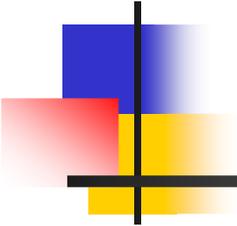


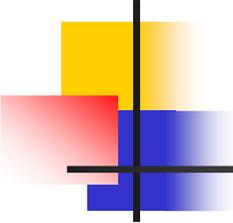
# Attitudes toward plurilingualism: *Are students and teachers receptive?*



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Peter MacIntyre  
Cape Breton University

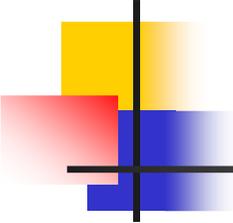
*Presented in Ottawa, Sept 30, 2010  
In collaboration with the  
Official Languages and Bilingualism Institute (Univ. of Ottawa)  
and the European Centre for Modern Languages*



# Outline

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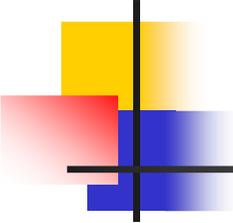
- Bilingualism in Canada
  - We have a history of immersion education
- Need to think about plurilingualism
  - What can we learn from Europe?
- *But...* will teachers and students be receptive to plurilingualism?
  - Some data from Europe



# Languages in Canada

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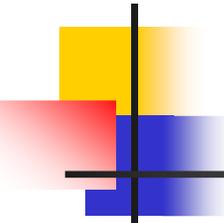
- English: 21.8 million speakers
- French: 7.2 million speakers
  - Approximately 5.5 million English - French bilingual (17% of population)
  - Much more common for L1 French (43%) to be bilingual than L1 English (9%)
- What are the next 4 most common languages?



# Other languages in Canada

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- Next 4: Chinese, Italian, German & Punjabi
- There are 50 - 70 Indigenous languages in 11 language families
  - Small, rural communities
  - Most are in critical decline
  - Only 3 likely to survive
    - (Cree, Inuktitut, Ojibway, all have 20,000 to 70,000 speakers)
- Historically, language issues primarily English – French
  - Official bilingualism is policy of the Canadian Government.
- Immigration, L3 issue
  - Especially prevalent in large cities
    - Toronto, Montreal, Vancouver



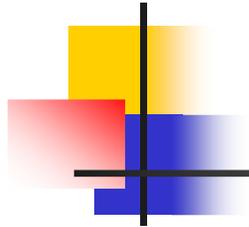
# A Challenge for Canada:

## Languages other than English and French

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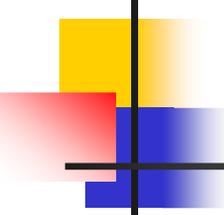
Swain and Johnson (1997) describe a rapid growth of diverse populations

- Especially in large urban centers
- Increase in L3 learners
- programming needs to change to recognize home languages other than English or French.



Are Teachers  
And Students  
Likely To Be  
Receptive To  
Plurilingual  
Classrooms?

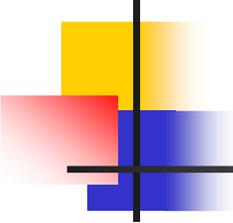




# As part of CONBAT+

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- Attitude survey (12 countries)
  - 74 teachers, 84% female, avg. age 39 yrs
  - 558 students, 60% female, avg. age 15 yrs
- Most teachers were not trained in content-based methods (< 30% were)
- Students had an average of 2 years experience with Content-based



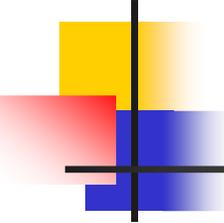
## Strongest agreement among students

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Q1. Content based activities can help me to improve language learning (77% agree).

Q7. Content based activities help me to value the richness of being able to express my ideas using different languages (69% agree).

Q12. I am fully satisfied with being a student in this school. (69% agree).



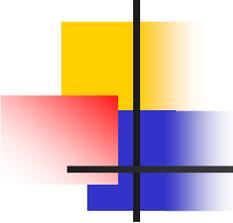
# Negative items were rejected

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Q9. Introducing several languages in class is a waste of time and energy (74% **disagree**).

Q23. Content based teaching leads me to negative attitudes toward speaking other languages (74% **disagree**).

Q14. I do not see any benefit from content based teaching (77% **disagree**).



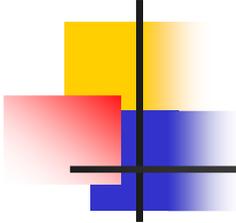
# Three factors

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I: Positive attitude toward CONBAT+

II: Acceptance and promotion of the  
CONBAT+ approach

III: Satisfaction with institution and  
teachers.

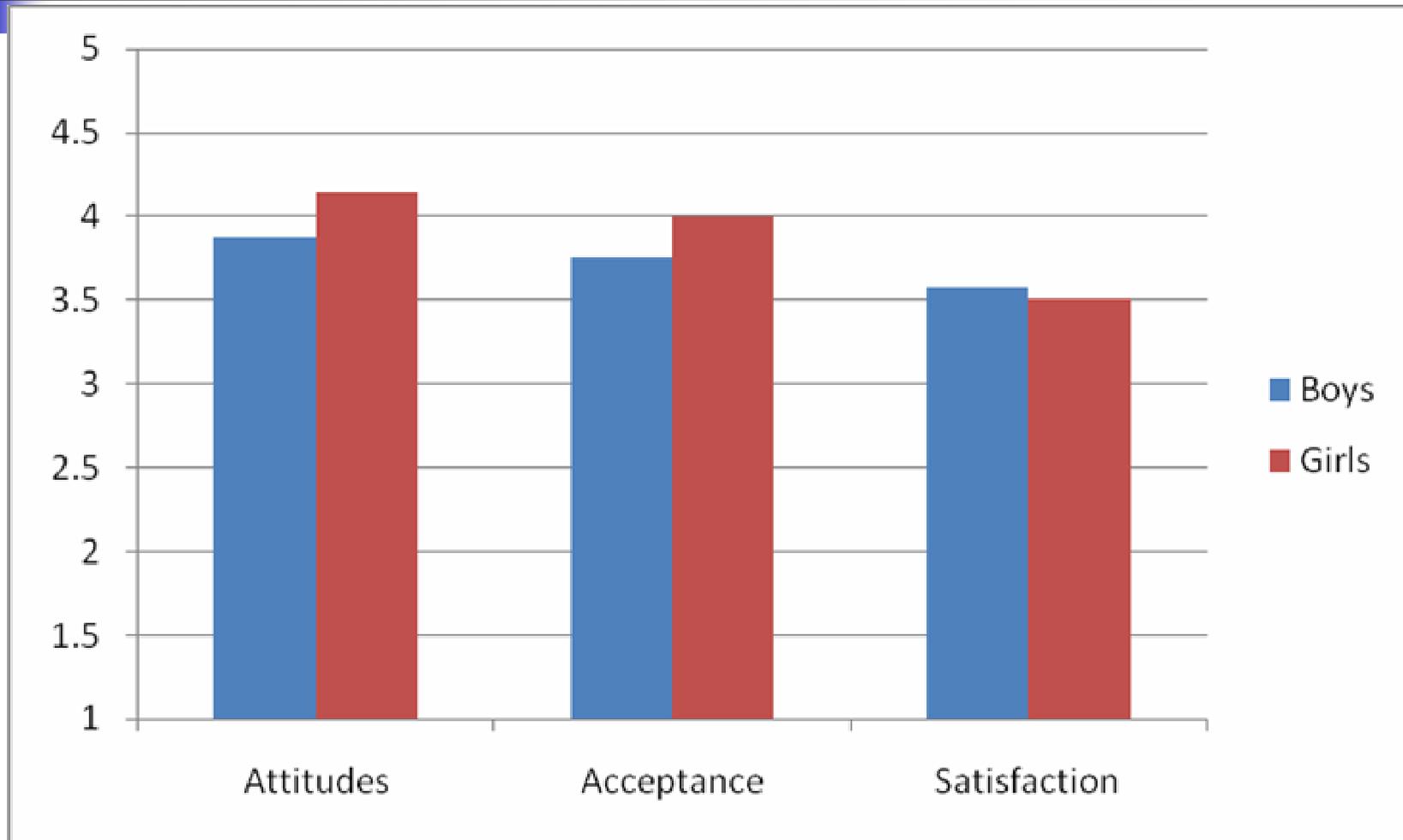


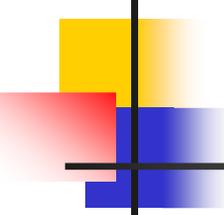
# Correlations within students' data

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	<b>Attitudes</b>	<b>Acceptance</b>	<b>Satisfaction</b>
<b>Attitudes</b>	1.0		
<b>Acceptance</b>	.59	1.0	
<b>Satisfaction</b>	.32	.14	1.0
<b>Age</b>	.06 (not sig.)	.10	-.14

# Girls had more positive *attitudes* and *acceptance*



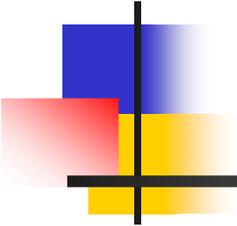


# Conclusions

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- Canada has an expanding language landscape.
- Teachers need materials & professional development.
  - Materials are especially needed for higher grades
- Good news from Europe:
  - Both teachers and students have receptive attitudes.
  - *And...* they like schools that adopt a CONBAT+ approach.

# Attitudes toward plurilingualism: *Are students and teachers receptive?*



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