to motivate L2 learners.

eTandem Language Learning

TLL developed originally as face-to-face exchanges between two learners with different mother tongues, each trying to learn the other’s language (Little, 2001). While such arrangements exist naturally in multilingual contexts in the form of reciprocal conversations, eTandem has garnered the attention of researchers in language pedagogy (O’Rourke, 2002), and a pedagogical strategy using eTandem has been put forth by European researchers (Appel, 1999; Brammerts, 1996a, 1996b; Kötter, 2003; Little, 2001; Little, Ushioda, Appel, Moran, O’Rourke, & Schwienhorst, 1999; Schwienhorst, 1997; Lewis & Walker, 2003; O’Rourke, 2005; O’Dowd, 2007, 2010; Schwienhorst, 2008). Initiatives such as the International Tandem Network (eTandem, 2001) and recent research on eTandem suggest a myriad of benefits associated with this mode of L2 learning (Appel, 1999; Brammerts, 1996b; Little, 2001; Little et al., 1999; O’Rourke, 2002; Schwienhorst, 1997; O’Dowd, 2007, 2010; Lee, 2007; Tian & Wang, 2010, Conley & Gallego, 2012). Researchers agree that eTandem can support meaningful communication and that this communication is highly authentic. Schwienhorst claims that in eTandem,

Every learner is presented with a native speaker of his or her target language who is not only fully acquainted with the language but also with the target language culture. The fact that both partners depend on each other and are on the same level as learners and experts can increase motivation and puts both in a similar position. (1997, p. 6)

Few studies, however, have directly evaluated eTandem’s effect on L2 learners’ motivation. One example is an e-mail tandem research project, conducted in 1997–98, in which Irish students learning German were twinned with German students learning English (Little & Ushioda, 1998). The Dublin students were encouraged to reflect on their eTandem experience with the majority of participant responses citing motivational gains related to an interest and enjoyment of personal interaction with a native speaker,

access to informal everyday German, a focus on one's own needs and interests, the mutual partnership factor and the speed and convenience of e-mail communication.

In other related research, a number of studies (e.g., Legault & Pichette, 2006; Jauregi et al., 2012; Tang, 2010) have examined the effects of online communication between L2 learners and native speakers of the target language who do not switch roles. Strictly speaking, this is not a TLL context as these conversation sessions are monolingual rather than bilingual; however, such studies are still relevant to our research when they evaluate the effect of computer mediated native speaker contact on language learners' motivation to improve their L2 proficiency. Connecting L2 learners with native speakers is in fact the basis of the European Networked Interaction in Foreign Language Acquisition and Research (NIFLAR) project. Its main objective is to make foreign language learning and teaching processes more authentic by offering foreign language learners and pre-service teachers opportunities to engage in meaningful interaction with each other through video-web communication (Jauregi et al., 2012). In a quasi-experimental study of a NIFLAR project between Czech foreign language learners of Dutch and native Dutch speakers, Jauregi et al. (2012) report that the experience had a positive impact on the Czech students' motivation, particularly for learners with a lower L2 proficiency level.

Similarly, Legault and Pichette (2006) included motivation as one of the variables in their study involving learners of English at a university in France who took part in a 17-week online English video and text chat correspondence project with Anglophone peers. The questionnaire results showed an increase in the French participants' motivation to improve their English proficiency; exit interview data confirmed these findings as "*les participants n'ont donné que des appréciations positives de leurs locuteurs, de leurs conversations et du chat synchrone*" (p. 9). (The participants had nothing but positive feedback about their correspondents, conversations, and synchronous chat.) In another study between Dutch learners of Spanish and Chilean trainee Spanish teachers, Jauregi and Bañados (2008) investigated whether CMC (both asynchronous and synchronous video chat) could contribute to enriching the quality of foreign language curricula. All participants enjoyed the exchange, which proved to be a source of motivation for the Dutch learners to continue their Spanish language studies and to

further their understanding of Latin culture and pragmatic issues in a real socio-cultural context.

A final example of a similar study is Tang (2010). He presents the findings of an online English asynchronous exchange between English language learners in a primary school in France and primary school students in Scotland and Latvia, the Latvian students being learners of English as a foreign language. The results of pre- and post-study questionnaires, interviews and observations show that the online exchange with other English language learners and native speakers of English encouraged the French students to communicate more in their L2, take a more active role in class and feel more inclined to learn English.

Although interest in eTandem has soared in recent years, eTandem research has focused more on learners' gains in proficiency than on motivational gains associated with this form of language learning. A better understanding of how eTandem can motivate L2 learners would help policy makers, administrators and instructors to more accurately identify student needs and interests and determine ways to incorporate them in contexts where L2 instruction is mandatory but not always embraced by students, such as the province of Quebec.

ESL learning in the Quebec Context

Much of the research regarding ESL in the province of Quebec has focused on language policy (e.g. Fallon & Rublik, 2011, 2012; Oakes, 2010) and outcomes of the intensive English program (e.g. Bayan, 1996; Lightbown & Spada, 1994; Germain, Lightbown, Netten & Spada, 2004; White & Turner, 2005; Collins & White, 2011). However, two notable pieces have explored the obstacles facing students and teachers of Quebec ESL classes: the television documentary “*La Génération ‘Yes, No Toaster’*” (Courchesne & Laflamme, 2006) and Winer (2007). The former was produced by the Radio-Canada program *Enjeux* and carries a title that refers to Quebec Francophones whose knowledge of English is limited to those three words, an occurrence, the filmmakers argue, is all too common among Francophone secondary school students in Quebec:

La plupart des jeunes Québécois savent à peine comprendre et parler l'anglais à la fin du secondaire. Ils ont pourtant étudié l'anglais pendant

*neuf ans. Comment expliquer cela? Une équipe d'Enjeux s'est rendue dans plusieurs écoles du Québec pour constater que l'enseignement de l'anglais souffre de plusieurs maux. (Courchesne & Laflamme, 2006) (Most of Quebec youth can barely understand or speak English by the time they finish secondary school, yet they've been studying English for nine years. How do we explain that? A team from *Enjeux* visited several schools in Quebec and found a host of problems regarding the teaching of English.)*

Citing some of the same issues raised in the above documentary, Winer (2007) identifies the low English proficiency of many ESL teachers, ambivalent or hostile attitudes toward English or ESL on the part of students and teachers in schools, (non)use of English in the ESL classroom, low motivation of ESL students, and the nature of the English language and culture in Quebec. While her article suggests strategies to motivate students in the ESL classroom, such tactics have not been the focus of empirical investigations.

There are, however, a small number of studies conducted in the Quebec context that support the premise of the present study. The first of these is Noels et al. (2001) who report findings that are particularly relevant to our study. The researchers measured the intrinsic and extrinsic motivation for ESL learning among college-age Quebec Francophones who were participating in a summer immersion program in Ontario. The research findings indicated that Francophones are:

More likely to report that they are learning English because they feel pressured to, either internally or externally, if the environment does not support their autonomy in the learning process or does not sustain their sense of competence. Conversely, to the extent that autonomy and competence are supported, individuals indicate learning English because they value it and because doing so is fun. (p. 433)

These findings support the present study's conceptual framework in which learners' feelings of autonomy and competence increase their self-determination and are hypothesized to predict favourable attitudes, a desire to learn English and motivational intensity. While many Francophone students may acknowledge the pervasiveness of English around the world, this is not enough to foster the most self-determined type of motivation – intrinsic motivation – that most strongly predicts future success in L2 learning.

A second pertinent study was conducted by MacFarlane (1999) who analyzed results from both a national survey of 891 participants in 1992-1993 SEVEC exchanges as well as a retrospective survey in 1995-1996 among 126 former SEVEC participants from ten to fifteen years prior. While a large majority of Francophone participants in both surveys reported linguistic gains as a result of the exchange, notable non-linguistic outcomes reported by Francophone participants 14 years of age and older include increased self-confidence when speaking English (over 90%), a stronger desire to study English (over 85%) and an increase in knowledge of speakers of English (over 85%). One Francophone participant describes how the exchange opened him up to English-speaking Canada: “*Je me suis rendu compte qu’un autre monde m’échappait. Ça m’a sensibilisé à rentrer en contact avec des gens qui ne pensent pas comme moi*” (p. 19). (I realized that I was missing out on another world. It convinced me to interact with people who didn’t see things the same way I did.) Although SEVEC exchanges are characterized by reciprocal visits to the target language community, the present study hypothesizes the capacity for eTandem to yield similar results, particularly increased feelings of competence and a desire to learn one’s L2.

Another example of successful organized exchanges between Anglophone and Francophone students are those facilitated by PÉLIQ-AN (*Programme d’échanges linguistiques intra-Québec – approche nouvelle*) within the *Ministère de l’Éducation, du Loisir et du Sport du Québec*. Such exchange projects are coordinated between groups of students from Québec’s English-language and French-language schools, at the elementary and secondary school level and within the private and public sectors. The exchanges take a wide variety of forms, but two in particular have been the subject of action research:

D’une part, un format de « trois rencontres » espacées de plusieurs semaines et intercalées d’échanges à distance et, d’autre part, un format « camp » d’une durée d’environ 48 heures (deux couchers) précédé d’échanges à distance. Nous avons observé très peu de différences entre les résultats obtenus au terme de chacun des deux formats. Nous en concluons qu’il appartient aux enseignants de choisir le format qui convient le mieux à leurs groupes. (Côté, 2010, p. 1) (On the one hand, a format of three meetings spread over several weeks and interspersed with distance exchanges; and, on the other hand, a camp format lasting about 48 hours (two sleepovers) preceded by distance exchanges. We observed

very few differences between the results obtained at the end of each type. From this we concluded that it is up to teachers to choose the format most suited to their group.)

The overall formula of a PÉLIQ-AN exchange involves not only the games and activities of the meetings themselves, but also contact prior to the first meeting and afterwards. The researchers observed that:

Il y a des élèves qui ont clavardé, qui ont eu l'occasion de discuter sur Internet avec les personnes avec lesquelles ils étaient jumelés. Nous avons constaté que cela diminuait beaucoup l'anxiété, que cela transformait l'anxiété en curiosité, puis en hâte de se rencontrer. (ibid., p.4) (There are students who had the chance to chat with their exchange twin online. We saw that this greatly reduced anxiety and transformed it into curiosity and a desire to meet.)

In terms of outcomes, the researchers classify the benefits of PÉLIQ-AN exchanges as primarily non-linguistic. Firstly, parents and teachers observed that students become more open to their second language:

“Il y a eu un déblocage, je sens que mon jeune a le goût d'apprendre la langue seconde », ou « Mon enfant a réalisé qu'il était bon dans sa langue seconde », ou « Il était capable d'interagir, donc il avait une certaine fierté, une confiance”. (ibid., p.6) (“It was as if an obstacle had been removed; I feel as if my child now wants to learn a second language” or “My child realized that he was good in his second language” or “He was capable of interacting, and somewhat proud and confident as a result”.)

Secondly, parents and teachers report that students become more aware of the importance of learning their target language:

“Je vais avoir besoin d'une langue seconde, ça m'est utile pour entrer en contact avec les gens de l'autre groupe, avec les gens de l'autre école”. Ils ont une perspective, ils se disent : “Je ne fais pas ça pour rien”. Le fait d'apprendre la langue seconde a dorénavant un sens. (ibid., p.6) (“I'm going to need a second language, and it'll help me in communicating with members of the other group, with the people from the other school.” They've gained some perspective, they say: “I'm doing it for a reason.” Learning a second language is henceforth meaningful.)

It is precisely this kind of impact that the present study hypothesizes eTandem to have on the Francophone participants: a series of informal, friendly interactions fostering a sense of relatedness, competence, positive attitudes and a desire to pursue L2 learning

with renewed interest. While PÉLIQ-AN has proven to be an effective approach to shaping students' attitudes and opinions about L2 learning, it is limited to Anglophones and Francophones within Quebec. The present study seeks to extend the online exchange component beyond provincial borders where it can be challenging to provide L2 learners with an opportunity to access members of the target language community.

The final research study related to the present study is Priego's (2007) doctoral thesis that examined project-based, e-mail tandem exchanges between ESL and FSL secondary school students from Quebec and Ontario, respectively. Data from the teachers' responses to the end-of-study interview, and from the e-mail exchanges between the researcher and the FSL teacher revealed that the L2 teachers perceived the use of tandem e-mail as a valuable language learning tool (Priego, 2007). Generally, the teachers found that their students benefited from their online exchanges with their tandem partners. The teachers cited a greater awareness of particular aspects of their correspondents' culture, linguistic gains as a result of their tandem partners' input and feedback, and an increase in the students' level of motivation to learn their L2 as a result of authentic communication with native speaker peers.

This chapter has situated the present study by examining the relevant literature on L2 motivation, eTandem learning and research pertaining to ESL in the Quebec context. A thorough discussion of the study's methodology is presented in the next chapter.

CHAPTER 4: METHODOLOGY

This chapter will present the methodology for the present study, starting with a description of the general design and framework, the setting and recruitment of participants, the eTandem project design, the instruments and data collection, and the procedure for analysis. A note on trustworthiness and ethical considerations will conclude the chapter.

General Design

As the review of the literature demonstrates, there is a dearth of research in the area of eTandem on the motivation of language learners. This study seeks to provide empirical research to contribute to the literature by examining the effect of an eTandem project with Anglophone peers on the motivation of Francophone secondary school students learning ESL.

Answering the research questions necessitated an investigation of an eTandem exchange between Francophone and Anglophone students of the same age in the process of learning each other's language. To do so, the researcher designed an eight-week eTandem project and contacted L2 teachers at two secondary schools, one in Quebec City and one in London, Ontario. The researcher presented her eTandem project idea to the teachers and asked if they would permit the recruitment of their students for the study. Rather than asking the L2 teachers to oblige their students to participate by incorporating the eTandem project into the curriculum, the researcher felt it was best to allow students the choice to participate. In so doing, teachers would not feel overburdened by the logistical considerations of managing such a project, and students who were strongly opposed to participating could simply decline. Moreover, the rationale for this approach is in accordance with the present study's theoretical framework, specifically self-determination theory. As Noels (2001b) explains, human beings need to feel agentic, not as if they were the pawn of external forces; thus, requiring an entire class of students to participate in the research project would violate this principle.

Since the eTandem intervention or "treatment" introduced by the researcher was not part of the ESL teachers' curriculum, it represented an experimental element that classifies the present study as a quasi-experimental case study. Much like Samuel's (2011) quasi-experimental case study that explored the effects of an intervention on a

sample of his students, the present study can also be considered a form of action research. Burns (2005, cited in Dörnyei, 2007b) explains that a collaboration between teachers and researchers can take several forms, from the researcher owning the project and co-opting a participating teacher to real collaboration where researchers and teachers participate equally in the research agenda. The former most accurately describes the present study as the organization, implementation and management of the eTandem project were responsibilities assumed by the researcher.

Methodological Framework

The present study followed a mixed methods design, described as a quasi-experimental case study with no control group. The mixed methods design employed in this study was a variant of the embedded experimental model (see Figure 3), which is defined as “having qualitative data embedded within an experimental design (such as a true experiment or a quasi-experiment)” (Creswell & Plano Clark, 2007, p. 64).

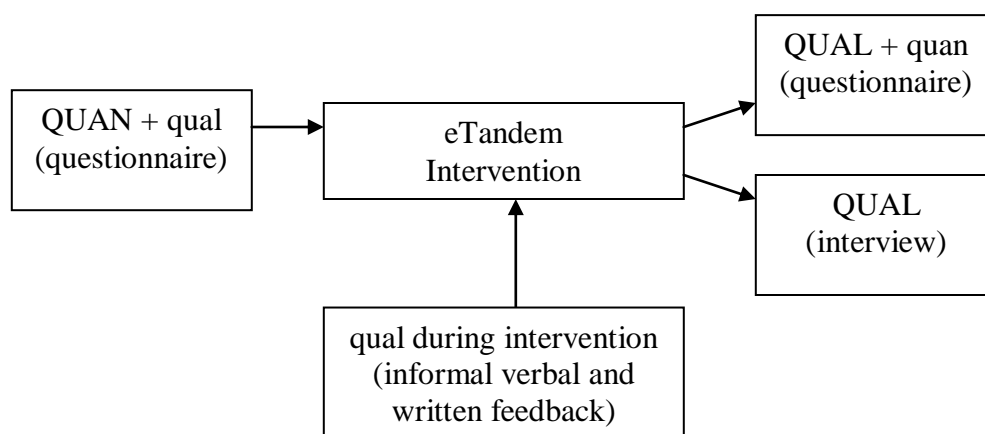


Figure 3: The present study’s mixed methods embedded experimental design.

Figure 3 depicts the order and instruments of data collection. The pre-study questionnaire contained closed questions that yielded largely coded, quantitative data in addition to relevant background information about the participants. Once the eTandem exchange was underway, the researcher elicited informal feedback from the students and teachers via e-mail and in person. After the eight-week experimental period, all participants engaged in an audio-recorded semi-structured interview, with the sub-group of full participants also completing a post-study questionnaire containing a mix of closed and open questions that yielded both qualitative and quantitative data. The instruments,

along with the rationale for their use, are described in more detail later in the chapter.

Tashakkori and Creswell (2007) define mixed methods as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry” (p. 4). In terms of a quantitative approach, the present study is in part a quasi-experiment in that a consciously manipulated variable (the eTandem project) took place outside the classroom among a small, defined group of students while other variables were kept constant within the classroom setting (Dörnyei, 2007b). The study differs from a true experiment on three accounts. Firstly, the treatment group was self-selected based on students’ interest in participating in the project. As Dörnyei (2007b) reasons, true experimental designs with random group assignments are very rarely feasible in an educational context, hence the use of the term “quasi-experiment” (p. 117). Secondly, the researcher did not include a control group. Thirdly, the questionnaires and interviews gathered data in the form of subjective, self-reporting of behaviours and reflection on participants’ experience, rather than purely quantitative data based on an analysis of objective measurements that seek a cause-effect link (Dörnyei & Ushioda, 2011).

The research conducted is also characteristic of a case study approach because it involves “an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection” (Creswell, 2008, p. 476). According to Mertler and Charles (2005), one possible purpose of a case study is to evaluate programs, individuals and settings. For instance, a case study conducted to identify program strengths and shortcomings will lead to suggested modifications of such a program while providing an evaluation of the students themselves with respect to their efforts, behaviour and attitude. These were precisely the goals of the present study – to evaluate the effectiveness of an eTandem project in modifying students’ intrinsic motivation while simultaneously evaluating the researcher’s design and management of the project. By the same token, it would be inaccurate to describe the present study as purely a case study because, as Duff (2008) explains, qualitative case study research:

emphasizes the importance of examining and interpreting observable phenomena *in context* [emphasis in original]. These contexts tend to be naturally occurring ones, which in applied linguistics might include

language testing sessions, classrooms, courtrooms, or job interviews. Although these settings may not seem very natural, the principle is that they were not arranged for research purposes alone; they are part of people's regular activities. (p. 30)

Thus, the fact that the researcher introduced the intervention of an eTandem project among the treatment group adds the quasi-experimental component to this case study.

Another aspect of the mixed methodology employed in the present study is the complementary nature of the group versus individual analysis (Dörnyei & Ushioda, 2011). The pre-study questionnaire results present some group-based findings while the exit interviews aid in disaggregating the group data to uncover individual diversity (*ibid.*). Indeed, Kosslyn et al. (2002) recommends combining individual and group level analyses because:

neither group nor individual differences research alone is sufficient; researchers need to combine the two. Indeed, by combining the two, one may discover that the group results reflect the combination of several strategies, each of which draws on a different (or partially different) system. Thus, the group and individual differences findings mutually inform each other (p. 348).

This concept is especially pertinent to the present study as all participants completed the pre-study questionnaire, but were asked different exit interview questions based on whether they were deemed to have completed the eTandem project. Thus, the data collected identified group characteristics at the outset of the study, then elucidated how and why the participants' experiences diverged over the course of the experimental period.

Finally, in addition to investigating the specific research questions, the present study is also a pilot study in that the researcher also evaluated the eTandem project from a logistical perspective and has made recommendations for a larger-scale implementation of an eTandem project in the ESL curriculum, should the L2 teachers wish to pursue future eTandem exchanges.

Setting and Recruitment of Participants

The present study involved two schools: a French-language secondary school in Quebec City and an English-language secondary school in London, Ontario with a French immersion stream. Permission from the University of Ottawa ethics board as well as from both school boards was obtained prior to the recruitment stage. A total of five secondary three⁶ core ESL classes of between 25 and 35 students each were being taught by two different teachers at the school in Quebec City; the researcher was able to visit all five classes to give the recruitment presentation. These students had had a minimum of one hour per week of ESL instruction time from grade four to six, and a minimum of 150-200 minutes per week in grade seven and eight (Winer, 2007). At the school in London, the researcher visited the only two grade nine French immersion classes offered that semester, each of approximately 30 students and taught by two different teachers. The majority of these students were early immersion (enrolled in French immersion since grade one) and were taking at least half of their grade nine course load in French. These students had received a minimum of 3 800 hours of instruction time in French by the end of grade eight, as per the Ontario Ministry of Education (2001) FSL curriculum guidelines.

The recruitment phase at each school consisted of a 20-minute PowerPoint presentation given by the researcher during class time that introduced students to the idea and motives behind the eTandem project as well as the tasks involved. The presentation was given in French to the French immersion students as per the wishes of the L2 teachers. At the high school in Quebec City, the researcher and ESL teachers decided that a bilingual presentation would be a fair compromise for the students since the presentation took place during English class time. Thus, some remarks and slides were in English, but many of the key points were emphasized in French to ensure comprehension. Students were invited to ask questions in French at any time during the presentation. An important point that the researcher stressed to students of both schools was that within each dyad, both partners would alternate between expert native speaker and L2 learner roles; thus, feelings of L2 self-consciousness would be shared and understood by both

⁶ In Quebec, secondary three corresponds to grade nine in Ontario; students at this level are 13-14 years old.

groups. The students were informed that the eTandem project was extra-curricular and therefore not mandatory, and would not influence their grades.

Immediately following the presentation, the researcher handed out consent letter and information packages to those expressing an interest in participating. In addition to the consent letters and permission forms, the packages contained a background questionnaire that the students were asked to complete and hand in with their signed consent forms (see Appendix A). The purpose of this questionnaire was to gather information on students' interests and hobbies so that the researcher could pair them with a suitable partner from the other school. Following Conley and Gallego's (2012) example, the researcher asked the L2 teachers to indicate each potential participant's level of L2 proficiency so that students could be matched with someone of similar ability. The researcher hypothesized that doing so would help reduce anxiety levels among weaker students who may feel uncomfortable if their partner's L2 proficiency were considerably stronger than their own.

Of the five secondary three ESL classes at the high school in Quebec City who attended the recruitment presentation, approximately 45 students took consent form packages. The students were given a deadline of the Friday before March break to return the signed consent forms and the background questionnaire. Since only seven students had returned theirs by then, the researcher returned to the school after the March break to make a second attempt to recruit students by visiting their classes and addressing their concerns. The researcher handed out more consent form packages during this second round of recruitment, resulting in 17 ESL students in total slated to participate in the study. Following the first round of recruitment in Quebec City, the researcher gave the recruitment presentation to two French classes of grade nine French immersion students at the secondary school in London. Consent form packages were distributed to all students in both French classes, and of these, 17 students returned their consent forms signed (prompting the second round of recruitment in Quebec City after the March break).

The reasons why the researcher chose to pair Francophone students with Anglophone students in French immersion as opposed to core French are two-fold. Firstly, students in Ontario in the core French program begin learning FSL in grade four

(Ontario Ministry of Education, 2001) and generally have not achieved a level of French proficiency sufficient for successful communication in their L2. Students in French immersion, however, have typically achieved a threshold level necessary for initiating contact and sustaining communication in French (MacFarlane, 2001). Of the present study's two groups of participants, the ESL and FSL learners, it was hypothesized that the French immersion students would be more proficient in their L2 by virtue of having had more instruction time in their L2. Thus, if during a Skype conversation the Francophone student's knowledge of English was lacking, prompting a reliance on their first language, the French immersion student may be in a position to provide scaffolding, a process in which a more knowledgeable speaker helps a less knowledgeable learner by providing assistance (Lightbown & Spada, 2006). In other words, the French immersion students' knowledge of French may serve to repair breakdowns in communication if and when Francophone students temporarily revert to French during conversation in English.

Secondly, French immersion students have much to gain in terms of sociolinguistic competence as they "tend to learn an academic register of the target language, without acquiring colloquial lexical variants that might otherwise facilitate more authentic communication among peers" (Lyster, 2008, p. 6). Indeed, research has demonstrated the desire on the part of immersion students to master the informal register of the target language. For example, Hart, Lapkin, and Swain (1989) found that 67% of the Grade 12 French immersion students they surveyed expressed an interest in matching the style of their speech to their interlocutor. Moreover, approximately 75% of these students reported that they would like to speak French the way their Francophone peers do. Such an attitude is also expressed in the findings of Tarone and Swain (1995), who note that a number of the immersion students they surveyed lamented the fact that informal registers were not taught in their immersion classrooms. Finally, Nadasdi, Mougeon and Rehner (2005) note that there is also evidence that L2 speakers will be more favourably perceived by native speakers if they can converge toward the informal register when appropriate. This was shown by Segalowitz (1976) in an experimental study of the social-psychological repercussions of using too formal a register by L2 speakers when interacting with target language speakers: the latter perceived the L2 learners as too distant and uncooperative. Nevertheless, the Francophone participants in

the present study might gain perspective and an appreciation for those students in English-speaking Canada who voluntarily enroll in French immersion programs and have consequently attained a functional level of French proficiency, albeit somewhat different than target language norms.

By the end of the experimental period, the majority of participants had not completed the eTandem project; only six Francophone students were deemed full participants (i.e., had completed more than an hour-long conversation with their Skype partner). Three Francophone students dropped out of the study (“drop-out” group) near the beginning of the eight-week period, after which the researcher was able to recruit one more Francophone student. By the end of the study, nine Francophone students comprised the group of “stop-outs” as they did not complete the eTandem project, but still gave exit interviews. The major difference between the drop-outs and stop-outs is that the former informed the researcher of their decision to withdraw, whereas the latter did not. Since the drop-outs explained their decision at the time of their withdrawal, they were not asked to participate in the exit interviews. In contrast, the nature of the researcher’s ongoing correspondence with the stop-outs indicated their uncertain participation in the project, as they gave vague answers to their teachers and the researcher when asked about their continuation in the project. Table 3 summarizes the distribution of participants.

| | |
|--|----------|
| Number of initial Francophone participants | 17 |
| Number of Francophone students who withdrew from the study | 3 |
| Number of Francophone students recruited after study had begun | 1 |
| Number of Francophone stop-outs at end of study | 9 |
| Number of full Francophone participants at end of study | 6 |

Table 3: Distribution of initial and final participants in the present study.

eTandem Project Design

The software application Skype was chosen for this project for its affordability (it can be downloaded for free from the Internet), reliability, and ease of use. Since it integrates text functions (instant messaging) with audio-visual capabilities, participants needed to have access to a computer equipped with a webcam and microphone. Pedagogically, Skype is well suited to eTandem exchanges as it is available in 28 languages and is used in almost every country around the world (Tian & Wang, 2010).

Participants were instructed to hold hour-long Skype sessions once a week for eight consecutive weeks at a mutually convenient time for both partners. Each weekly one-hour Skype session was to take place outside of class time, during which both partners were instructed to speak to each other in French for 30 minutes and in English for 30 minutes. Students were paired with their partners as suitably as possible based on the background questionnaires and level of L2 proficiency. After pairing up the students, the researcher sent e-mails to all participants with their eTandem partner's name, e-mail address, the first of eight conversation modules, and directions on how to begin the project (i.e., to send an e-mail to their partner introducing themselves and suggesting possible dates and times for the first Skype session). The participants were subsequently responsible for arranging the remaining Skype sessions without specific instruction from the researcher to do so.

Eight conversation modules (Appendix B) were created by the researcher with a list of questions pertaining to a particular theme that took into account the students' age, socio-cultural background, and Deci and Ryan's argument that in order to increase intrinsic motivation, you need to choose themes that interest students, to encourage active participation and cooperation among them, and to propose a variety of fun activities (Bernaus, Genelot, Hensinger & Matthey, 2003, p. 141). The modules were designed to give direction to the students' conversations while at the same time allowing them the flexibility to elaborate on certain points more than others if they wished. In addition to the participants being sent weekly e-mails containing the conversation modules, the researcher made contact with each participant periodically to check in with them and address any issues that arose. Regular contact with the L2 teachers was also kept.

Instruments of Data Collection

Pre- and post-study questionnaires and exit interviews constituted the primary sources of data (see Appendices C, D, E and F). These instruments were designed according to the three components of motivation as per Gardner's (1985) socio-educational model: motivational intensity (i.e., the effort expended in learning the target language), desire to learn the target language, and attitudes toward learning the target language, as well as the tenets of self-determination theory: autonomy, a sense of competence and relatedness. Due to the time constraints of the research project and our focus on Francophone students' motivation to learn English, the formal data collection was exclusive to the participants in Quebec.

Pre-study Questionnaire

The AMTB served as the basis for the pre-study questionnaire as it was designed to gather quantitative data regarding Francophone participants' motivational intensity (#4-8, #11-14), desire to learn English (#9, #10, #15-17), and attitudes towards learning English (#20-25). Relevant qualitative personal background information (#2, #3, #18) as well as data on Francophone participants' initial feelings about the eTandem project (#19, #26, #27) were also collected. The questionnaire consisted of 27 multiple choice questions, some with extra space below for participants to write in additional information. It measured the motivational variables of Gardner's definition of motivation using multiple-choice questions largely borrowed from the AMTB that presented a range of possible student reactions and behaviours in hypothetical and real scenarios pertaining to ESL learning and contact with English culture and speakers. It was hypothesized that asking closed (multiple choice) rather than open questions would elicit honest answers from participants who might otherwise be reluctant to accurately report any negatively viewed habits and personal opinions, a concept known as social desirability (Dörnyei, 2007b). Indeed, many researchers have questioned the use of self-report questionnaires in studies of L2 motivation claiming that they do not always elicit true responses from participants (Dörnyei & Taguchi, 2010). To counteract this tendency, the participants completed the questionnaire in a separate classroom in the absence of their L2 teacher and were assured by the researcher that their responses were to be kept confidential.

Questions #4-17 pertaining to two components of Gardner's definition of motivation were numerically coded in the same fashion as the AMTB employed by Clément et al. (1976) and entered into a Microsoft Excel file so that each participant's questionnaire generated total scores for "effort" (out of 30) and "desire" (out of 15) towards learning English. Questions #20-25 pertained to attitude and were not attributed a score out of a possible total; rather, participants' overall response patterns were tallied and used to generate Figure 4.

Some adjustments were made to the version of the AMTB employed by Clément et al. (1976), namely, the exclusion of all Likert scale questions and some multiple choice questions that were deemed redundant or superfluous, and re-wording of some multiple choice questions to more accurately reflect the context. This type of adaptation has been encouraged by Gardner and his colleagues, who have stated that "people are encouraged not to simply take a set of items [off of the AMTB] and administer them unthinkingly in any context" (Gardner, 1985, p. 525). The totals for "effort" and "desire" towards ESL learning were used to calculate averages for the combined stop-out/drop-out group and for the full participant group for purposes of comparison between these two groups after the study ended. The response patterns to questions #20-25 were also compared between stop-outs/drop-outs and full participants after the study. In addition, questions #20-25 and #27 served to direct the exit interviews when students were asked to react to discrepancies between how they had answered those questions before the project had begun and their experience after the fact.

Post-study Questionnaire

The post-study questionnaire asked participants to evaluate their eTandem experience with respect to the tenets of self-determination theory, Gardner's constructs of motivation, and their overall impressions of the eTandem project. Unlike the pre-study questionnaire's coding scheme that graded responses on a scale of one to three, the post-study questionnaire contained a mix of such questions (#3, #4, #7) and others that attributed one point per reported behavior or feeling (#5, #6, #8-10, #14). Thus, participants were attributed a total score for each motivational variable based on their graded responses to questions #3, #4, #7 and the number of markers they indicated for each motivational variable addressed in questions #5, #6, #8-10, and #14. The

motivational variables were evaluated as follows: competence (assessed in questions #3, #5, #6, #8, and #9 to yield a total possible score of 7), relatedness (out of 2, assessed in #6 and #14), autonomy (out of 2, assessed in #7), reciprocity (a principle of eTandem related to relatedness, scored out of 3 in questions #4 and #6), effort (out of 3, assessed in #5 and #8), desire (out of 3, assessed in #9 and #11), and attitude (out of 1, assessed in #5 and #8). These quantitative data contributed to a broad understanding of the eTandem project's effects on students' motivation. The exit questionnaire also included open questions that were coded according to common themes, generating qualitative data.

As Dörnyei and Taguchi (2010) explain, “no matter how creatively we formulate the items, those [questionnaires] are unlikely to yield the kind of rich and sensitive description of events and participant perspectives that qualitative interpretations are grounded in” (p. 10). Thus, the role of the pre- and post-study questionnaires was to provide information on the students' opinions and behaviours in relation to learning English before the project, to provide feedback about their experience of the project after its completion, and to give direction to the interviews.

Semi-Structured Exit Interview

Although questionnaires allow researchers to collect a large amount of data in a relatively short amount of time, one major weakness is that the respondents' engagement tends to be rather shallow, making it difficult to explore complex meaning with this technique alone (Dörnyei & Taguchi, 2010). Recently, qualitative methods of inquiry have gradually begun to complement the dominant quantitative paradigm in an effort to address the dynamic and situated complexity of L2 motivation, and also mirroring a general trend in SLA research (Ushioda & Dörnyei, 2012). In particular, unstructured or semi-structured interview techniques have been used to elicit in-depth self-report data on motivation and motivational experience, with the transcribed data then subjected to thematic analysis (*ibid.*). Thus, the present study included semi-structured exit interviews to provide a rich insight into the participants' experience that complements the quantitative data, and in some cases, explains it. Indeed, Dörnyei and Ushioda (2011) recommend conducting a “retrospective interview” (Gass & Mackey, 2000) using the respondents' own questionnaire responses as the retrospective prompts for further open-

ended reflection about what was really meant.

Due to the high rate of attrition, the researcher decided to not only interview those who had completed the eTandem project, but also the stop-out group in order to understand the factors that influenced their decision to withdraw from the eTandem project. Thus, the researcher used one of two sets of interview questions depending on whether the participant completed more than one, one-hour Skype session (full participants, Appendix E) or not (stop-outs, Appendix F).

The purpose of the exit interview with the stop-outs was to identify the factors that played the largest role in discouraging them from continuing with the eTandem project and to discuss possible alternatives as to how the exchange could have functioned. The first question asked the stop-outs how many Skype sessions they had completed; the next question asked why they had not completed more. To guide the students in their responses to the second question, the researcher listed a number of factors that may have played a role in their decision to discontinue the project, stopping after each factor to allow the student to react. The reasons listed (technical problems, scheduling issues, shyness, and lack of class participation) were based on the informal verbal and written feedback obtained from the participants and L2 teachers during the eight-week experimental period. This question generated qualitative data that was to an extent pre-coded for the factors that led to withdrawal from the eTandem project. The third question also generated qualitative data as it explored students' impressions of how they perceived their withdrawal from the eTandem exchange in relation to their answers to questions #20-25 of the pre-study questionnaire. Finally, the stop-outs were asked whether they thought more integration of an eTandem project into English class would be preferable, and if they had any other suggestions about how to improve the exchange.

The exit interview for the full participants contained original questions as well as some adapted from Tang (2010) and Lee (2007). As previously mentioned, the completed questionnaires served in part to direct the interview as “[qualitative] data collection and analysis are interwoven, influencing one another” (McMillan & Schumacher, 2010, p. 34). The full participants were first asked to reflect on their overall eTandem experience followed by questions pertaining to some logistics of the exchange (appropriate partner matching and the conversation modules). The next few questions were tied to the tenets

of self-determination theory and the participants' desire to learn English in order to complement and in some cases, corroborate, the quantitative data obtained from the post-study questionnaires. Finally, full participants were asked what improvements could be made to the organization of the eTandem project.

Data Collection

The pre-study questionnaire was administered to the 17 Francophone participants before the Skype sessions had begun. The researcher called the participants out of their English class for approximately 15 minutes to complete the pre-study questionnaire in a separate classroom in the absence of their English teacher. After the experimental period, the research returned to the secondary school in Quebec City to administer the post-study questionnaire and conduct interviews. As alluded to previously, only six Francophone students were deemed to have completed the eTandem project (i.e., had participated in more than one hour's worth of Skype conversation). Since the post-study questionnaire was intended for those who had completed more than one hour's worth of Skype sessions, most of the initial participants did not complete the post-study questionnaire and were called the "stop-out" group (see Table 4). The fact that certain students completed the project while others did not was in itself a measure of motivational intensity, a variable that was further probed during the exit interviews. The full participants were called out of English class one by one to complete the post-study questionnaire followed by the interview; the stop-outs were called out of English class one by one solely for the interview. The audio-recorded interviews lasted from two to five minutes, depending on the student, and took place in a vacant classroom at the school.

| | | | |
|--|----|---|--|
| Number of initial Francophone participants | 17 | → | 17 pre-study questionnaires completed |
| Number of Francophone students who withdrew from the study | 3 | → | 3 pre-study questionnaires included in "stop-out" data analysis |
| Number of Francophone students recruited after study had begun | 1 | → | Did not complete pre-study questionnaire, completed exit interview |
| Number of Francophone stop-outs at end of study | 9 | → | 9 pre-study questionnaires completed 9 exit interviews conducted |
| Number of full Francophone participants at end of study | 6 | → | 6 pre-study questionnaires completed, 6 exit interviews conducted, 6 post-study questionnaires completed |

Table 4: Distribution of participants and the data collected from them.

Data Analysis

Data from the questionnaires and interviews underwent a concurrent mixed data analysis involving two separate processes:

QUAN analysis of data, using descriptive/inferential statistics for the appropriate variables, and QUAL analysis of data, using thematic analysis related to the relevant narrative data. Although the two sets of analyses are independent, each provides an understanding of the phenomenon under investigation. These understandings are linked, combined, or integrated into mega-inferences. (Teddlie & Tashakkori, 2009, p. 266)

In the present study, quantitative analysis of the pre-study questionnaire data produced descriptive statistics that pointed to some differences between the full participants and the stop-outs. Although not necessarily representative of entire classes of ESL students, the present study's group-based findings shed light on the prevalence of certain attitudes and behaviours of Francophone ESL learners in general. The post-study questionnaire completed by the full participants generated some quantitative data in the number of markers yielding a total score for the motivational variables examined, but a larger component of the data analyzed after the eTandem project ended was qualitative and employed "an inductive process of organizing data into categories and identifying patterns and relationships among the categories" (McMillan & Schumacher, 2010, p. 34). The exit interview transcriptions of the stop-outs were coded according to the factors that played a role in students' discontinuation of the project, and according to the organizational alternatives that were cited as ways to improve the design of the eTandem project. For example, any comments from stop-outs relating to the eTandem project design discouraging their participation were grouped together and analyzed within the theme of "organizational alternatives". The exit interview transcriptions of the full participants as well as the remaining qualitative data gleaned from the post-study questionnaires were categorized according to Gardner's (1985) definition of motivation, the tenets of self-determination theory, and logistical aspects of the eTandem project design. For example, evidence of relatedness, a component of self-determination theory, was uncovered in the full participants' answers to the open question, #12, of the post-study questionnaire and again in question #5 of the exit interview when participants were asked what advice they would give to a classmate who shared their same initial concerns

with respect to participating in an eTandem project. Integrating the categories and themes of the transcribed full participant interview data and open questions of the post-study questionnaire wove a rich description of the complex interaction of social, affective and motivational factors within each participant (Dörnyei & Ushioda, 2011).

Trustworthiness

Reporting on the percentage of students who showed an increased level of motivation as a result of the eTandem intervention raises questions of validity in light of the high rate of participant attrition (Dörnyei, 2007b). Moreover, participant dropout was not random, but differential in that the few students who completed the project were, as the data show, already the most motivated of the group. Thus, the present study relied on more qualitative analysis to explore the outcomes of the study and to describe in-depth the reasons why the majority of participants discontinued the project. In terms of qualitative inquiry validity, three reliability checks suggested by Dörnyei (2007b) were employed in the present study's data analysis. Firstly, peer checking helped to strengthen the findings in that another experienced researcher was involved in the development of the coding scheme used to categorize the data. Secondly, the findings were presented in rich contextualized detail that helps the reader to identify with the project. Thirdly, Dörnyei's (2007b) recommendation of "examining outliers, extreme or negative cases and alternative explanations" (p. 60) was included in the analysis to add to the credibility of the study.

Ethical Considerations

This study was submitted to the University of Ottawa ethics committee and approved. Prior to the beginning of the study, the researcher obtained permission from both school boards implicated in the study. In addition, all students (Francophone and Anglophone) and the students' parents signed a participation consent form. Additional consent was obtained from the three drop-out participants to use the data from their pre-study questionnaires. In analyzing the data, pseudonyms were used to protect participants' identities.

This concludes the methodology chapter. The next chapter presents the results of the eTandem project according to each instrument of data collection.

CHAPTER 5: RESULTS

The results chapter will begin with a presentation of the data, both quantitative and qualitative, derived from the pre-study questionnaire. This data provided information on the participants' initial level of motivation as a function of their effort, desire to learn the target language, and attitude towards learning the target language in addition to other relevant information that further characterizes the group of students. A distinction will be made between the students who originally enrolled in the project but did not complete the eTandem project (stop-outs), and the students who completed more than one hour's worth of Skype conversation with their partner (full participants). As indicated in Table 4 of the previous chapter, three students dropped out from the study entirely and were not interviewed at the end. The drop-out group's pre-study questionnaire data were included in the analysis and were pooled with the stop-out group's data. In other words, no distinction will be made between drop-out and stop-out pre-study questionnaire data. The results of the exit interviews and post-study questionnaires will conclude the chapter.

Pre-study Questionnaire

The pre-study questionnaire (Appendix C) generated data on student's self-rated level of English proficiency (question #2), motivational intensity and desire (questions #4-17), and attitude towards learning English (questions #20-25), some information on the nature of prior contact with English speakers (questions #3 and #18), and participants' opinions on the concept of an eTandem project (questions #26-27). The first question, asking the participants' name, was numbered so that students were less likely to accidentally skip over it. Questions #3 and #18 pertained to contact with English speakers, with #18 appearing later in the questionnaire after a series of quick multiple choice questions for two reasons. Firstly, after completing questions #4-17, participants would have had a chance to reflect on their usage of English and possibly be better able to recall any contact experience with Anglophones. Secondly, it was believed that participants would be more willing to write a short description of their experience after remarking that the majority of the questionnaire contained multiple choice questions, not short answer.

Question #2 asked students to rate their own level of English as “*très bon*” (very good), “*assez bon*” (decent), “*passable*” (fair) or “*mauvais*” (poor). Of the 17 respondents, none reported having a very good level of English, five reported having a decent level of English, nine rated their level of English as fair, and three reported having a poor level of English. The researcher was satisfied with this distribution because the mode and average level of English reported by the students was “*passable*”, indicating that the self-selection of participants was not limited to advanced-level students. However, in terms of a self-rated proficiency difference between the group of full participants and stop-outs, none of the three students who rated themselves as poor completed the eTandem project. Furthermore, three of the five students who rated themselves as having a pretty good level of English were among the group of full participants. Thus, participant dropout was not random in this respect in that the students who completed the project were more likely to have a higher self-rated proficiency in English.

The third question asked students whether someone in their family spoke English. Of the 17 respondents, only three said no. The rest said yes and listed siblings, parents, stepparents, and extended family as having knowledge of English. The researcher hypothesized that perhaps students with more exposure to English from family members, or, more generally, students who had family members with knowledge of English would rate themselves as having a higher level of English proficiency than those with no family ties to speakers of English. This was not the case as the three students who rated their own English as poor had close family ties to speakers of English, and one student who rated his level English as “*assez bon*” reported having no one in his family with knowledge of English. The questionnaire did not ask students to specify whether these family members were Anglophones or rather Francophones with strong ESL proficiency, although four students chose to indicate that.

Question #18 specifically asked students whether they had had the chance to communicate with an Anglophone and, if yes, under what circumstances. Of the 17 respondents, three said no and the rest said yes, specifying travel, workplace, family and student exchanges as their contact experience with Anglophones. Once again, participant dropout was not random in this respect in that the students who completed the project all

reported having had contact with Anglophones. In addition, of the three respondents who indicated a student exchange as their contact experience with Anglophones, two were among those who continued on in the eTandem project.

Questions #4-17 measured the students' motivation in terms of their effort and desire towards learning English. The AMTB ranking scheme of Clément et al. (1976) was used to code the answers relating to effort and desire, with "1" being the lowest level of reported effort or desire and "3" being the highest. For question #12 pertaining to effort, the number of situations in which the students reported using English was also the coding number (in this instance, the number of reported uses of English was considered an indication of the effort expended to learn English). When compared, the average "effort" and "desire" scores from both groups (full participants and stop-outs) also suggest a differential rate of participant attrition whereby those who completed the eTandem project reported greater motivational intensity (25.6) at the outset than those who eventually dropped out (21.6). Likewise, full participants also had a slightly higher initial "desire" score (13.8) compared to the stop-out group (12.1). The total possible scores for effort and desire were 30 and 15, respectively.

Question #19 yielded all positive responses. This question was borrowed from Tang (2010) and was included to verify that all participants who had self-selected to participate in the eTandem project considered themselves to be open to communicating with an Anglophone peer.

Attitudes toward learning English were explored in questions #20-25. Question #20 asked students if they liked learning English; those who answered "*oui*" (yes) were asked to indicate their reasons from a list of possible responses in question #21, while those answering "*non*" (no) to question #20 were directed to question #22 where students were to check off the reasons that explained their negative response. Of the 17 respondents, 15 said "*oui*", one said "*non*" ("*je ne comprends rien dans le cours*" [I don't understand anything in class], "*parce que ça prend beaucoup de temps avant que je réussisse à comprendre*" [because it takes me a lot of time to understand]) and one gave reasons why she does like learning English and why she does not. Both of the students who indicated reasons why they do not like learning English were among the stop-out group.

All of the respondents gave affirmative answers to question #23 which asked students if they thought it was important to learn English. The researcher believed that including questions #20 and #23 were necessary to distinguish one's feeling of enjoyment associated with learning ESL from one's opinion on the importance of learning ESL. However, an interesting outcome was that the responses from all five of the students who went on to complete the eTandem project indicate an overlap between these two attitudes. More specifically, each of these five participants filled in the "*autres raisons [pourquoi j'aime apprendre l'anglais]*" (other reasons [why I like learning English]) line of question #20 with a statement like "*ça me permet de voyager*" (it allows me to travel) or "*c'est utile dans la vie*" (it's useful in life). They also checked off these same reasons in question #24, as did all of the stop-outs. This outcome suggests that for those who continued the eTandem project, acknowledging the importance of English is intrinsically linked to the enjoyment and satisfaction they derive from the process of learning the language itself; for these students, the two attitudes go hand in hand.

Question #24 also revealed some important differences between the full participants and the stop-outs. The students were asked to indicate, from a list of four reasons, which ones they believed to explain why it was important to learn English. While all four reasons fall under Noels (2001b) category of extrinsic orientations, "they vary in the extent to which they have been internalized and integrated into the person's self-concept" (p. 46). Noels (2001b) explains that a student learning a language because it is a requirement of a degree program and a student learning a language because they feel it will broaden career opportunities are both learning the language because it is instrumental to achieving an end other than enjoyment of the activity per se. However, these two students differ in the extent to which the activity involves personal choice and a sense of personal relevance. Thus, the reasons listed in question #24: "*parce qu'on doit réussir à l'épreuve d'anglais aux examens*" (because we have to pass our English exams) and "*mes parents m'ont dit que c'était important d'apprendre l'anglais*" (my parents told me that it's important to learn English) can be said to be more externally regulated than "*c'est une langue utile si l'on veut trouver un travail plus tard*" (it's a useful language for finding a future job), and "*on doit l'apprendre pour communiquer avec les gens d'autres pays*" (you need to learn it to communicate with people from other countries).

The first two reasons relate to some contingency in the environment whereby the learner's behaviour is in effect regulated by some external source, whereas the latter two reasons are more self-determined in that becoming fluent in one's L2 is important not because of some externally imposed requirement, but because that goal is useful in order to achieve another important goal (Noels, 2001b). The five full participants all indicated that learning English is important because "*c'est une langue utile si l'on veut trouver un travail plus tard*" and because "*on doit l'apprendre pour communiquer avec les gens d'autres pays*"; none of them checked off the two externally regulated reasons. In contrast, only a third of the 12 stop-out respondents did not indicate one or both of the externally regulated reasons of why it is important to learn English. Furthermore, of this third, only one student (Daniel, see next chapter) filled in the "*autres raisons [pourquoi j'aime apprendre l'anglais]*" line of question #20 with the statement that "*je sais que l'anglais me servira dans la vie*" (I know that English will help me in life). The results of questions #20, #21, #23 and #24 are presented in Figure 4.

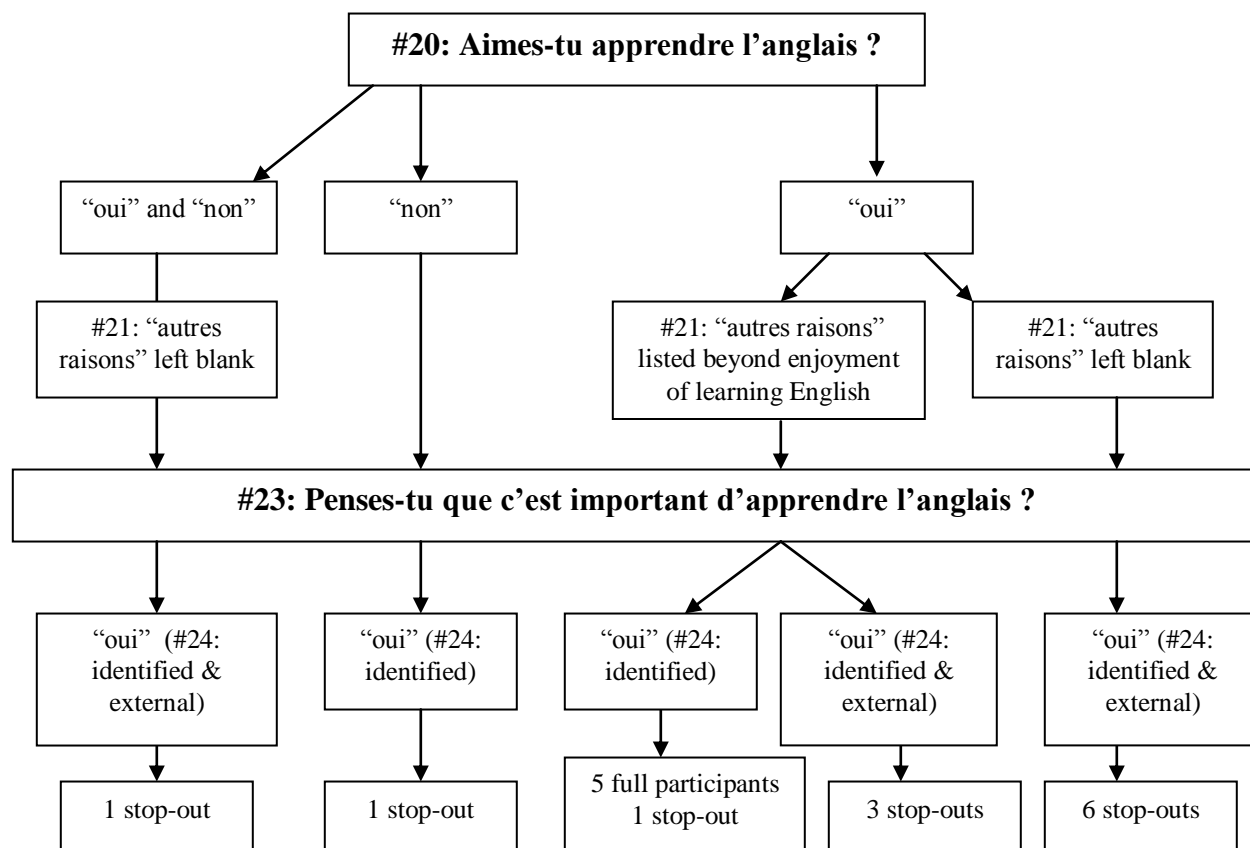


Figure 4: Flowchart representing participants' answers to questions #20, #21, #23 and #24 of pre-study questionnaire (explanation in text).

Question #26 asked students if they thought the eTandem project could help them improve their English. Of the 12 respondents who did not complete the eTandem project, seven said “oui” (yes), two checked off both “oui” and “peut-être” (maybe), two said “peut-être” and one said “je ne sais pas” (I don’t know). Of the five full participants, four said “oui” and one said “peut-être”. Based on these results, it appears as though the full participants had slightly higher expectations of the benefits of the eTandem exchange.

Finally, question #27 asked students what their main concerns were regarding their Anglophone partner prior to beginning the eTandem project. Of the 17 respondents, 13 checked off “*ne pas comprendre mon correspondant quand il parle en anglais*” (not understanding my partner when they speak English) as one of their concerns. Of the five full participants, three shared this specific concern whereas ten of the twelve stop-outs indicated this concern. Only four students indicated their concern “*que mon correspondant ne me comprenne pas quand je lui parle en français*” (that my partner does not understand me when I speak French), all of whom were stop-outs. Eleven students indicated the concern “*ne pas avoir beaucoup en commun avec mon correspondant*” (not having much in common with my partner), the distribution of which was roughly equal among both groups: three were full participants and the remaining eight discontinued the project. Seven students checked off the concern “*être jumelé à un élève anglophone qui a une attitude négative par rapport au Québec*” (being paired with an Anglophone student who has a negative attitude towards Quebec), three were full participants and four were stop-outs. In the space “*autres doutes ou hésitations ?*” (other doubts or concerns?), one of the full participants wrote “*chercher mes mots*” (not finding the right words) and one of the stop-outs wrote “*que mon correspondant rie de moi si je suis pas capable ou qu’il ne me comprenne pas*” (that my partner laughs at me if I’m struggling or does not understand me).

These data from question #27 reveal some subtle differences between the stop-outs and full participants. Firstly, the stop-outs were proportionately more concerned about not understanding their partner in English and not being understood by their partner in French, while the full participants were proportionately more concerned about being paired with a partner who had a negative attitude towards Quebec. Another difference between the two groups is that all five of the full participants listed two concerns each,

whereas the average number of concerns indicated by the stop-out group was slightly higher at 2.25 per student.

Exit Interviews: Stop-outs

The data from the exit interviews with the stop-outs will be presented in the order the questions were asked. As indicated in Table 4 of the previous chapter, nine students comprise the group of stop-outs who remained in the study but did not complete the eTandem project. These students will be referred to by their pseudonyms presented in Table 5.

| | self-rated level of English | Number of Skype sessions completed | Reasons given for not completing eTandem project | Would try it again if... |
|-----------|-----------------------------|------------------------------------|--|--|
| Jonathan | fair | 0 | partner stopped responding | N/A |
| Annie | poor | 0 | partner stopped responding | N/A |
| Maude | decent | 1 | lack of whole class participation | Skype sessions could be held during class |
| Véronique | fair | 0 | technical problems, shyness | Skype sessions could be held during class |
| Charlotte | fair | 0 | technical problems, scheduling conflicts | Skype sessions could be held during class |
| Justine | poor | 0 | scheduling conflicts, shyness | Skype sessions could be done in groups of four, not one-on-one |
| Daniel | fair | 0 | scheduling conflicts | partners could be matched according to times of availability |
| Mikaël | decent | 0 | scheduling conflicts, technical problems | technical problems were fixed, Skype sessions could be held during class |
| Nicolas | poor | 1 | shyness | he felt more comfortable |

Table 5: List of stop-outs and some relevant details.

Reasons for Discontinuing the eTandem Project

Lack of response from partner.

Two of the nine stop-out exit interviews were very brief as the researcher felt that the list of interview questions were not applicable once these students gave an initial statement as to what had happened. Jonathan and Annie both explained that they had made multiple attempts to contact their partner, but eventually gave up when their partner stopped responding. Since the researcher did not interview the Anglophone participants, a full understanding of what happened was not reached. In Jonathan's case, the researcher was aware of attempts made on the part of his Anglophone partner to contact him, but had not received a response. It is possible that Jonathan's Anglophone partner grew frustrated with the lack of response and decided not to pursue the project further, even when Jonathan eventually reached out. Annie had exchanged cell phone numbers with her partner to communicate via text, but even that did not result in sustained correspondence. Perhaps these students would have gone on to successfully complete the eTandem project had their partners maintained contact with them. However, the fact that neither of these two students made their English teachers or the researcher aware of their ongoing communication issues could indicate a loss of interest in the project and a lower level of motivational intensity compared to the full participants.

Technical problems.

Véronique, Charlotte and Mikaël cited technical problems as an obstacle; both girls specified that something was wrong with their computers whereas Mikaël did not provide more specific information. It is unclear whether these students had functioning computers when they gave their consent to participate in the project or if there were already computer issues to begin with. Since parental consent was required to enroll in the project, it is perhaps more likely that these students did initially have access to working computers that may have crashed once the eTandem project was underway, or that these students did not want to admit to other factors (like shyness) that may have played a role in their decision to discontinue the eTandem exchange (see "Disconnect Between Actions and Words", below).

Scheduling issues.

Of the remaining four stop-outs who had successfully made initial contact with their partners via e-mail, Justine and Daniel cited time management issues as a factor in not completing the project. Daniel explained that the days he was free to Skype, his partner was busy and *vice versa*, and Justine said that she just could not find time in her schedule to carry out the weekly hour-long conversations. Scheduling issues were also cited by Véronique, Charlotte and Mikaël, although these seemed secondary to their computer problems.

Shyness.

When asked if shyness was a factor in their decision to drop out of the exchange, Justine and Nicolas said yes. Nicolas had in fact conversed once over Skype with his partner, but ultimately withdrew from the exchange as a result of shyness alone. Justine had not held any Skype sessions with her partner, and indicated that it was a combination of shyness and scheduling issues that led to her decision to withdraw.

Lack of class participation.

One student claimed that scheduling issues, shyness, and technical problems played no role whatsoever in her withdrawal from the exchange. Maude had completed one Skype session with her partner that, according to her, was an enjoyable experience. This prompted the researcher to ask her if a possible reason why she did not continue in the project was because it was not an activity that her English class as a whole was participating in. She responded: “*Je crois que oui. Sérieusement, il aurait fallu peut-être faire ça pendant une période de classe. Comme ça tous les élèves auraient à vraiment participer*”. (I think so. Seriously, we maybe should have done this during class time. That way all students would have to really participate.)

Disconnect Between Actions and Words

After asking the students which of the proposed factors played a role in their decision to withdraw from the exchange, the researcher attempted to elicit further insights from the students regarding the point at which their desire to withdraw from the exchange outweighed the amount of importance they placed on improving their proficiency in

English. Specifically, students were reminded of their answers to questions #20-25 of the pre-study questionnaire and asked to explain why the attitudes they expressed towards learning English did not translate into greater persistence with the eTandem exchange. Three of the seven students reiterated the reasons they had already given: because the whole class was not involved (Maude), and because of time constraints (Charlotte and Daniel). Mikaël, who cited scheduling conflicts and technical problems as his major obstacles, remarked that while he thinks English is important, “*je suis quand même assez bon en anglais, j’ai passé deux ans en Nouveau-Brunswick, mais c’était plus pour aider [mon correspondant] en français*”. (I’m actually pretty good in English, I spent two years in New Brunswick, but it was more to help [my partner] in French.) When asked why she did not seek help with her computer problems in order to be able to participate in the exchange, Véronique seemed unsure of herself and proceeded to cite her schedule as another reason:

Ouai je sais, ben je sais pas là. Ça me tente, je suis vraiment pas bonne en anglais, je sais pas même si je passe l’année. Je sais pas, c’est juste que je trouvais pas le temps, je sais qu’une heure c’est pas long mais je trouvais pas une heure dans ma semaine que je pouvais faire genre ‘là je pouvais faire...je vais être capable de lui parler pendant une heure’. (Yeah I know, well I don’t know. I want to, I’m really not good in English, I don’t even know if I’ll pass the course. I don’t know, it’s just that I couldn’t find the time, I know that one hour isn’t much but I couldn’t find an hour in my week where I could say ‘that’s when I can...I’ll be able to speak to her for an hour’.)

The researcher then asked Véronique if shyness was perhaps also a factor, to which she responded “*Ouai, j’étais un peu gênée aussi*” (Yeah, I was kind of shy too). Similarly, Justine who had cited scheduling conflicts as the main reason for her withdrawal admitted that perhaps shyness played a greater role: “*Ben je sais pas. Je dirais peut-être parce que j’étais gênée et aussi parce que je savais pas trop quoi dire, pis c’est vrai qu’il y avait vos questions, mais j’étais vraiment gênée*”. (Well I don’t know. I would say maybe because I was shy and also because I didn’t really know what to say, and it’s true that we were given questions, but I was really shy’.)

Finally, Nicolas, who had originally cited shyness as the only factor that caused him to drop out after one Skype session, provided more context for his decision:

Mais c'est quand qu'on a commencé à parler tu sais, je suis pas bon en anglais pis je voyais que lui [mon correspondant] il se débrouillait très bien en français, fait que je me suis dit 'je vais peut-être me faire rire de moi'. Oui c'est sûr que c'est très important l'anglais, je sais pas trop, ça a pas cliqué. (But it's when we started talking you know, I'm not good in English and I saw that [my partner] was very good in French, so I said to myself 'I might get laughed at'. Yes it's certain that English is important, but I don't really know, it didn't click.)

Organizational Alternatives

Question #4 of the exit interview asked the stop-outs if they would consider participating in another eTandem exchange, provided it were more integrated into their English class. The researcher suggested a scenario where students had an option to either do the eTandem project or a different assignment for their English class. Maude, Véronique and Justine said they would prefer the eTandem project, Daniel said that he would choose the eTandem project if he could be partnered with a student whose extra-curricular schedule was compatible with his own, and Mikaël said that it would depend on whether he were able to make contact with his Skype partner. Charlotte, who cited computer problems, was asked instead whether she would have continued the eTandem exchange had she received help to fix her computer, to which she responded “*Oui sûrement*” (Yes, for sure).

When asked for suggestions on how to improve the eTandem exchange, Maude reiterated that Skyping during class time would be ideal, and Véronique suggested the same thing:

Ben peut-être qu'on pourrait faire ça à l'école. Il y en a qui ont pas vraiment le temps chez eux de faire l'échange Skype. Peut-être qu'il y en a que ça marche mais moi ça aurait peut-être plus le fun dans l'école, comme ça j'aurais pu être capable de lui parler”. (Well maybe we could do it at school. Some of us don't really have time at home to do the Skype exchange. Maybe for some it works out but for me it would've been better in school, that way I would've been able to speak to her.)

When asked specifically about the possibility of completing the Skype sessions at school, Charlotte, Mikaël and Nicolas agreed that it was a better solution than trying to coordinate the sessions during their free time. The following remarks are from Charlotte and Mikaël, respectively:

Ça serait parfait. Je pense que ça aiderait tous les jeunes, ça serait beaucoup mieux. Si on doit le faire chez nous, on n'a pas vraiment le temps, ça nous tente so-so. (That would be perfect. I think that would help all the students, that would be a lot better. If we have to do it at home, we don't really have the time and it's not something we really feel like doing.)

Oui ce qu'on fait [en classe] c'est toujours du travail dans nos cahiers, fait que ça serait plus pertinent, pis il y aurait beaucoup plus du monde qui embarquerait je pense au lieu de toujours faire du cahier, c'est tannant à la longue pour eux". (Yes what we do [in class] is always seatwork, so it would be more pertinent, and there would be a lot more people who would participate I think instead of always doing workbook activities, it's really annoying for them.)

Justine suggested the idea of students being able to Skype with their partners in teams of four:

Je le referais mais j'aimerais ça qu'on soit en équipe, ça aurait été le fun, moins gênant, peut-être pour eux [les élèves anglophones] aussi je sais pas ils sont comment, mais peut-être qu'ils aimeraient ça aussi. C'est un beau projet, mais j'ai juste pas eu le temps et j'étais gênée". (I would do it again but I would like to do it in teams, that would've been fun, less intimidating, maybe for them [the Anglophone students] as well I don't know what they're like, but maybe they would also prefer that. It's a great project, but I just didn't have the time and I was shy.)

Justine had originally asked if, instead of one-on-one, she could participate in the eTandem project in a team with her friend who had also returned her consent form. The researcher wanted to make allowances for these students, but ultimately said no to Justine's request because trying to coordinate four students' schedules would be very difficult, and if successful, a likely outcome would be that the most proficient student from each pair would dominate the conversation.

The final suggestion regarding the organization of the eTandem exchange came from Daniel who cited scheduling conflicts as the reason he withdrew from the project. He suggested that the coordinators of the eTandem project consider pairing students from each school whose schedules are compatible, a useful proposition provided that students accurately list the days and times they are available to Skype (on the partner matching questionnaire, for example).

Post-study Questionnaires of Full Participants

Of the initial group of participants, five were deemed full participants: Gaël, Karine and Jocelyne completed four Skype sessions with their partner, Isabelle completed seven, and Émilie completed one Skype session that lasted three hours (the equivalent of three one-hour sessions). A sixth participant, Maxime, completed an impressive nine Skype sessions with his partner, but was in fact a substitute for one of the early dropout participants. Maxime was enrolled in the *programme d'éducation internationale* (PEI)⁷ and was encouraged to participate in the eTandem exchange by his PEI English teacher who informed the researcher that his level of English was among the weaker PEI students of the class. Since the present study targeted core English students, Maxime was not asked to complete the pre-study questionnaire, as PEI students tend to exhibit a different motivational profile towards their enriched classes than core program students do towards their classes. Nevertheless, he completed the post-study questionnaire and interview as they relate to his overall experience of the eTandem exchange. The post-study questionnaire contained some closed questions coded according to motivational variables that were tallied; the others were open questions that generated descriptive, qualitative data. This section will address each question or set of questions in the order that they appear on the post-study questionnaire, except where it was deemed more appropriate to skip ahead according to theme. The results of the numerically coded data are summarized in Table 6.

⁷ International Baccalaureate program, see <http://www.ibo.org/>

| | Gaël | Karine | Isabelle | Émilie | Jocelyne | Maxime |
|------------------------------------|--------|--------|----------|---------------------|----------|--------|
| Self-Rated Level of English | decent | fair | decent | decent | fair | N/A |
| Number of Skype Sessions Completed | 4 | 4 | 7 | 1 (lasting 3 hours) | 4 | 9 |
| Competence /7 | 2.5 | 6 | 5.5 | 4 | 6 | 6 |
| Relatedness /2 | 2 | 2 | 2 | 2 | 0.5 | 2 |
| Autonomy /2 | 1 | 2 | 2 | 1 | 2 | 2 |
| Reciprocity /3 | 1.5 | 3 | 2.5 | 2 | 1 | 2 |
| Effort /3 | 2 | 3 | 2 | 0 | 2 | 1 |
| Desire /3 | 3 | 3 | 3 | 3 | 2 | 3 |
| Attitude /1 | 1 | 1 | 1 | 0 | 0 | 0 |

Table 6: Total scores for numerically coded data of the full participants' post-study questionnaire responses

The first question asked participants about their general impression of the exchange. Gaël, Karine and Émilie indicated that they found the exchange “*très intéressant*” (very interesting), Jocelyne and Maxime indicated “*intéressant*” (interesting), and Isabelle checked off both “*correct*” (satisfactory) and “*intéressant*”. Questions #12-13 were open-ended and asked participants what aspect of the eTandem project they liked the most and the least, respectively. Among the positive comments, half pertained to the conversations themselves: Gaël wrote “*nos sujets de conversation diverses*” (our diverse conversation topics), Jocelyne wrote “*je me suis forcée pour utiliser de nouveaux mots*” (I made an effort to use new words), and Isabelle wrote “*nos échanges ‘d’inside jokes’ ou de nos histoires personnelles*” (telling inside jokes or sharing personal stories). The other half of the comments referred to the participants’ Anglophone Skype partners: Maxime wrote “*connaître une autre personne*” (getting to

know another person), Karine wrote “*le fait que ma correspondante me ressemblait beaucoup*” (the fact that my partner was a lot like me), and Émilie wrote “*la personne, [mon partenaire] était vraiment gentille*” (the person, [my partner] was really nice). As for the negative aspects of the project, two of the six participants alluded to communicative issues: Isabelle wrote “*parfois il y avait des silences et c’était plutôt ‘awkward’*” (sometimes there were awkward silences), and Jocelyne wrote “*parfois on ne se comprenait pas*” (sometimes we didn’t understand each other). Karine said “*que ça soit difficile d’entrer en contact*” (it was difficult to make contact with each other), and Émilie said “*je n’ai pas aimé la qualité de Skype*” (I didn’t like the quality of Skype), most likely referring to issues with her Internet connection.

Questions #3-4 asked participants to rate the level of perceived improvement in their L2 as well as that of their partner as either “*beaucoup*” (a lot), “*un peu*” (a little) and “*pas du tout*” (not at all). Objectively assessing improvement in L2 proficiency as a result of the eTandem exchange was not included as one of the present study’s research questions. However, having the students reflect on their own L2 improvement was included as a measure of self-reported efficacy or competence, one of the tenets of self-determined activities. Asking them to rate their partner’s L2 improvement gave an indication of reciprocity, or the extent to which they feel their partner benefited from the exchange. In all cases, the students reported the same degree of L2 improvement among themselves and their partners. Karine and Maxime both indicated that their level of improvement in L2 proficiency as well as that of their partner was “*beaucoup*”. Gaël and Isabelle reported an improvement in their L2 proficiency and that of their partner as between “*beaucoup*” and “*un peu*”. Finally, Émilie and Jocelyne both reported that their L2 proficiency and that of their partner improved “*un peu*”.

Question #5 asked participants to indicate the implications of assuming the role of language learner during the Skype conversations. Maxime and Émilie indicated that it made them “*plus confiant(e) dans la langue seconde*” (more confident in the second language), Gaël indicated that it motivated him “*à vouloir bien s’exprimer en anglais*” (to want to express himself well in English) with his partner and Karine, Isabelle and Jocelyne checked off both of these outcomes. The first outcome was a marker of competence and the second was a marker of effort; none of the participants checked off

the possible negative outcome of “*c’était décourageant*” (it was discouraging).

Likewise, question #6 asked participants to indicate the implications of assuming the role of expert French speaker during the Skype conversations. Jocelyne indicated one outcome from the list of possible responses: that it gave her “*un sentiment de compétence*” (a feeling of competence). Both Maxime and Gaël indicated the singular outcome: “*t’a aidé à comprendre les difficultés en langue seconde de ton correspondant*” (helped you understand your partner’s L2 difficulties), a marker of relatedness. Karine, Isabelle and Émilie all indicated the latter outcome, in addition to “*t’a motivé à vouloir bien t’exprimer en français avec ton correspondant*” (motivated you to want to express yourself well in French with your partner), a marker of reciprocity. Isabelle also added a third outcome in the “*autres*” blank space: “*à avoir un sentiment de fierté à lui apprendre le français*” (having a feeling of pride for teaching [her partner] French), an additional marker of competence.

Question #7 measured the effect of the autonomous nature of the eTandem exchange in asking students whether their level of control over the activity motivated them to invest themselves more, as much as, or less in the eTandem project relative to other course work. Four of the participants answered that they were motivated to invest themselves more in the eTandem project than other course work, whereas Émilie and Gaël answered that they were motivated to invest themselves in the eTandem project as much as other course work.

Question #8 asked students to indicate the impact of the eTandem project on their experience in the ESL classroom. Everyone but Émilie indicated that they now understand their English teacher better when he speaks English (a marker of competence), everyone but Gaël indicated that they are more confident when they speak English in the classroom (a marker of competence), and Karine, Isabelle, Gaël and Jocelyne indicated that they now more actively participate in the lessons and class discussions (a marker of effort). Half of the group (Karine, Isabelle and Gaël) reported that they now find their English class more pertinent (a marker of attitude) and Maxime and Karine both reported that they now take greater care when completing course work (a marker of effort).

Question #9 asked students to indicate the impact of the eTandem project on their

personal life. The following are the three possible responses accompanied by their code: “*tu t’intéresses plus aux médias anglophones*” (you’re more interested in English media) (desire), “*tu serais moins gêné(e) de parler à des anglophones*” (you would be less shy to speak to Anglophones) (competence), “*tu as plus envie de voyager dans une région où les gens parlent anglais afin d’améliorer ton anglais*” (you have a greater desire to travel to places where people speak English so you can improve your English) (desire). Of the six participants, Maxime, Karine, Isabelle and Émilie indicated all three responses, Gaël indicated all but “*tu serais moins gêné(e) de parler à des anglophones*” and Jocelyne indicated all but “*tu t’intéresses plus aux médias anglophones*”.

Questions #10 and #15 asked the participants if they thought eTandem exchanges were a good way to improve L2 oral expression, and if it would be a good idea to incorporate such exchanges in all secondary school English classes, respectively. All six participants said yes to #10 and gave a range of reasons why: “*car on ne fait que parler*” (because all you do is speak), “*parce qu’on est confronté à quelqu’un qui parle anglais seulement*” (because you’re confronted with someone who only speaks English), “*car ça nous permet de voir nos faiblesses et nous pouvons même les régler*” (because it allows us to see our weaknesses and even correct them), “*parce qu’en ayant de l’aide on a plus de confiance*” (because getting help makes us more confident), “*parce que c’est un bon moyen d’échange et c’est moins gênant qu’en face à face*” (because it’s a good exchange set-up and it’s less intimidating than face to face), “*car ça encourage les jeunes à faire plus d’effort et de rencontrer une nouvelle personne*” (because it encourages young students to make more of an effort and to meet someone new). Similarly, all six participants indicated that it would be a good idea to incorporate the eTandem exchange into secondary school English classes, citing reasons such as increased proficiency, increased effort on the part of students, stronger engagement in the ESL learning process, and an overall pleasant experience.

Question #11 asked students if their experience of corresponding with an Anglophone peer made them want to improve their English. All six participants said yes and gave a variety of reasons such as travel (“*j’aimerais vraiment voyager maintenant et tout...*”) (I would really like to travel now and all...) and to meet more Anglophones (“*pour connaître plus d’anglophones*”). Émilie and Isabelle misinterpreted the question

and gave answers as to why they value learning English from an Anglophone peer (“*c’est moins gênant à mon avis*” [it’s less intimidating in my opinion], and “*c’est plus facile de se faire corriger par quelqu’un de ton âge que par un adulte*” [it’s easier to be corrected by someone your own age than by an adult]).

A marker of relatedness, question #14, asked participants if they wished to keep in contact with their Anglophone partner and why. Jocelyne said she wasn’t sure - she wouldn’t mind but she didn’t think her and her partner had become close enough for that (“*je ne sais pas, ça ne me dérangerait pas mais nous ne sommes pas devenues assez proche pour ça, je pense*”). Of the remaining five students, all said yes, with reasons such as “*car nous nous sommes très bien entendus*” (because we got along really well), “*parce que je l’apprécie vraiment*” (because I really like her), and “*elle était très gentille et sympathique !*” (she was really nice and kind!).

Finally, question #16 asked participants to indicate from a list which modifications they thought would improve the eTandem exchange. Karine, Isabelle and Jocelyne indicated one suggestion from the possible responses: being able to hold the Skype sessions at school during class time. Gaël and Émilie indicated that same suggestion, in addition to being able to discuss aspects of the eTandem exchange (challenges, weekly modules, etc.) in class with the teacher and other students. Maxime’s only suggestion was to allow the students a choice to participate in the exchange in place of an alternative assignment for English class.

Exit Interviews with Full Participants

The exit interviews explored some of the items broached in the pre- and post-study questionnaires in addition to other aspects of the eTandem exchange. As a result, a more layered and detailed picture of each full participant’s experience emerged.

The first question of the interview, much like question #2 on the post-study questionnaire, asked students to describe their general impressions of their experience. All six participants gave positive feedback, describing the exchange as enriching, fun, useful and cooperative. Gaël described it as “*une découverte*” (a discovery) vis-à-vis a different society. Jocelyne mentioned that her shyness was an issue during the first session but improved over the course of the exchange.

The second question sought to determine if differing levels of L2 proficiency between partners were apparent, and if so, whether this was a source of anxiety. Gaël, Isabelle, Émilie and Maxime said that they were similar to their partner in terms of L2 proficiency, while Karine and Jocelyne said that their Anglophone partner was stronger in French than they were in English. When asked if this created a feeling of discomfort for Karine and Jocelyne, they both said no.

Like question #6 of the post-study questionnaire, question #3 of the exit interview asked participants to describe how they felt when they were able to help their partner express themselves better in French. Isabelle and Karine reported feeling proud of themselves: “*C’était un peu un sentiment de fierté de pouvoir lui montrer quelque chose qu’elle ne savait pas*” (It was sort of a feeling of pride to be able to show her something that she didn’t know) and “*Ben, fière là. C’est comme si je l’aidais à avancer un peu parce que souvent elle faisait des fautes de grammaire, masculin, féminin, tout ça, fait que je la corrigeais beaucoup là-dedans pis elle me disait souvent merci*” (Well, proud. It was as if I were helping her progress a bit because sometimes she made grammar mistakes, masculine, feminine, all that, so I would correct her a lot on that and she often said thanks). Similarly, Émilie reported feeling happy because she felt useful (“*Je me sentais contente parce que je me sentais utile*”) and Gaël said he felt powerful because he was able to understand what his partner meant, and could give her the answer: “*Je me sentais puissant là, je me sentais ‘bon je suis capable de dire c’est quoi tu dis’, je me sentais bien, j’ai la réponse, je sais*”. Maxime simply stated that he did not correct his partner that often because she did not need it, and Jocelyne said she actually felt bad correcting her partner, even though her partner asked her to:

Je me sentais mal. Moi je ne lui ai pas demandé de me corriger parce que je sais que ça m’aurait peut-être un peu insulté. Mais moi elle voulait que je la corrige mais je me sentais mal de la corriger sur les erreurs qu’elle faisait. Je sais pas pourquoi. (I felt bad. I didn’t ask her to correct me because I know that might have been hurtful. But she wanted me to correct her, but I felt bad correcting her mistakes. I don’t know why.)

To understand whether the students found the weekly conversation guides useful, question #4 asked the participants if the modules were detailed enough to sustain their conversations. Émilie mentioned that she and her partner worked through three modules

in their first Skype session, something the researcher found surprising before learning later that their conversation lasted three hours. The rest of the participants said the modules were fine, and Karine, Gaël and Isabelle remarked that they offered a good balance between enough structure and the freedom to pose questions not listed in the guide:

Moi je trouvais ça correct parce que c'est comme agréable, tu sais, on est encadré pis si on fait pas au complet mais qu'on a plus attardé sur une question ça dérange pas vraiment on peut même continuer à faire le truc. (I thought it was fine because it was like pleasant, you know, we were guided and if we didn't finish the whole thing but instead talked about one question in more detail, it wasn't a big deal, we could still continue on.)
 –Gaël

After stating that the modules were clear, Jocelyne remarked that she did not fully understand why she and her partner were given the same set of questions (hers in English and her partner's in French). The researcher had not given the participants clear instructions on how to divide the modules between the two languages because it depended on how quickly the students moved through the questions, and because the researcher wanted the students to negotiate the partitioning of the modules with their partners to add an element of collaboration and autonomy.

Apart from Maxime who was not asked this question during the interview as he did not complete the pre-study questionnaire, question #5 reminded participants of their main concerns about the eTandem project before they had started (question #27 in the pre-study questionnaire), and asked them what advice they would give to a classmate who shares the same concerns before embarking on a similar eTandem exchange. Gaël, Karine and Jocelyne had indicated in the pre-study questionnaire that they were worried about not understanding their partner's English. Their following responses gave reasons why they now believe such a concern to be relatively minor, and the strategies they employed to resolve breakdowns in communication:

Moi je dirais qu'il faut vraiment pas s'inquiéter parce que tu sais je veux dire pour le correspondant je pense que c'est la même chose, je pense qu'ils ont à peu près les mêmes craintes de ne pas comprendre ce que nous on dit. En fait quand on se parle, on se comprend bien. Au pire des pires, il y a Google traduction si tu comprends vraiment pas (I would say that you really shouldn't worry because you know, I mean, for your

partner, I think it's the same thing, I think they have pretty much the same concerns about not understanding us when we speak. In fact, when we were talking, we understand each other well. Worst case scenario, there's Google translation if you really don't understand.) –Gaël

Des fois si je comprenais pas, elle a parlé plus lentement et je comprenais tout. (Sometimes if I didn't understand, she spoke more slowly and I understood everything.) –Karine

Mais même si on n'est pas très proche il y a quand même certaines chimies qui se fait. Fait que, à un moment donné si [on] ne comprend pas, ben tu lui poses la question "j'ai pas compris, pourrais-tu répéter autrement?" Des fois on s'écrivait tu sais sur Skype il y a une partie pour écrire, on écrivait un mot en français qu'on comprenait pas ce qu'il veut dire en anglais (but even if you're not that close there's still a certain chemistry that develops. So, at a certain point if you don't understand, well you ask the question "I didn't understand, could you say it a different way?") Sometimes we typed, you know on Skype there's an option for text chat, we would type a word in French that we didn't know how to say in English.) –Jocelyne

Émilie and Isabelle had both indicated concerns of being partnered with an Anglophone student with whom they had little in common, and being partnered with an Anglophone student who had a negative attitude towards Quebec. Gaël also shared their first concern and Jocelyne had indicated the second one. The following remarks reflect their overall satisfaction with their partner and why they believe other students should not worry about these factors:

Moi je dirais de ne pas s'inquiéter parce que [ma correspondante] était vraiment pas comme ça. Elle avait vraiment des bonnes opinions [par rapport au Québec]. On s'entendait bien. (I would say to not worry about it because [my partner] was really not like that. She had really good opinions [about Quebec]. We got along well.) –Émilie

Ben je sais pas trop en fait parce que moi j'ai quand même été chanceuse d'avoir été jumelée avec quelqu'un qui avait dans le fond les mêmes [traits] psychologiquement. Ben, [je dirais] peut-être que ça vaut quand même la peine d'essayer parce que c'est quand même de belles expériences et ça nous permet de rencontrer des personnes. (Well actually I don't really know because I was pretty lucky to have been paired with someone who had the same mindset as me. Well, [I would say] maybe that it's still worth it to try because it's a pretty nice experience and it allows us to meet people.) –Isabelle

Pour la crainte d'avoir une personne que je m'entends pas avec, ben, comment on était sélectionné avec le questionnaire [de jumelage], je trouve que c'était vraiment bien fait. On savait qu'on avait les mêmes points en commun et on s'est vraiment direct entendu à la première session. Il n'y a pas eu de malaise ou rien. (For the concern of having a partner I don't get along with, well, the way we were paired up with the [matching] questionnaire, I find that it was really well done. We knew we had things in common and we got along right away during the first session. There wasn't any awkwardness or anything.) –Gaël

Ben [je dirais] d'y aller quand même parce que moi ça c'est bien passé, ma correspondante était super positive, pis elle avait l'air être contente de faire ça. (Well [I would say] to do it anyway because for me it went well, my partner was super positive and she seemed happy to be doing it.) –Jocelyne

Question #6 asked participants if they took more risks using new words or expressions during their Skype conversations than they do in class. All participants said yes, which indicates an increased sense of competence in their L2. Jocelyne recalled an instance where she relied on her teacher to clarify the meaning of a word she later used during a Skype conversation:

Il y avait un mot, je me rappelle plus c'était quoi, à un moment donné je doutais sur un mot, comment le dire dans la première conversation. J'ai demandé à [mon prof d'anglais] après, pis il m'a dit c'était quoi pis je l'ai utilisé dans la deuxième [conversation]. J'étais contente d'apprendre ce nouveau mot. (There was a word, I can't remember what it was, at one point I wasn't sure about a word, how to say it during our first conversation. I asked [my English teacher] afterwards, and he told me what it was, then I used it in our second [conversation]. I was happy to learn that new word.)

After agreeing that she took more risks in English in order to sustain the Skype conversations, Karine contrasted this scenario with speaking to classmates during a C1 activity⁸: “*des fois on fait un C1 parler avec un autre élève mais c'est pas pareil parce que l'autre élève a peut-être moins de compétences en anglais que toi*” (sometimes we do a C1 activity with another student but it's not the same because the other student is maybe less proficient in English than you).

⁸ C1, “interacts orally in English”, refers to one of the three principal competencies evaluated in ESL classes of French-language schools in Quebec. See: www.mels.gouv.qc.ca/sections/programmeformation/secondaire2/medias/5-pfeq_engseclangmerged.pdf

Question #7 reprised #11 from the post-study questionnaire to elicit more detailed responses from the participants. When asked if their experience of the eTandem exchange motivated the students to want to improve their English, the participants echoed the responses on their questionnaires with comments pertaining to a desire to travel and the recognition that English is spoken around the world. The following are some of the participants' answers:

Oui oui ça serait le fun que je m'améliore. Je trouve que ça a amélioré mon anglais mais il y a toujours place à l'amélioration. (Yes, yes it would be good to improve [my English]. I find that it improved my English but there's always room for improvement.) –Gaël

Mais oui beaucoup parce que je vois que ça peut m'aider aussi dans la vie plus tard. Je veux travailler dans le [secteur] public fait que ça va m'aider. (Yes, very much so because I see that it can also help me later in life. I want to work in the public [sector] so it will help me.) -Karine

J'aimerais voyager. Je travaille dans un restaurant chinois pis il y a beaucoup d'Anglais qui viennent, pis j'ai commencé plus à parler en anglais. D'habitude je disais "I don't understand", je réfèrais à quelqu'un d'autre mais là j'essaie plus de les aider pis ça marche bien. (I would like to travel. I work in a Chinese restaurant and we get a lot of English customers, and I've started speaking English more. Usually I would tell them "I don't understand", I would refer to someone else but now I try harder to help them and it's working out well.) –Jocelyne

Question #8 asked participants if they would participate in another eTandem exchange, all six participants said yes. However, Isabelle specified that she would prefer to do another true exchange like the one she did in Vancouver, an indication of an even greater desire to immerse herself in the target language culture. Jocelyne said she would participate in another eTandem exchange if she had the time, citing scheduling issues as the major obstacle. Similarly, incompatible schedules were also cited by Émilie as the reason she did not complete more than one, three-hour Skype session with her partner.

Finally, questions #9-10 asked participants if they had any suggestions for improving the eTandem exchange and if they had any other comments they wished to make. Gaël and Isabelle suggested being able to hold the Skype sessions during class time because it would make English class more engaging and solve the problem of scheduling conflicts between partners. Karine reiterated her comment on the post-study

questionnaire that it was difficult to communicate with her partner, saying: “*ben c’est un peu difficile de communiquer avec ma correspondante parce qu’elle allait à l’ordi une fois par semaine, pis c’était quand on se rappelait, fait que c’était un peu compliqué*” (well it was a little difficult to communicate with my partner because she went on the computer once a week and it was when we remembered, so it was a little complicated). When asked if it would be better to hold the Skype sessions at school, Karine said yes. The students’ final comments were all of a positive nature:

“*Je n’ai pas de mauvais commentaires. C’était vraiment agréable.*” (I have no negative comments. It was really enjoyable.) –Gaël

“*J’ai vraiment aimé ça.*” (I really liked it.) –Isabelle

“*C’était intéressant; ça m’a fait grandir en anglais.*” (It was interesting; it broadened my knowledge of English.) –Karine

“*C’était bien organisé.*” (It was well organized.) –Émilie

“*C’était vraiment bien organisé. Bravo.*” (It was really well organized. Bravo.) –Jocelyne

This concludes the results chapter. The following chapter discusses these findings as they relate to the research questions.

CHAPTER 6: DISCUSSION

The following discussion explains the findings related to each of the three research questions, with reference to relevant theories in SLA and psychology where appropriate. The first two research questions are addressed in relation to the full participants' experiences of the eTandem project, while the third research question addresses both the stop-out and full participant data. A general conclusion follows a discussion of the limitations of the present study as well as suggestions for future research.

Discussion of Results for Research Question #1:

What is the effect of an eTandem project with Anglophone peers on Francophone students' motivation intensity, desire and attitude towards learning ESL?

Motivational Intensity

Motivational intensity, or effort expended to learn an L2, was evaluated in questions #5 and #8 of the post-study questionnaire, giving a total possible score of 3 (1 point awarded each for wanting to speak more clearly, more active English class participation, and more care taken when completing homework). Karine was the only participant to report all three markers of effort, Gaël, Isabelle and Jocelyne reported two of the three, Maxime reported one, and Émilie, none. Karine, Gaël, Jocelyne, and Isabelle indicated that assuming the role of the language learner motivated them to want to express themselves well in English with their partner. This particular marker of effort points to the value of L2 communication with native speaker peers as opposed to other L2 learners, a distinction made by Karine who, during her exit interview, alluded to classroom speaking activities in groups where her ESL proficiency exceeded that of her group members. This outcome mirrors Conley and Gallego's (2012) study on an eTandem exchange where over 90% of the participants reported finding CMC with a native speaker more helpful than communicating in the target language with a non-native speaker classmate. Indeed, in cases where learners are interacting with each other in the L2, they tend to converge to a common interlanguage that can differ greatly from target language norms (Beebe & Zuengler, 1983; Lyster, 1987, 1996; Tarone & Swain, 1995, all cited in MacFarlane, 2001). This common interlanguage enables students to

communicate with other students in the classroom without negotiation or modifications (Lyster, 1987). The finding that four of the six participants felt motivated to express themselves better in English with their Anglophone partner echoes the observation of MacFarlane's (2001) case study of a bilingual exchange. She noted that contact with native speaker peers:

Motivated learners to attempt more native-like performance, an objective which rarely occurs in communication with the teacher or with L1 peers. The exchange promoted the adoption of a more native-like accent – at least in the presence of NSs – due to peer L2 models. Learners realized the importance of accent and the role it plays in their comprehension of L2 input and the extent to which it determines whether or not they are understood by their interlocutors. (p. 14)

The present study did not ask participants to specify if their efforts to better express themselves in English were related to grammar or pronunciation, but a combination of the two is plausible and could be investigated in future studies.

The second marker of effort, that of participating more actively in class during lessons or discussions, was reported by Karine, Gaël, Isabelle and Jocelyne. The third marker of effort, trying harder when completing homework, was reported by Karine and Maxime. Students who become more engaged in these ways help enrich the L2 classroom as a whole by potentially influencing the group dynamics of their class, particularly if these students have assumed leadership roles among their classmates (Dörnyei & Murphy, 2003). The concept of group dynamics will be further explored in the discussion of the third research question. Though the above two effects would be observable to teachers, the present study did not seek confirmation of these effects from the L2 teachers. It is interesting that Émilie, who reported none of the above effects on motivational intensity, was the full participant who completed the least number of Skype sessions. Perhaps if she had continued the eTandem project and held more Skype conversations with her partner, she might have reported some or all of the markers of greater motivational intensity.

Some additional markers of motivational intensity include participants' answers to the open questions #10 and #15 of the post-study questionnaire. Jocelyne said that an eTandem project is a good way to improve oral expression in the L2 "*car ça encourage les jeunes à faire plus d'effort et de rencontrer une nouvelle personne*" (because it

encourages young students to make more of an effort and to meet someone new). Similarly, Karine and Isabelle said that participating in an eTandem project as part of their English class would be a good idea *“parce que ça en aiderait plus d’un à se forcer”* (because it would help more of us to try harder) and because *“on serait plus impliqué à l’apprentissage de l’anglais”* (we would be more engaged in learning English). Although these students cannot speak for everyone in their class, their opinions are valuable and demonstrate the ability of an eTandem project to increase Francophone students’ motivational intensity to learn English.

Desire to Learn English

Evaluating the effects of the eTandem project on students’ desire to learn English produced a total possible score of 3; all participants scored a 3 except Jocelyne, who scored a 2. Question #9 of the post-study questionnaire asked students to indicate the impact of the eTandem project on their personal life, with two of the possible responses being markers of desire: *“tu t’intéresses plus aux médias anglophones”* (you’re more interested in English media), and *“tu as plus envie de voyager dans une région où les gens parlent anglais afin d’améliorer ton anglais”* (you have a greater desire to travel to places where people speak English so you can improve your English). Jocelyne was the only participant who did not indicate that she became more interested in English media as a result of the eTandem project, with all six participants indicating a greater desire to travel to English-speaking areas. The third marker of desire, question #11, asked students if their experience of corresponding with an Anglophone peer made them want to improve their English. All six participants said yes and gave a variety of reasons such as travel (*“j’aimerais vraiment voyager maintenant et tout...”*) (I would really like to travel now and all...) and to meet more Anglophones (*“pour connaître plus d’anglophones”*).

In addition to the questionnaire markers of desire, question #7 of the exit interview elicited more detailed responses as to whether their experience of the eTandem project motivated the students to want to improve their English. The participants echoed the responses on their questionnaires with comments pertaining to a desire to travel and the recognition that English is spoken around the world. In the case of the present study, the “desire” component of the socio-educational model of motivation in L2 learning is closely tied to the principle of relatedness, a component of self-determination theory. By

indicating a greater interest in English media and an urge to travel to English-speaking areas, the participants' increased desire to learn English seems to stem from wanting to build a stronger rapport with Anglophones and their culture. Such a willingness to explore unfamiliar environments, according to self-determination theory, depends on a sense of security and trust in relationships with relevant others (in this case, members of the L2 community). A more detailed discussion of the markers of relatedness in the data collected will be addressed in response to the second research question.

Attitudes Toward Learning English

Attitudes toward learning English were assessed to yield a total possible score of 1. There were two markers of attitude on the post-study questionnaire: question #5 that included the possible response of "*c'était décourageant*" (it was discouraging) when asking students how they felt assuming the role of language learner. If indicated, such a response would be counted as minus one; however, none of the participants checked off this answer. The second marker of attitude was question #8's possible response "*tu trouves ton cours d'anglais plus pertinent*" (you find your English class more relevant). Karine, Gaël and Isabelle indicated this effect of the eTandem project, whereas Émilie, Jocelyne and Maxime did not. In Maxime's case, this could be because he already found his PEI English class to be relevant, a likely scenario for students enrolled in the PEI program. As for Émilie, her low score for attitude may, like her low score for motivational intensity, be a reflection of the number of Skype sessions she completed. It is possible that additional Skype sessions with her Anglophone partner may have resulted in her finding her English course more pertinent. Alternatively, it is possible that Émilie, and perhaps Jocelyne, already found their English class to be pertinent. For Karine, Gaël and Isabelle, viewing their English class as more relevant is a promising outcome of the eTandem project. It demonstrates the connection that these students made between learning English in a classroom setting and being able to apply their knowledge in an authentic L2 context. A similar observation was made by MacFarlane (2001) who states that "the exchange experience provided a setting in which students were able to activate the passive knowledge they had acquired in the classroom" (p. 13). L2 teachers interested in incorporating eTandem exchanges into their curriculum would find this effect on students' attitude encouraging as students do not always acknowledge the usefulness of

material learned in class. Students who recognize for themselves how applicable the lessons they have learned in class are to real life situations are considered to be more motivated than those who do not, i.e. those who are amotivated (Noels, 2001b).

To summarize, the eTandem project had a positive effect on almost all of the full participants' level of motivational intensity. All six of them reported a greater desire to learn English as a result of the eTandem project, and half reported more favourable attitudes towards their ESL class. Future studies should attempt to corroborate such self-reporting data with other measures such as classroom observation or interviews with L2 teachers.

Discussion of Results for Research Question #2:

How does an eTandem project with Anglophone peers affect Francophone students' sense of competence, autonomy and relatedness?

Competence

In order to assess how participants' sense of competence was affected by the eTandem project, questions #3, #5, #6, #8, and #9 of the post-study questionnaire contained markers of competence that yielded a total possible score of 7 (1 point awarded for each of the seven markers of competence, the higher the score, the greater the sense of competence). Karine, Jocelyne and Maxime scored 6, Isabelle scored 5.5, Émilie scored 4 and Gaël, 2.5. The results of questions #3 and #6 from the exit interview are also discussed as they relate to the notion of competence. The markers of competence encompassed in both the post-study questionnaire and the exit interview can be divided into two general categories: students reporting a sense of competence as it relates to their own L2 improvement, and students reporting a sense of competence as it relates to their effectiveness as an FSL tutor for their Anglophone partner.

The first category, that of students feeling more competent in their L2, was evident in the students who reported an overall improvement in their L2 as a result of the eTandem project. Karine and Maxime reported much improvement, Gaël and Isabelle reported some improvement, and Émilie and Jocelyne reported modest improvement in their L2. Self-reporting of L2 improvement, regardless of the actual level of improvement, reflects the students' impressions of having made progress in the L2

learning process, which contributes to the development of their sense of competence (Noels, 2001b). It is not surprising that Maxime, who completed nine Skype sessions, reported much improvement in English whereas Émilie, who held one Skype session, reported a modest improvement in her English. It is also interesting to note that Jocelyne's indication of modest L2 improvement coincides with her pre-study questionnaire response of "maybe" when asked whether she believed the eTandem project could help her improve her English (the rest of the full participants had answered "yes" to that question).

Another marker of L2 competence was included in question #5 of the post-study questionnaire. All participants except Gaël indicated that assuming the role of language learner during the Skype conversations made them "*plus confiant(e) dans la langue seconde*" (more confident in the second language). Similarly, in question #8, all participants but Gaël indicated that because of the eTandem project, they feel more confident when speaking English in English class. Question #8 contained another marker of competence, and this time all participants but Émilie indicated that they now understand their English teacher better when he speaks English. Finally, in question #9, all participants excluding Gaël indicated the marker of competence "*tu serais moins gêné(e) de parler à des anglophones*" (you would be less shy to speak to Anglophones).

Additional markers of competence were noted in two students' answers to question #10 which asked if eTandem projects are a good way for students to improve their L2 oral expression. Gaël said yes "*car ça nous permet de voir nos faiblesses et nous pouvons même les régler*" (because it allows us to see our weaknesses and even correct them), and Émilie said yes "*parce qu'en ayant de l'aide on a plus de confiance*" (because getting help makes us more confident).

The final marker of a sense of competence in one's L2 was question #6 of the exit interview that asked participants if they took more risks using new words or expressions during their Skype conversations than they do in class. All participants said yes, which corroborates Kötter's claim that TLL "creates an atmosphere of confidence and trust in which it may be easier for them to experiment with constructions they may have not yet fully mastered" (2003, p. 147). Interestingly, Jocelyne remarked that it was this aspect of the eTandem exchange that she liked the most, stating in question #12 of the post-study

questionnaire that “*je me suis forcée pour utiliser de nouveaux mots*” (I made an effort to use new words), an outcome also related to motivational intensity.

The second manner in which the participants experienced feelings of competence relates to their effectiveness as an FSL tutor for their Anglophone partner when they assumed the role of expert native speaker. This notion of competence is linked to the principle of reciprocity, one of the tenets of TLL. In the post-study questionnaire, reciprocity was assessed in questions #4 and #6, yielding a total possible score of 3. Recalling Brammerts’ (1996a) description of this principle, “successful learning in tandem is based on the reciprocal dependence and mutual support of the partners; both partners should contribute equally to their work together and benefit to the same extent” (p. 11). Thus, reciprocity requires both partners to help each other and adjust to each other’s proficiency levels. Like question #3 of the post-study questionnaire, question #4 asked participants to rate their Anglophone partner’s level of L2 improvement. As reported in the results chapter, all of the students reported the same degree of L2 improvement among themselves and their partners, an indication that both partners benefited equally from the exchange. Question #6, which asked participants to indicate the implications of assuming the role of expert French speaker, contained two markers of a sense of competence derived from helping their partners. Only one student, Jocelyne, indicated that assuming the role of expert native speaker gave her “*un sentiment de compétence*” (a feeling of competence), while Karine, Isabelle and Émilie indicated that being the expert native speaker “*t’a motivé à vouloir bien t’exprimer en français avec ton correspondant*” (motivated you to want to express yourself well in French with your partner), with Isabelle also describing an additional outcome in the “*autres*” blank space: “*à avoir un sentiment de fierté à lui apprendre le français*” (feeling proud to teach her partner French).

The Francophone students’ sense of competence derived from helping their partners was investigated further in question #3 of the exit interview which asked participants to describe how they felt when they were able to help their partner express themselves better in French. As per the results presented in the previous chapter, four of the participants indicated positive emotions such as feeling proud to have helped their partner, feeling influential, capable and useful. These responses demonstrate the sense of

competence that the participants gained from helping their partner improve their French, even though Jocelyne was the only one to indicate that particular marker in question #6 of the post-study questionnaire. The researcher included such measures of feeling competent as a native speaker tutor in order to highlight its potential role in mitigating a minor imbalance of L2 proficiency levels between partners. Despite the tendency for French immersion students to achieve greater fluency in their L2 than core Francophone ESL students due to the former receiving vastly more hours of instruction in the L2, the above results point to the satisfaction and self-efficacy experienced by Francophone students when they were able to help their Anglophone partners.

In Jocelyne's case, her sense of competence as a native speaker expert was not as clear. Even though she indicated in question #6 that assuming the role of native speaker expert gave her a sense of competence, she reported feeling uneasy when correcting her partner's mistakes. Jocelyne explained that she did not ask her partner to correct her mistakes because she feared it would "insult her" (hurt her confidence, most likely), something she worried her partner may also experience despite having asked to be corrected. Although Jocelyne was the only participant to cite discomfort in her role as native speaker expert, she raises the important issue of social image and a preoccupation with making mistakes in front of others. This concept will be further explored in the discussion of the stop-outs.

Autonomy

To assess students' sense of autonomy in relation to the eTandem project, question #7 of the post-study questionnaire asked students whether their level of control over the activity motivated them to invest themselves more (2 points), as much as (1 point), or less (0 points) in the eTandem project relative to other course work. Émilie and Gaël reported investing themselves in the project as much as other course work while the other four participants reported investing themselves more in the eTandem project than other course work. This outcome is very encouraging because the eTandem project as a whole was designed to give students the freedom and responsibility for their learning. Firstly, students had the choice to participate in the project or not. Secondly, students had control over when they held their Skype sessions and, to an extent, for how long. While the instructions were for students to hold weekly hour-long Skype sessions, this was set

as a minimum. Émilie's three-hour Skype session demonstrates the control that students had over the task with respect to time. Thirdly, the modules were created with the idea that participants could incorporate their own questions and work through the modules at their own pace. Fourthly, participants had control over the kind of feedback they wanted to be given. In Jocelyne's case, she chose not to be corrected when making mistakes in English, while other participants welcomed corrections from their Anglophone partners.

According to Noels (2001b), enhancing learners' sense of autonomy is achieved by encouraging them to be self-initiating, providing them with choices about learning, allowing them to solve problems independently, and avoiding asserting authority and control over them. The eTandem project's design met all of these conditions and, based on the results of question #7 and the fact that these six participants completed at least three hours' worth of Skyping of their own volition, it can be said that the participants' sense of autonomy was well supported.

Relatedness

Two markers of relatedness were included in questions #6 and #14 of the post-study questionnaire to yield a total possible score of 2. All of the participants except Jocelyne indicated in #6 that assuming the role of expert native speaker "*t'a aidé à comprendre les difficultés en langue seconde de ton correspondant*" (helped you understand your partner's L2 difficulties). This outcome is desirable for two reasons. Firstly, it means that these Francophone participants were in a position to reflect on grammatical divergences between French and English. Such observations are valuable to both learners, because, as Little (2001) explains, "the errors that the learner makes will in many cases reveal important contrasts between the two languages and in this way throw light on the native speaker's target language problems" (p. 33). Secondly, this outcome suggests an acknowledgement and appreciation on the part of the Francophone students for the effort that their Anglophone peers must make in order to produce output that more closely resembles target language norms. For example, just as Francophone students may struggle with irregular verbs and prepositions in English, observing the particular difficulties of Anglophone learners of French establishes some common ground between both groups.

The second marker of relatedness was question #14 that asked participants if they wished to keep in contact with their Anglophone partner and why. Jocelyne said she was undecided, and the remaining five students all said yes. Their reasons for wanting to stay in touch indicate the development of cross-group friendship, which is thought to be one of the best predictors of improved intergroup attitudes because of its role in reducing anxiety (Kenworthy, Turner & Hewstone, 2005). This item was further explored in question #5 of the exit interview when participants were asked what advice they would give to a classmate who shared their same initial concerns with respect to participating in an eTandem project. The students were reminded of their answers to #27 of the pre-study questionnaire that had asked them to indicate from a list which doubts or worries they had prior to their first Skype session. Aside from concerns associated with language comprehension, Jocelyne had indicated the concern of being paired with an Anglophone student who had a negative attitude towards Quebec, Gaël had reported being concerned about not having much in common with his partner, and Isabelle and Émilie had indicated both of these last two concerns. As the previous chapter demonstrates, the answers that these students gave during the exit interview reflect decreased prejudices and a more positive perception of the L2 community, a phenomenon that is well described in the field of social psychology.

The notion that intercultural/intergroup contact changes the attitudes and behaviours of groups and individuals toward one another has a long history in social psychology, with the resulting Contact Hypothesis being coined by Allport in his 1954 volume, *The Nature of Prejudice*. He summarized his thinking in a general hypothesis about the conditions of contact that yield the most positive results:

Prejudice...may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if this contact is sanctioned by institutional supports (i.e., by law, custom or local atmosphere), and provided it is of a sort that leads to the perception of common interests and common humanity between members of the two groups. (1954; 1979, p. 281)

Paraphrasing, Kenworthy et al. (2005) identify the four elements that comprise the basic formulaic version of Allport's Contact Hypothesis: equal status between the groups within the contact situation, common goals, institutional support, and a perception

of similarity between the two groups. In an attempt to update Allport's original framework, Pettigrew (1998) added a fifth contact condition that he considered particularly important: friendship potential involving opportunities for members of one group to share of themselves and empathize with others, thereby increasing the possibility for more intimate contact than is found in casual relationships (Dörnyei & Csizér, 2005). While the elements of common goals, institutional support and a perception of similarity between both groups are inherent to school-based TLL exchanges, two aspects of the present study's eTandem project design conveyed the equal status of French and English. Firstly, the conversation modules were crafted to give equal weight to discussions of Francophone and Anglophone culture. Secondly, French immersion students were recruited as opposed to core French students because, in addition to the reasons cited in chapter 4, the former tend to have a heightened awareness of the value of being proficient in both of Canada's official languages. In addition to citing French proficiency as being advantageous for future job opportunities, parents who have enrolled their children in French immersion are twice as likely to believe it will enable students to better understand French-Canadian culture (Bienvenue, 1986; cited in Canadian Council on Learning, 2007). Sharing these views with their children as well as the French immersion curriculum itself help to instill in students an appreciation for the French language, a sentiment less commonly noted among core French students.

With respect to Pettigrew's (1998) fifth condition, the modules were also created to encourage the sharing of personal anecdotes and unique attributes of the students that help to foster the development of cross-group friendship, a particularly effective form of intergroup contact (Pettigrew, 1997). As Kenworthy et al. (2005) explain, exchanges between members of different groups in which the members reveal meaningful aspects of themselves through self-disclosure have shown to be important in the development of interpersonal relationships that lead to successful intergroup contact. Self-disclosure may reduce prejudice by helping to disconfirm stereotypes about the other group and increasing the complexity and differentiated perception of its members (*ibid.*). Evidence of these outcomes came in the feedback from the full participants who reported pleasant online contact experiences and a desire to maintain contact with their Anglophone partner.

The above discussion of the findings related to the second research question demonstrates eTandem's ability to foster a sense of competence, autonomy and relatedness among the full participants by virtue of the project's design and the interrelationship with the components of Gardner's (1985) definition of motivation. All participants reported a heightened sense of L2 competence and a feeling of control over their learning, and five of the six full participants earned the maximum score for indices of relatedness. Overall, the students seemed to be more invested in their L2 learning as a result of their experience with the eTandem project.

Discussion of Results for Research Question #3:

What are the implications of implementing an eTandem project into the ESL curriculum?

In addition to the suggestions given by the group of full participants as to how to improve the eTandem exchange, much insight can be gained from examining the group of stop-outs. The issues of language anxiety, intergroup contact and group dynamics will be discussed as they relate to the individual experiences of the stop-outs and some of the full participants; implications of these findings as well as other logistical and pedagogical considerations will conclude the discussion.

Language Anxiety

In what renowned linguist Claude Hagège describes as "*l'écran de la puberté et la crainte de l'erreur*" ("the puberty screen and the fear of failure") phenomenon, the propensity to learn languages among young children is succeeded by anxiety and worry, their cheerful spontaneity giving way to a social image obsession and even "*la latophobie*" (fear of fault) (1996, p. 35). The researcher's observations during the recruitment process as well as the present study's results suggest that grade nine/secondary three students have already crossed this threshold. When asked why they declined to participate, a number of Francophone students expressed concern about their level of English proficiency. One student in particular who was considering participating in the project asked the researcher "*qu'est-ce qu'on fait si on comprend rien [de ce que dit l'autre élève]?*" ("what do we do if we don't understand anything [that the other student is saying]?"). Despite being encouraged by her teacher to take advantage of the opportunity to practice her English, she ultimately did not enroll.

Among the full participants and stop-outs, Jocelyne, Véronique, Justine and Nicolas exhibited signs of L2 anxiety in the answers they gave during the exit interviews. Jocelyne remarked that anxiety was an issue for her during the first Skype session, but gradually diminished over the course of the exchange. Véronique and Justine both reported shyness as an obstacle preventing them from attempting even one Skype session; indeed, Justine had previously alluded to being apprehensive about her Skype partner's reaction to her level of English in #27 of the pre-study questionnaire where she communicated her concern "*que mon correspondant rie de moi si je suis pas capable ou qu'il ne me comprenne pas*" (that my partner laughs at me if I'm struggling or does not understand me). Nicolas explained that after his first Skype session, his feelings of self-consciousness about his perceived discrepancy in L2 proficiency between him and his partner caused him to withdraw. Why was Jocelyne able to work through her anxiety while Nicolas could not? Variations in intensity of emotional reaction and their subsequent effects on effort provide some insight. As MacIntyre (2002) explains:

How an individual reacts will be governed in large measure by the intensity of the emotional reaction. It might be in the learner's best academic, financial, cultural, and social interest to keep talking, but if the emotion is too strong, the person will try to withdraw. It stands to reason that L2 students should talk in order to learn, but reason and emotion are separate issues. (p. 62)

Thus, while Nicolas continues to acknowledge the importance of English and initially demonstrated a level of motivation sufficient to enroll in the study, affective variables appear to have proven too strong of a deterrent. For highly anxious learners, confronting their perceived limitations can be painful and demotivating (MacIntyre & Gardner, 1989). Indeed, MacIntyre and Noels (1996) argue that reasons to approach a language-learning task must be juxtaposed with reasons to avoid it (i.e. affect), with both processes seeming to occur simultaneously.

Another dynamic to consider is the interplay between anxiety and effort. Although it has been demonstrated that anxiety arousal can lead to poor L2 performance (MacIntyre & Gardner, 1994) and that the higher the anxiety levels, the greater the disruption in thinking and reasoning (Eysenck, 1979), Eysenck notes that a frequent response to anxiety, especially at milder levels, is an increase in effort (1979). This

explains the inverted “U” function of anxiety arousal plotted against L2 performance (see MacIntyre, 1999, cited in MacIntyre, 2002), whereby a rise in anxiety levels is initially associated with improved L2 performance, quickly reaching a peak, after which further anxiety entails a decline in L2 performance. Such a relationship explains the distinction between the effects of facilitating and debilitating anxiety (Leibert & Morris, 1967, cited in MacIntyre, 2002). Evidence of this dynamic in the present study can be seen among the full participants and stop-outs. The full participants all indicated in question #27 of the pre-study questionnaire an average of two sources of doubts or concerns prior to the eTandem exchange, yet, these worries were not enough to cause them to withdraw from the eTandem project. Jocelyne in particular reported that her initial anxiety waned and “*t’a motivé à vouloir bien t’exprimer en anglais avec ton correspondant*” (motivated her to want to express herself well in English with her partner), suggesting that she was able to partially compensate for L2 difficulties by increased effort, demonstrating a link between emotion and motivation (MacIntyre & Gardner, 1994a, cited in MacIntyre, 2002). She also reported making note of a word she was uncertain of during her Skype conversation and later asking her English teacher to clarify the meaning so she could use it in subsequent Skype sessions. Thus, it is plausible that her mild anxiety was not debilitating, but rather facilitating in that it spurred a conscious effort to produce more accurate output.

Intergroup Contact Anxiety

While language anxiety certainly accounts for much of the apprehension felt by both groups of students, some important observations made by the researcher during the recruitment process and in correspondence with the L2 teachers suggest a sense of anxiety rooted in cultural differences between Quebec and Ontario. As Kenworthy et al. (2005) explain:

Intergroup anxiety is thought to stem from the anticipation of negative consequences during contact, such as embarrassment, rejection, discrimination or misunderstanding, and may therefore be exacerbated by minimal prior contact with the out-group and large status or numerical differences between the in-group and the out-group. (Stephan & Stephan, 1985, cited in Kenworthy et al., 2005, p. 11)

Even though the French immersion students were informed during the recruitment

presentation that their L2 proficiency was most likely greater than that of the Francophone students due to the nature of the immersion program, one of the FSL teachers remarked that her students still had strong reservations about communicating with Francophone students from Quebec, citing stereotypes held by her students as a deterrent. The researcher did not delve into this matter further, but a common perception among English-speaking Canadians seems to be that Francophone Quebecers are particularly defensive of their culture. Likewise, signs of intergroup contact anxiety were evident among the Francophone students who enrolled in the study and among their English class as a whole during and after the recruitment presentations. For example, during one recruitment presentation in Quebec City, Justine asked if, instead of Skyping one on one with her Anglophone partner, she could be with her classmate and form a group of four (two Anglophone students and two Francophone students) “*pour que ça soit [nous] deux contre les autres*” (so that it’s [us] two against the others). The researcher clarified that the eTandem project was a collaborative endeavour, not one of competition that pits Anglophone and Francophone students against each other. Justine’s request indicates that while on some level she is interested in communicating with an Anglophone peer, she needs the support of another in-group peer to quell her anxiety. Despite her request being declined, Justine signed up for the eTandem project and reported one of the highest “effort” scores of all participants on the pre-study questionnaire. However, it seems as though her strong motivational intensity was eclipsed by her anxiety, both language-related and in relation to intergroup contact⁹. Her answer to #18 of the pre-study questionnaire indicates that she has never had the chance to talk to an Anglophone, a factor that could be associated with her anxiety. As Côté explains, this is a predictable outcome:

Les recherches et les expériences pratiques montrent très clairement que le niveau d’anxiété est le principal obstacle aux rapprochements intergroupes. Lorsque les personnes sont anxieuses, elles ont notamment tendance à être plus fermées à la différence, à valoriser davantage ce qu’elles connaissent et à prendre moins de risques. (2012, p. 3) (Research and practical experience have very clearly shown that the level of anxiety

⁹ At the time of the present study’s recruitment and in the weeks following, the “Pastagate” controversy over a Montreal restaurant owner’s use of non-French words on his menu was making national and international headlines. This may have heightened the level of intergroup contact anxiety felt by participants at both schools.

is the main obstacle to building bridges between groups. When people are anxious, they tend to be less open to difference, to place more value on what they know, and to take fewer risks.)

Group Dynamics

Another factor that may have played a role in some of the stop-outs' lack of commitment to the eTandem project is group dynamics, the notion that in an educational context, the class as a group can have a significant impact on the effectiveness of learning (Dörnyei & Murphey, 2003). Members of cohesive groups (e.g. an ESL class) actively support each other and adhere to goal-oriented norms, which have a strong influence on the individual (*ibid.*). As Wigfield and Wagner (2007; cited in Dörnyei & Ushioda, 2011) note, substantial research evidence suggests that peers often gravitate to similar others and strengthen each other's motivational orientations, and where these motivational orientations are learning or achievement focused, the effects of such social influence can be very positive. Thus, if the majority of the students in the English classes at the secondary school in Quebec had participated in the eTandem exchange, students may have viewed it as a class activity, despite its extra-curricular nature. In that case, feedback about students' progress, concerns, and even interesting anecdotes could, with the ESL teacher as facilitator, be shared during class discussions of the project and ultimately help motivate students to continue. In the present study, however, the group of Francophone participants was split between three different English classes and comprised a small minority in each of their classes. Knowing that most classmates were not involved in the project seems to be the reason why Maude did not complete more than one Skype session, as she gave no other explanation as to why she stopped.

Another example of possible group dynamics in action was the researcher's observation that after each recruitment presentation, either a large group of students showed an interest by taking a consent package or, alternatively, no one showed an interest. In the classes where no one raised their hand to take a consent package, it is possible that the group was cohesive but did not have goal-oriented norms. Dörnyei and Murphey (2003) explain:

In groups which are very close but are not interested in the 'official' purpose of the class we can have a situation whereby the group very effectively refuses to learn (and follows what have been called 'runaway

norms'). And, given that cohesive groups have a firm structure and are therefore much more resistant to change than non-cohesive ones, if a cohesive group has anti-production norms, the teacher has a real problem. (p. 65)

Such a peer group culture of underachievement and the 'norm of mediocrity' (Graham, 2001; McCaslin & Good, 1996; all cited in Dörnyei & Ushioda, 2011) was the case of Leni Dam's (1995) well-publicized account of the strategy she devised to deal with her adolescent students who were not motivated. By involving them in making plans and decisions about their learning, she promoted their autonomy and, consequently, their motivation (Ushioda, 2011). Dam's findings echo other research evidence suggesting that students' readiness to internalize curriculum goals and values (i.e., the learning and use of additional languages) depends in large part on the degree to which the social learning environment supports their sense of autonomy, and involves them in some of the choices and decision-making processes that shape their learning (see, for example, Ryan, Connell, and Grolnick 1992, cited in Ushioda, 2011). This and other implications will be explored in the next section.

Implications of the Present Study

Pedagogical implications.

As mentioned in the results section, there was a discrepancy between the average "effort" and "desire" scores from the pre-study questionnaires of both groups (full participants and stop-outs) whereby those who completed the eTandem project reported greater motivational intensity (25.6/30) at the outset than those who eventually withdrew (21.6/30). Likewise, full participants also had a slightly higher average "desire" score (13.8/15) compared to the stop-out group (12.1/15). Moreover, the stop-outs were proportionately more concerned about not understanding their partner in English and not being understood by their partner in French. The data analysis did not attempt to quantify the extent to which all of these differences played a role in determining each student's level of commitment to the eTandem project; however, the fact that two of the stop-outs (Justine and Maude) had some of the highest motivational intensity scores of all the participants (26 and 27, respectively) suggests that managing language anxiety, intergroup contact anxiety and group dynamics is perhaps more crucial to a successful

eTandem project than fixating on fostering students' motivational intensity and desire prior to an eTandem project. In fact, the act of enrolling in the eTandem exchange alone was enough to incite one stop-out, Annie, to report increased motivational intensity. In question #13 of the pre-study questionnaire that asked students how they react when they hear an English song on the radio, she indicated that "*j'écoute attentivement en essayant de comprendre les mots*" (I listen carefully trying to understand the words), adding in her own writing beside her choice, "*depuis hier*" (since yesterday).

In other words, the initial differences in average "effort" and "desire" scores may be less predictive of eTandem participation than the sentiments of anxiety and group cohesiveness experienced by the individual. Thus, the pedagogical implications discussed in this section target the issues of language anxiety, intergroup contact anxiety and group dynamics. The first two issues have also been raised by L2 teachers whose students have participated in a PÉLIQ-AN exchange between Francophone and Anglophone students within Quebec. In addressing their concerns, Côté (2010) has outlined various strategies for L2 teachers that include preliminary class discussions of potential sources of anxiety:

[...] on doit prendre conscience d'un premier principe qui peut sembler contre-intuitif au départ, à savoir de parler des éléments qui peuvent être sources d'anxiété. [...] Quand on discute au préalable avec les élèves de ce qui peut créer de l'anxiété, on les prépare à mieux vaincre cette anxiété. On les aide à avoir en tête des solutions pour gérer les situations qui peuvent les rendre anxieux. Par exemple, si le jeune dit : « Moi, j'ai peur de ne pas comprendre quand ils vont me parler en anglais », l'enseignant peut lui demander : « Qu'est-ce que tu vas faire si tu ne comprends pas? » Le jeune va lui dire qu'il peut faire ceci ou cela. [...] Il crée ses propres solutions et son anxiété diminue. (pp. 3-4) (You have to be aware of a basic principle that may initially seem counterintuitive: talk about elements that may be sources of anxiety. [...] Involving students in early discussions of potential sources of anxiety better prepares them to conquer this anxiety. They are prompted to find solutions for managing situations that could otherwise make them anxious. For example, if the student says, "I'm afraid I won't understand when they speak to me in English," the teacher can ask, "What will you do if you don't understand?" The student can then think of options. [...] They create their own solutions and their anxiety decreases.)

Côté also advises being open and realistic about students' concerns:

Il ne s'agit pas de minimiser les situations, de dire : « mais non, ça n'arrivera pas », ni de dramatiser et de faire peur. Il s'agit de bien faire

comprendre que c'est le genre de choses qui arrivent dans les interactions, surtout quand on ne se connaît pas ou qu'on ne connaît pas bien la langue, et qui vont peut-être arriver. (p. 4) (It is not a matter of downplaying situations (saying “that’s not ever going to happen”) or of over dramatizing and generating fear; rather, it is a matter of having students understand that these are just the kinds of things that are likely to happen when people interact, especially when they do not know one another or one another’s languages.)

Another strategy is to have the students start by e-mailing each other or, if deemed appropriate, adding each other as Facebook friends. While the present study instructed participants to e-mail their partner in order to schedule the first Skype session, it may have been beneficial for some students to prolong this period of asynchronous e-mail correspondence, which is less anxiety provoking than face-to face synchronous communication (Vinagre, 2005). This way, students would have had more of an opportunity to acquaint themselves with their partner before making the jump to communication via Skype. Dörnyei and Ushioda (2011, pp. 120-121) have also advanced five strategies that increase L2 learners’ self-confidence, one of which – providing learners with strategies to cope with anxiety-provoking situations – echoes Côté’s (2010) advice.

As previously discussed, promoting learners’ autonomy is important because students who are involved in the management of their own learning and in shaping it according to their own personal interests are also fostering their intrinsic motivation (Little, 2004; cited in Ushioda, 2011). Spratt, Humphreys, and Chan (2002, p. 263) concur, noting the connection between autonomy and motivation, and advising that “in a learning context that necessitates life-long learning and increasingly calls for distance learning, autonomy must surely remain an important aim”. One way of accomplishing this, like Dam (1995), is to allow learners choices about as many aspects of the learning process as possible, for example about activities and assignments, as it permits learners to see that they are in charge of the learning experience (Dörnyei & Murphy, 2003). Thus, L2 teachers might consider giving students the choice to participate in an eTandem project, with an alternative assignment for those who choose not to. This idea was explored in question #4 of the stop-out exit interview with over half of the stop-outs expressing an interest in participating in another eTandem exchange if offered the choice

between that and an alternative assignment for their English class. On the post-study questionnaire, Maxime also indicated that he would prefer having the choice to participate in an eTandem project in place of other homework or assignments for his English class. In addition to conferring a sense of control over their learning, if the majority of the class chose to participate in an eTandem project over another assignment, the group dynamics of the L2 classroom may serve as another source of encouragement for full participation in the project. Finally, not obliging students to participate in the eTandem project has another important implication. Given the level of commitment and respect required of the students, the L2 teacher may consider suspending eTandem privileges on the basis of behavioural issues such as failing to keep in contact with one's partner in a timely fashion or not upholding certain standards of online conduct.

Logistical implications.

The most important logistical consideration when organizing an eTandem project is deciding whether students will Skype with their partners at school or at home; there are advantages and disadvantages to both. The present study was extra-curricular because it was deemed too complicated to coordinate the students' schedules at each school, either during lunch hour or during L2 class time. Another advantage of students holding Skype sessions at home is that they are less likely to be distracted, as opposed to being in a computer lab at school surrounded by fellow classmates, all of whom would be communicating with their Skype partners. As the results chapter showed, the major disadvantage of asking students to schedule their Skype sessions outside of class time is that they simply fail to do so. To counteract this outcome, the L2 teacher would need to be in close contact with each student to address any breakdowns in communication, such as in Jonathan's and Annie's case. Of the stop-out group, Maude, Véronique, Charlotte, Mikaël and Nicolas agreed that it would have been better to hold the Skype sessions at school. This would solve the issues of scheduling as well as technical problems that some of the students experienced. Likewise, the majority of the full participants (all but Maxime) indicated that they would prefer to complete the eTandem project at school.

Just as the present study made an effort to match Skype partners based on common interests, future eTandem exchanges would benefit from doing the same. Some of the full participants remarked how well they got along with their partner as a result of

shared hobbies and tastes, which helped foster a sense of relatedness. Although it is not always possible to find a suitable match for each student, some effort should be made to pair students based on interests.

Finally, L2 teachers who are coordinating an eTandem project should allot class time to discussions of how students are to proceed with the exchange. Possible topics to be covered include appropriate online conduct, negotiation of how feedback on errors will be given (if desired), and the use of conversation modules. As noted in the results chapter, one of the full participants, Jocelyne, mentioned being unsure of how to use the weekly modules and would have benefited from more explicit instruction.

The previous sections discussed the experiences of the stop-outs and some of the full participants as they relate to language anxiety, intergroup contact, and group dynamics. Pedagogical and logistical implications were suggested based on an analysis of the data from both groups. The rest of the chapter will discuss limitations, recommendations for future research and end with a general conclusion.

Limitations

Some limitations constrain the extent to which the findings of this study can be generalized. Firstly, the lack of randomization in participants (students self-selected to participate) means that the 17 original Francophone participants were not representative of their ESL class as a whole. These 17 students were among the more motivated of their classmates on account of their initial desire to participate. It remains to be investigated whether students who would not voluntarily enroll in an extra-curricular eTandem project can reap some of the benefits of an eTandem exchange if they decide to participate in such a project in lieu of an alternative mandatory assignment for their ESL class. A second limitation is the differential participant drop-out rate whereby the seemingly more proficient Francophone L2 learners tended to complete more Skype sessions than their less proficient peers. Since participants' English proficiency levels were self-assessed, it is unclear how strong the effect of proficiency level was on participants' decision to continue Skyping and whether this could be mitigated to an extent by pairing L2 learners with similar levels of L2 proficiency. A third limitation is the small number of students who completed the study. Finally, there is an inherent bias in participants' self-reporting

of behaviours and opinions on the questionnaires and during the exit interviews.

Recommendations for Further Research

Given the findings and the limitations of the present study, the following recommendations are made for future research to further investigate eTandem projects as a way to motivate Francophone ESL learners in Quebec. As the findings of the present study show, eTandem can enhance some students' intrinsic motivation to learn English, but a host of other factors beyond motivation also determine students' readiness to engage in such a project. Future studies that replicate an eTandem project should be broader in scope and assess the pedagogical and logistical implications mentioned above. Such research would elucidate the most effective way to implement an eTandem project that engages as many students as possible in a given class. For example, further studies could measure participant attrition as a function of time spent teaching students various coping mechanisms for language and intergroup contact anxiety prior to the beginning of an eTandem exchange. It would also be of interest to gather as much data from both groups of learners, Anglophones and Francophones, in order to more fully understand the extent to which both sides benefit from the exchange and their impressions of how much progress their partner made in their L2. Furthermore, future eTandem projects could attempt to more effectively manage differences in language proficiency between both groups by involving some core French students as opposed to just French immersion students. Pairing L2 learners who are closely matched in terms of proficiency is believed to help balance the communicative confidence of both learners (Tian & Wang, 2010).

Conclusion

The aim of the present study was to evaluate the ability of an eTandem project to enhance L2 intrinsic motivation. To our knowledge, this study was the first of its kind to assess the effects of synchronous audiovisual CMC with Anglophone peers on Quebec Francophone secondary school students' motivation to learn English. The present study also enabled us to make pedagogical and logistical recommendations regarding the implementation of eTandem exchanges into the ESL curriculum. Based on the self-reported data, five of the six Francophone participants who completed more than one hour's worth of Skype conversation with their Anglophone partners indicated a greater

motivational intensity to learn English. All six participants reported a greater desire to learn English, and half of them reported more favourable attitudes towards their ESL class. The number of Skype sessions completed was not in all cases a predictor of the extent to which each of the above three components of motivation was enhanced, but it should be noted that important motivational gains did not require the full eight Skype sessions as per the project's original instructions. In relation to the tenets of self-determination theory, the eTandem project fostered students' sense of competence as ESL learners and FSL tutors, their sense of autonomy in directing their own learning, and their sense of relatedness to members of the L2 community. Once again, the number of indices reported for each of these components was not dependent on the number of Skype sessions completed, further demonstrating the beneficial effects of even a small number of contact experiences with native speaker peers.

With over half of the participants completing one Skype session or less, data from the stop-outs were collected and analyzed in order to understand the factors that discouraged their participation. While technical problems and scheduling conflicts can be solved by holding the Skype sessions at school during class time, addressing the issues of language anxiety and intergroup contact anxiety is more complex. L2 teachers seeking to coordinate an eTandem project should be aware of the individual affective differences among their students and initiate class discussions of these issues prior to beginning the eTandem exchange. As a result, L2 learners would have the tools they need to more confidently engage in such a project and reap the potential linguistic, intercultural and motivational benefits. This is in line with the postmodern perspective of the L2 classroom as an increasingly diverse setting in which there is a greater need for learner autonomy in response to more personalized learning approaches (O'Dowd, 2010). Moreover, in his discussion regarding the role of the language classroom in this postmodern setting, Graddol (2006) states that while it is an important learning context, limiting instruction to the classroom is not enough for the teaching of a global language (p. 91, cited in Conley & Gallego, 2012). In light of this current trend and the promising results of the present study, the researcher agrees with Conley and Gallego (2012) and O'Dowd (2010) that eTandem exchanges should not be a peripheral addition to foreign language classes, but rather an integral backbone of the curriculum.

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APPENDIX A : BACKGROUND QUESTIONNAIRE**Partner Match Questionnaire**

The more information you provide, the better we can match you with a partner 😊

Name: _____

E-mail address: _____

I am (circle one): male female

I would like to be paired with a (circle one): male female

My favourite hobbies include: _____

My favourite sports are: _____

My favourite sports teams/athletes are: _____

My favourite books/authors are: _____

My favourite movies are: _____

Do you play a musical instrument? If yes, which one? _____

The most memorable places I've traveled to include: _____

My dream career: _____

What I usually do during the summer (camp? cottage? job?):

Questionnaire de jumelage de partenaire

Plus tu fournis de détails, mieux tu vas nous aider à te trouver un correspondant convenable 😊

Nom : _____

Adresse courriel : _____

Je suis : un garçon une fille

Je préfère être jumelé(e) à : un garçon une fille

Mes passe-temps favoris sont : _____

Mes sports favoris sont : _____

Mes équipes sportives/athlètes favoris sont : _____

Mes livres/auteurs préférés sont : _____

Mes films préférés sont : _____

Mes chanteurs/groupes musicaux favoris sont : _____

Est-ce que tu joues un instrument de musique ? Lequel ? _____

Les endroits les plus mémorables où j'ai voyagés : _____

Ma carrière de rêve : _____

Ce que je fais d'habitude pendant l'été (camp ? chalet ? emploi ?) :

APPENDIX B : WEEKLY MODULES

FSL participants

| |
|--|
| <p>Semaine 1: On se présente !</p> <ul style="list-style-type: none"> • Demande à ton partenaire si tu prononces bien son nom • Découvre un peu de la ville natale de ton correspondant (e.g., a-t-il toujours habité au même endroit ? Est-ce que London est plus grande ou plus petite que sa ville natale ? Est-ce qu'il habite près du centre-ville ou dans les banlieues ? etc.) • Renseigne-toi sur sa famille (e.g., a-t-il des frères ou sœurs ? De quel âge ? Est-ce qu'ils se ressemblent ? etc.) • Quelle est la date de naissance de ton correspondant ? • Renseigne-toi sur son école, son horaire de classe et ses cours préférés (e.g., est-ce que tu commences et termines l'école à la même heure que ton partenaire ? Comment est-ce que ton correspondant se rend à l'école ? etc.) • Découvre une chose que tu aimes mais que ton correspondant n'aime pas • Trouve quelque chose que vous avez en commun |
| <p>Semaine 2: Vive le bilinguisme !</p> <ul style="list-style-type: none"> • Demande à ton correspondant de décrire son expérience avec l'anglais (e.g., est-ce qu'il regarde la télé en anglais ou écoute la musique en anglais ? Quelles émissions et/ou quels chanteurs ? A-t-il déjà voyagé en région anglophone ? A-t-il une vedette anglophone préférée ?) • Explique à ton correspondant pourquoi tu fais le programme d'immersion et pourquoi le français est important pour toi • Demande à ton correspondant pourquoi il veut apprendre l'anglais • Explique quelques difficultés que tu as en français (conjugaisons des verbes, prononciation, etc.) • Demande à ton correspondant s'il a des difficultés semblables en anglais • Partage quelques expressions idiomatiques anglaises avec ton correspondant (e.g., to take it easy, to pull an all-nighter. Voir http://www.grammar.net/category/idioms pour d'autres exemples) |
| <p>Semaine 3: Qu'on a du plaisir !</p> <ul style="list-style-type: none"> • Renseigne-toi sur les passe-temps et talents de ton correspondant, ainsi que comment il les a développés (quel âge avait-il quand il a commencé ? Prend-il des leçons ?) • Demande à ton correspondant quels étaient ses livres ou films préférés pendant son enfance et maintenant • Demande à ton correspondant quelle est sa saison préférée et pourquoi • Demande à ton correspondant qu'est-ce qu'il fait d'habitude pendant l'été (camp ? chalet ? emploi ?) • Renseigne-toi sur les clubs ou équipes dont ton correspondant fait partie à l'école ou en dehors de l'école • Demande-lui ce que sont ses repas, émissions de télé, chanteur/chanteuse, groupe musical, athlètes et équipes de sport préférés • Demande-lui de décrire quelque chose qu'il a fait dont il est très fier • Demande-lui quelle habileté ou compétence il souhaite avoir |

Semaine 4: Le monde est à toi !

- Discute des voyages que correspondant et toi avez faits et raconte les meilleurs souvenirs de tes vacances
- Discute d'où tu aimerais voyager un jour et pourquoi
- Si tu pouvais visiter l'endroit où se passe l'histoire d'un roman, film ou émission de télé, lequel choisirais-tu ? (e.g., en Nouvelle-Zélande pour explorer l'action (the setting) de "Lord of the Rings" ? L'île mystérieuse de l'émission "Lost" ?)
- Apprends d'où viennent les ancêtres de ton correspondant
- Demande à ton correspondant s'il a de la parenté qui habite loin et combien de fois par année ils se voient (peut-être seulement au temps des fêtes ?)
- Demande à ton correspondant s'il apprend d'autres langues. Sinon, lesquelles voudrait-il apprendre ? Pourquoi ?
- Décris ce que tu connais du Québec (la culture, les gens, les destinations touristiques, etc.) et demande à ton correspondant ce qu'il connaît de l'Ontario
- Explique à ton correspondant où tu l'amènerais s'il venait visiter l'Ontario pendant une semaine
- Demande à ton correspondant ce qu'il fait pour célébrer Noël, le Nouvel An, Pâques, l'Halloween, etc. Est-ce que les Québécois célèbrent l'Action de grâce ? La fête du Canada ?
- Demande à ton correspondant de te raconter son souvenir le plus drôle de Noël ou d'Halloween

Semaine 5: Techno-expert !

- Demande à ton correspondant de nommer la technologie dont il se sert régulièrement (iPad ? iPod ? Xbox ?) Ça fait combien de temps qu'il utilise ces choses ?
- Est-ce que ton correspondant a un cellulaire ? Pourquoi ou pourquoi pas ?
- Discutez des avantages et désavantages d'avoir un cellulaire
- Demande à ton correspondant s'il regarde des films ou émissions de télé en ligne et s'il fait du magasinage en ligne. Quels sont les avantages et désavantages de magasiner en ligne ?
- Est-ce que ton correspondant a Facebook ? Pourquoi ou pourquoi pas ?
- Discute des avantages et désavantages de Facebook. Discutez des informations qu'on devrait ou ne devrait pas partager sur Facebook. Pourquoi ?
- Quelles sont les règles sur l'usage de Facebook ou d'un cellulaire à l'école de ton correspondant ? Est-ce que c'est permis de les utiliser à l'école ?
- Est-ce que les règles à son école sont les mêmes à Banting ?
- Est-ce que ton correspondant et toi croyez qu'il serait une bonne idée pour l'école secondaire d'offrir un cours ou bien des leçons sur l'usage responsable des médias sociaux (Facebook, Twitter, Instagram, etc.) ? Pourquoi ou pourquoi pas ?
- Demande à ton correspondant s'il trouve ça difficile d'équilibrer le temps qu'il passe sur les médias sociaux vs les devoirs (e.g., quand il fait ses devoirs sur l'ordinateur, est-ce qu'il laisse son compte Facebook ou courriel ouvert ? Est-ce qu'il essaie de limiter le temps qu'il passe en ligne ?)
- Explique quelques abréviations que tu utilises en ligne ou quand tu envoies des messages textes (e.g. lol, btw, ttyl...)

- Discute de comment la technologie change la salle de classe. Est-ce que l'école de ton correspondant a des smartboards ? Quels sont les avantages des smartboards ?

Semaine 6: Contribuons à la communauté

- Demande à ton partenaire s'il a déjà fait du bénévolat. Où ? Pendant combien de temps ? Pourquoi ? Est-ce qu'il veut faire du bénévolat dans le futur ? Est-ce qu'il doit compléter 40 heures de service communautaire pour obtenir son diplôme à l'école secondaire ?
- Quelles sont les collectes de fonds (fundraisers) organisées par l'école de ton partenaire ? Est-ce que ton partenaire y participe ? Pourquoi ou pourquoi pas ?
- Décrire les collectes de fonds à Banting (e.g. SCROOGE, ça veut dire quoi, l'acronyme ?)
- Est-ce que ton partenaire a déjà participé à une collecte de fonds en dehors de l'école ? Pour quel club ou organisme ? Comment a-t-il ramassé de l'argent ?
- Si ton partenaire et toi aviez 1 000 000 \$ à donner à un organisme de charité, lequel choisiriez-vous ? Make a Wish Foundation ? World Wildlife Fund ? Explique ton choix. Si tu ne peux pas penser à un organisme de charité en particulier, invente-en un qui représente quelque chose d'important pour toi (e.g. l'environnement, les enfants défavorisés dans d'autres pays)
- Quelles sont quelques façons pour ton partenaire et toi de contribuer à la communauté sans ramasser d'argent ?
- Est-ce que tu peux nommer des vedettes ou athlètes célèbres qui soutiennent des causes ou organismes de charité ? (e.g. Hayden Panettière et les dauphins au Japon)

Semaine 7: S.O.S. Environnement

- Quels sont quelques problèmes ou craintes environnementaux dont ton partenaire et toi êtes conscients ? (e.g. les plastiques dans l'océan ? la surpêche ? le réchauffement de la terre ? des animaux en danger ? la déforestation de l'Amazonie ? la pollution de l'eau ?)
- Comment as-tu appris à propos de ces problèmes ? Est-ce que tu penses que tu contribues peut-être aux problèmes environnementaux dans la vie quotidienne ?
- Est-ce que ton partenaire et toi croyez que notre société devrait faire plus d'efforts écologiques ? (How can we be a 'greener' society? E.g., créer moins de déchets, ne pas gaspiller l'électricité ni l'eau, manger des aliments cultivés en Ontario ou au Québec au lieu du Mexique ou en Chine...)
- S'il te plaît, regarde ce clip :
http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la.html
 - Discute du clip avec ton partenaire. Qu'est-ce que vous en pensez ?
 - Qu'est-ce que Ron veut dire par « food desert »?
 - Est-ce que tout le monde devrait suivre son exemple ? Est-ce que tu as déjà essayé de cultiver des plantes dans un jardin ? Quels sont les avantages de cultiver tes propres légumes et fruits ?
 - Est-ce qu'on devrait avoir un cours à l'école qui nous enseigne comment faire un jardin de légumes ? Pourquoi ? Est-ce que tu suivrais ce cours ?

Semaine 8: Style libre!

Students were instructed to pick their own conversation topics for this week. For

example, the most interesting things they learned from their partner throughout the eTandem project, anything exciting happening in their lives, what they're learning about in school.

ESL participants

Week 1: Get to know me!

- Ask your partner if you pronounce their name correctly
- Ask about your partner's home town. (e.g., Have they always lived in the same place? Is Québec City bigger than their home town? Do they live close to downtown or in the suburbs ?)
- Ask about your partner's family (siblings? ages? do they look alike?)
- When is your partner's birthday?
- Ask about your partner's school and class schedule, find out what their favourite class is. (e.g., Does your school start at the same time as their school? How does your partner get to school? By bus?)
- Find one thing that you like but your partner dislikes
- Find one thing that you have in common

Week 2: Bilingualism is best!

- Ask about your partner's experience with French (do they watch TV or listen to music in French? Have they traveled to French-speaking regions? Do they know any francophone celebrities?)
- Explain to your partner why you are learning English and if you think it is important
- Explain some of the difficulties that you have with English (grammar points, pronunciation, etc.)
- Ask your partner why they are learning French
- Ask about the difficulties that your partner has in French (verb conjugations? pronunciation?)
- Share some funny québécois expressions with your partner (e.g., tomber dans les pommes, lâcher pas la patate, tourner autour du pot, il y en a plein au site web suivant :

<http://www.legrenierdebibiane.com/participez/Expressions/quebec.html>.

Week 3: Let's have some fun!

- Ask about your partner's hobbies and talents, ask them to explain how they developed them (How old were they when they started? Did they take lessons? Does their sister/brother or someone else in their family share the same talent or hobby?)
- Ask about your partner's favourite books or movies as a child and now
- Ask about your partner's favourite season and their reasons why
- Ask your partner what they usually do during the summer (camp? chalet? job?)
- Ask about the clubs or teams that your partner belongs to in school and outside school
- Ask about your partner's favourite food, TV show, singer, band, athlete, sports team

- Ask about an accomplishment that your partner is very proud of
- Ask your partner which skill or activity they wish they were good at

Week 4: Where in the world?

- Discuss where you and your partner have traveled, including your best vacation memories
- Discuss where you and your partner would LIKE to travel one day and why
- If you could visit the scene of a movie, TV show or book, which one would you choose? (e.g., New Zealand to explore the setting of "Lord of the Rings"? The mysterious island where the TV show "Lost" takes place?)
- Find out where your partner's ancestors are from
- Find out if your partner has family members who live far away and how often they get to see them
- Find out if your partner is learning a third language. If not, which one would they like to learn and why?
- Share what you know about Ontario (the culture, people, tourist destinations) and ask your partner what they know about Quebec
- Explain to your partner where you would take them if they came to visit Quebec for a week (Village Vacances Valcartier ? Cabane à sucre ? Mont-Tremblant ?)
- Ask about how your partner celebrates Thanksgiving, Halloween, Christmas, New Year's, Easter, Canada Day. Do they leave London to visit family members?
- Describe some of your family traditions during the holidays
- Ask about your partner's funniest Christmas or Halloween memory
- Does your partner know what la St-Jean is?

Week 5: Techno-whiz!

- Find out what technology your partner uses regularly (e.g. iPad? iPod? Xbox?) When did they get these items?
- Does your partner have a cellphone? Why or why not? Discuss the advantages and disadvantages of having a cellphone.
- Ask your partner if they watch movies or TV shows online, or if they shop online. What are the advantages and disadvantages of shopping online?
- Does your partner have Facebook? Why or why not? Discuss the advantages and disadvantages of Facebook. Discuss what information you and your partner think is ok to share on Facebook and what is not.
- What are your partner's school rules about Facebook and cellphones? Are the rules the same at des Sentiers?
- Do you and your partner think it would be a good idea if secondary schools taught a course or unit on social media (Facebook, Twitter, Instagram, etc.) and how to use it responsibly? Why or why not?
- Ask your partner if they find it difficult to balance homework with social media (e.g., when doing a homework assignment on the computer, do they have Facebook or e-mail open? Does your partner try to limit the amount of time spent online?)
- Teach your partner some short forms you use while texting or chatting online (e.g., kesse, qqchose, stun, fek...)
- Discuss how you think technology is changing the classroom. Does your partner's

| |
|---|
| school have smartboards? What are the advantages of a smartboard? |
| Week 6: Giving Back |
| <ul style="list-style-type: none"> • Ask your partner if they have any volunteer experience. Where? How long? • Why did they decide to do it? Do they want to volunteer in the future? • What are the fundraising events that your partner's school runs? Did your partner participate in them? Why or why not? • Tell your partner about your school's fundraising events (e.g. Enfants entraide) • Has your partner ever participated in a fundraiser outside of school? For what? How did they collect money? • If you and your partner had a million dollars to give to a charity, which one would it be? The Make a Wish Foundation (Fais-Un-Voeu)? The World Wildlife Fund? Why? If you can't think of something specific, invent a charity for something that is important to you (e.g. the environment, underprivileged children in other countries) • What are some ways that you and your partner can give back to your community that don't involve money? • Can you and your partner think of any famous celebrities or athletes who support special causes or charities? (e.g. Hayden Panettière and her dolphin activism in Japan) |
| Week 7: Saving Mother Earth |
| <ul style="list-style-type: none"> • What are some environmental issues that you and your partner are aware of? (E.g., plastic in the ocean? Overfishing? Global warming? Endangered species? Destruction of the Amazon rainforests? Water pollution?) • How did you learn about these issues? Do you think you might be contributing to these problems in your daily life? • Do you and your partner think that our society could be more environmentally friendly? How? Do you and your partner make an effort to be kind to the environment? How? (e.g. Creating less garbage? Not wasting electricity or water? Eating food grown in Quebec/Ontario instead of Mexico or China?) • Please take 10 minutes to watch this clip : http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la.html (pour les sous-titres en français, il faut juste cliquer sur "language" en bas et à droite de l'écran, ensuite choisir "French") • Talk about the clip with your partner. What did you think of the clip? • What does Ron mean by "food desert"? • Should all communities follow Ron's example? • Have you and your partner ever tried gardening? What are the advantages of growing your own food? • Should there be a course at school that teaches students how to garden? Why? If there were such a course, would you take it? |
| Week 8: Free style! |
| Students were instructed to pick their own conversation topics for this week. For example, the most interesting things they learned from their partner throughout the eTandem project, anything exciting happening in their lives, what they're learning about in school. |

APPENDIX C : PRE-STUDY QUESTIONNAIRE

Questionnaire avant l'échange Skype

Bonjour, merci de bien vouloir répondre à ce questionnaire. Personne d'autre que la chercheuse aura accès à tes réponses.

1. Nom : _____

2. Comment trouves-tu ton niveau en anglais ? [self-evaluation]

- Très bon.
- Assez bon.
- Passable.
- Mauvais.

3. Est-ce que quelqu'un parle anglais chez toi dans ta famille ? [possible family exposure]

Oui.

Qui ? _____

Non.

4. Pendant mon cours d'anglais,... [effort]

- je ne parle pas. 1
- je réponds seulement aux questions faciles. 2
- je réponds le plus souvent possible. 3

5. Lorsque j'ai de la difficulté à comprendre quelque chose pendant mes cours d'anglais,

[effort]

- je n'en fais pas de cas. 1
- je demande immédiatement de l'aide à l'enseignant. 3
- je demande de l'aide avant l'examen seulement. 2

6. En dehors de l'école, je pense à ce que j'ai appris dans mes cours d'anglais... [effort]

- pratiquement jamais. 1
- de temps à autre. 2
- très fréquemment. 3

7. Lorsque je reçois mes devoirs corrigés, ... [effort]

- je les mets dans mon cartable et je les oublie. 1
- je les relis et j'essaie de comprendre mes erreurs de façon à ne pas les répéter. 3
- je les regarde sans me préoccuper de corriger les fautes. 2

8. En considérant la façon dont j'apprends l'anglais, je peux dire honnêtement que... [effort]

- si je réussis, ce sera par chance ou parce que je suis intelligent(e), car je travaille très peu 1
- j'essaie vraiment d'apprendre l'anglais. 3
- je fais juste assez de travail pour réussir. 2

- 9. En comparant mon cours d'anglais avec les autres cours, c'est celui que j'aime...** [desire]
- le plus. 3
 - le moins. 1
 - comme tous les autres. 2
- 10. Si j'avais le choix de suivre (ou non) le cours d'anglais,...** [desire]
- je ne sais pas si je le suivrais ou non. 2
 - je le suivrais certainement. 3
 - j'abandonnerais le cours. 1
- 11. Si l'anglais n'était pas enseigné à l'école,...** [effort]
- je ne me préoccuperais pas du tout d'apprendre l'anglais. 1
 - j'essaierais de prendre des cours d'anglais ailleurs. 3
 - j'essaierais d'apprendre l'anglais dans la vie de tous les jours (lire des livres ou visiter des sites web en anglais, essayer de le parler chaque fois que c'est possible, etc.). 2
- 12. Dans quelle(s) situation(s) utilises-tu l'anglais ? (coche toutes les réponses qui s'appliquent à toi)** [effort]
- Je ne l'utilise qu'au cours d'anglais.
 - Je parle parfois anglais avec mes parents et/ou mes amis.
 - Je regarde des films et/ou des émissions à la télé en anglais.
 - J'écoute de la musique et/ou la radio en anglais.
 - Je lis des journaux, des livres ou des bandes dessinées en anglais.
 - Je navigue sur des sites Internet en anglais.
 - Je joue à des jeux vidéo en anglais.
- Autres :

- 13. Lorsque j'entends une chanson anglaise à la radio,...** [effort]
- je change de poste. 1
 - j'écoute la musique sans y porter d'attention. 2
 - j'écoute attentivement en essayant de comprendre les mots. 3
- 14. Quel pourcentage du contenu de ton iPod /lecteur MP3 est en anglais?** [effort]
- 0%. 1
 - Entre 0% et la moitié. 2
 - Plus que la moitié. 3
- 15. Si j'avais l'occasion de voir une pièce en anglais ici à l'école, ...** [desire]
- j'y assisterais sûrement. 3
 - j'y assisterais si je n'avais rien d'autre à faire. 2
 - je n'y assisterais pas. 1

16. Si je comprenais suffisamment l'anglais et si j'en avais l'occasion, je lirais des revues, des livres et des journaux en anglais... [desire]

- le plus souvent possible. 3
- pas très souvent. 2
- jamais. 1

17. Si j'en avais l'occasion et si je comprenais suffisamment l'anglais, j'écouterais des films en anglais ou je suivrais à la télévision des émissions anglaises... [desire]

- jamais. 1
- quelquefois. 2
- le plus souvent possible. 3

18. As-tu déjà eu l'occasion de communiquer directement avec un anglophone ? [contact]

- Oui. Quand et dans quelles circonstances ?

Non.

19. Si tu avais l'occasion de communiquer avec un anglophone, quelle serait ta réaction ? [confidence]

- Je ne ferais pas d'effort.
- J'essaierais de parler avec lui/elle.

Autres :

20. Aimes-tu apprendre l'anglais : [attitude]

- Oui. Va à la question 21.
- Non. Va à la question 22.

21. Oui, parce que (coche toutes les réponses qui s'appliquent à toi) [attitude]

- c'est une langue agréable à entendre.
- c'est une langue plutôt facile.
- j'aime bien apprendre d'autres langues.
- je peux m'en servir pour comprendre la télé, les chansons, etc.
- je voudrais bien parler anglais comme mon enseignant (ou quelqu'un d'autre).

Autres raisons :

22. Non, parce que (coche toutes les réponses qui s'appliquent à toi) [attitude]

- c'est une langue difficile.
- c'est une langue désagréable à entendre.
- c'est une langue qui ne me sert à rien.
- je ne comprends rien dans le cours.
- je n'aime pas les cours de langue.

- je peux apprendre des autres langues qui sont plus intéressantes que l'anglais.
Autres raisons :
-

23. Penses-tu que c'est important d'apprendre l'anglais ? [attitude]

- Oui. Va à la question 24.
 Non. Va à la question 25.

24. Oui parce que (coche toutes les réponses qui s'appliquent à toi) [attitude]

- on doit réussir l'épreuve d'anglais aux examens.
 c'est une langue utile si l'on veut trouver un travail plus tard.
 on doit l'apprendre pour communiquer avec les gens d'autres pays.
 mes parents m'ont dit que c'était important d'apprendre l'anglais.
 Autres raisons :
-

25. Non parce que (coche toutes les réponses qui s'appliquent à toi) [attitude]

- je ne m'en sers pas du tout.
 je peux apprendre d'autres langues qui sont plus utiles que l'anglais.
 Autres raisons :
-

26. Penses-tu que cet échange bilingue en ligne avec des élèves anglophones pourrait t'aider à améliorer ton anglais ? [opinion]

- Oui.
 Non.
 Peut-être.
 Je ne sais pas.

27. Quelles sont tes principales craintes / inquiétudes par rapport au projet d'échange Skype ? (coche toutes les réponses qui s'appliquent à toi) : [concerns]

- Ne pas comprendre mon correspondant quand il parle en anglais
 Que mon correspondant ne me comprenne pas quand je lui parle en français
 Ne pas avoir beaucoup en commun avec mon correspondant
 Être jumelé à un élève anglophone qui a une attitude négative par rapport au Québec
 Autres doutes ou hésitations ?
-

Merci 😊

APPENDIX D : POST-STUDY QUESTIONNAIRE

Questionnaire élèves #2

Nom : _____

1. À combien de sessions Skype as-tu participé avec ton correspondant ? _____

2. En général, comment as-tu trouvé l'échange Skype avec ton correspondant anglophone ? [general evaluation]

- Ennuyant.
- Correct.
- Intéressant.
- Très intéressant.

3. D'après toi, est-ce que tu as amélioré ton anglais en pratiquant avec ton correspondant anglophone ? [competence]

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Beaucoup. | 2 |
| <input type="checkbox"/> Un peu. | 1 |
| <input type="checkbox"/> Pas du tout. | 0 |

4. D'après toi, est-ce que ton correspondant anglophone a amélioré son français en pratiquant avec toi ? [reciprocity]

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Beaucoup. | 2 |
| <input type="checkbox"/> Un peu. | 1 |
| <input type="checkbox"/> Pas du tout. | 0 |

5. Durant les conversations Skype, agir comme apprenant d'anglais (coche toutes les réponses qui s'appliquent à toi) :

- t'a rendu plus confiant(e) dans ta langue seconde (anglais). [competence]
 - t'a motivé à vouloir bien t'exprimer en anglais avec ton correspondant [effort]
 - était décourageant. [attitude]
 - Autres :
-

6. Durant les conversations Skype, agir comme expert en français (coche toutes les réponses qui s'appliquent à toi) :

- t'a donné un sentiment de compétence. [competence]
 - t'a aidé à comprendre les difficultés en langue seconde de ton correspondant. [relatedness]
 - t'a motivé à vouloir bien t'exprimer en français avec ton correspondant. [reciprocity]
 - Autres :
-

7. Vu que ce projet s'est fait chez toi en dehors de la salle de classe, tu trouves que ton niveau de contrôle sur l'activité t'a motivé à t'investir : [autonomy]

- plus dans ce projet que dans les autres devoirs. 2
- autant dans ce projet que dans les autres devoirs. 1
- moins dans ce projet que dans les autres devoirs. 0

8. D'après toi, le projet a eu l'impact suivant sur ton expérience dans ton cours d'anglais (coche toutes les réponses qui s'appliquent à toi) :

- Tu comprends mieux l'enseignant quand il te parle en anglais. [competence]
- Tu as plus de confiance quand tu prends la parole en anglais. [competence]
- Tu participes plus activement aux leçons ou aux discussions. [effort]
- Tu trouves ton cours d'anglais plus pertinent. [attitude]
- Tu fais plus d'efforts à bien faire tes devoirs. [effort]
- Autres :
-

9. D'après toi, le projet a eu l'impact suivant sur ta vie personnelle (coche toutes les réponses qui s'appliquent à toi) :

- Tu t'intéresses plus aux médias anglophones (chansons, films, émissions, sites Internet). [desire]
- Tu serais moins gêné(e) de parler à des anglophones. [competence]
- Tu as plus envie de voyager dans une région où les gens parlent anglais afin d'améliorer ton anglais. [desire]
- Autres :
-

10. Penses-tu que la correspondance sur Skype en tant qu'échange linguistique est une bonne façon d'améliorer l'expression orale dans la langue seconde ? [opinion]

- Oui.
- Non.

Pourquoi ? _____

11. Est-ce que l'expérience de discuter avec un correspondant anglophone de ton âge te donne le goût d'améliorer ton anglais ? [desire]

- Oui.
- Non.

Pourquoi ? _____

12. Qu'est-ce que tu as apprécié le plus dans l'échange Skype ? [opinion]

13. Qu'est-ce que tu n'as pas aimé dans l'échange Skype ? [opinion]

14. Souhaiterais-tu garder le contact avec ton correspondant anglophone ?
[relatedness]

- Oui.**
 Non.

Pourquoi ? _____

15. Si l'échange bilingue sur Skype avec des élèves anglophones faisait partie de tous les cours d'anglais au secondaire, tu penserais : [opinion]

- « C'est une bonne idée. »
 « Ça m'est égal. »
 « C'est une mauvaise idée. »

Pourquoi ? _____

16. Si tu avais à nommer des améliorations au niveau de l'organisation du prochain échange Skype, tu suggérerais... [opinion]

- de faire les sessions Skype à l'école pendant le cours d'anglais si possible
 de discuter de l'échange avec l'enseignant/les autres élèves pendant le cours d'anglais (e.g. pour préciser les questions des guides, discuter des difficultés ou succès des sessions Skype)
 d'avoir le choix de faire l'échange Skype à la place d'autres devoirs/projets
 Autres :

APPENDIX E : EXIT INTERVIEW WITH FULL PARTICIPANTS

1. En général, comment as-tu trouvé l'expérience de parler avec un anglophone de ton âge sur Skype ? [**general evaluation**]
2. Est-ce que tu trouves que tes compétences en anglais étaient comparables à celles de ton partenaire en français ? Sinon, est-ce que c'était gênant ? [**competence, relatedness**]
3. Décrire comment tu te sentais quand tu étais capable d'aider ton correspondant à mieux s'exprimer en français. [**competence, relatedness**]
4. Est-ce que les guides de conversations étaient trop détaillés, pas assez détaillés ou corrects ? As-tu inventé tes propres questions en lien avec les guides ? [**autonomy**]
5. Lors du premier questionnaire, tu as indiqué que tes principales craintes par rapport au projet d'échange Skype étaient que... [lire leurs réponses]. Selon ton expérience, quels conseils donnerais-tu à un ami qui considère faire le même projet Skype mais qui a les mêmes inquiétudes que tu avais avant de commencer l'échange ? [**relatedness**]
6. Est-ce que tu prenais plus de risques à utiliser des mots ou expressions en anglais avec ton correspondant qu'en classe ? Pourquoi ? [**competence**]
7. Est-ce que cette expérience te motive à vouloir améliorer ton anglais ? Pourquoi ? [**desire**]
8. Est-ce que tu voudrais refaire ce genre de projet ? Pourquoi ? [**attitude, desire**]
9. As-tu des suggestions pour améliorer l'échange Skype? [**organizational alternatives**]
10. As-tu d'autres commentaires à ajouter ?

APPENDIX F : EXIT INTERVIEW WITH STOP-OUT PARTICIPANTS

1. Combien de sessions Skype as-tu fait avec ton correspondant ?
2. Je vais proposer quelques raisons pourquoi l'échange n'a pas marché entre toi et ton correspondant. S'il te plaît, indique si elles s'appliquent à toi et explique un peu les circonstances de ça. **[factors affecting participation]**
 - ton horaire était trop chargé pour arranger les sessions [mieux de le faire à l'école pendant le cours ?
 - des problèmes techniques avec Skype ou l'ordinateur
 - la gêne
 - le fait que la majorité de la classe ne participait pas à l'échange
 - d'autres raisons ?
3. Dans le questionnaire d'avant l'échange, tu as indiqué que tu penses que c'est important d'apprendre l'anglais. Je me demande pourquoi cette perspective que tu avais à ce moment-là ne t'a pas poussé à faire plus de sessions Skype pour pratiquer ton anglais ? **[other factors affecting participation]**
4. Disons que l'échange était plus intégré dans le cours d'anglais dans le sens que tu avais le choix de faire l'échange Skype au lieu d'un grand projet ou des devoirs pour ton cours d'anglais. Dans ce cas, est-ce que tu choisirais de faire l'échange ou bien les autres travaux ? **[organizational alternatives]**
5. Disons que je voulais refaire ce genre de projet dans un cours d'anglais. J'aimerais savoir si tu as des suggestions pour améliorer comment ça marche au niveau de l'organisation, les tâches, n'importe quoi. **[organizational alternatives]**
 - selon toi, est-ce qu'il serait mieux d'intégrer les sessions Skype pendant le cours à l'école?

selon toi, est-ce qu'il serait mieux de passer du temps en classe à chaque semaine de discuter de l'échange avec l'enseignant ou les autres élèves (e.g. pour préciser les questions des guides, discuter des difficultés ou succès des sessions Skype, etc.) ?