

DRAFT OF LETTER FROM MYSELF TO DR. LAMBERT

136 Kamloops Ave.
Ottawa, K1V 7C9
January 28, 1974

Dr. W. E. Lambert
Department of Psychology
McGill University

Dear Wally,

I would like to thank you for the long chat we had a couple of weeks ago. I appreciate the concrete way you were helping me on the matter of whether or how I should go about making up an attitude test for teachers of English in the French sector in Ontario. "Fools rush in..." they say, but forewarned ones do go a bit more cautiously. I think I would like the challenge, though. If only the statistics would come a little more easily to me! I'm going to study the books you suggested and then I'll see more clearly if I should handle the job. I may come running to you for help along the way, if I do accept.

Thank you for sending along the two reports⁽¹⁾ I was missing - 1972 and 1973. I couldn't help wondering, now that I'm on my teachers' attitude kick, whether the French kids' less positive attitudes towards anglos could not be attributable, at least in part, to their teachers of English. I have a strong suspicion that they have had more francophone teachers teaching them English than vice-versa, and this could have an effect. It would be easy to check out how many of the French controls' English teachers have been francophones throughout the years of the testing, and then go on from there. Of course, the ^{Fr. control kids} started English later and so have had less contact with English and English teachers (anglo or franco) than the English controls. The English schools have pretty well eliminated the use of Anglos from teaching French and that has undoubtedly had a favorable effect on attitude.

(Anglos having Anglo teachers for French)

It may interest you to know that approximately two-thirds of the English teachers at the francophone secondary level in Quebec are francophones (60% on the South Shore). Gagnon⁽²⁾ found that, for the whole province of Quebec (also confirmed in my area, the South Shore), the high school kids with the most positive attitudes would prefer an English Canadian for an English teacher, whereas those with the most negative attitudes preferred a French-Canadian, or were indifferent. It appears the ^{latter} couldn't see ^{any advantage} in having an English-Canadian, but had they had English-Canadians from the beginning, things might have been different. We couldn't interpret if those with English-Canadian teachers now had better attitudes (though the question was asked and yielded nothing significant) because having an anglophone now did not describe their whole experience with English teachers.

Coming back to the French controls of St. Lambert, the teacher situation (not to mention time spent and program content) could bear some investigation, if this has not already been done. As I recall, the French parents' attitude was comparable to that of the English control parents at the beginning

and teachers in particular

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of the experiment, so school, may well be the culprits. You've probably thought of all this, but here (for what it's worth) is a little more reinforcement.

Sincerely,

Olga

- (1) The two reports were for Dr. Lambert's testing program in St. Lambert.
- (2) Dr. Marc Gagnon was a professor of the Faculté des Sciences de l'Éducation of the Université de Montréal, who directed my thesis on "The Attitude of French-Canadian Students of the Montreal ^{South} Shore Towards English as a Second Language" (May 1972) [This was part of a province-wide study.]