

French Students' Language Attitudes Towards English: The Case of University Paris Cité

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Odjel za anglistiku

Diplomski sveučilišni studij anglistike; smjer: znanstveni (dvopredmetni)

Martina Kresina

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French Students' Language Attitudes Towards English: The Case of
University Paris Cité

Diplomski rad

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Zadar, 2024.



Izjava o akademskoj čestitosti

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Zadar, 29. siječnja 2024.

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1. Introduction

France has always been portrayed as a country with very puristic linguistic attitudes. It has especially shown resistance towards English and anglicisms and has been trying to restore the glory of French. It is not strange to see French officials and philosophers criticising English. Louis Maisonneuve, a French politician said: “Anglo-American not only suffocates French vocabulary and syntax, but tends to replace it as the language of use” (as cited in Kovacs, 2022, 2nd paragraph). Similarly, Alain Finkielkraut, French essayist and philosopher said: “The French language is collapsing, and I think this also means a slouching of the French nation” (as cited in Vinçotte & Grelier, 2022, 1st paragraph). There is a strong belief that English devalues French and that it endangers the French nation, which is why they should fight against it. Nevertheless, the importance of English is impossible to ignore and just because politicians and linguists express negative attitudes does not mean that the wider public agrees with them. That is why this paper will be examining French students’ attitudes towards English, anglophone culture and anglicisms in French.

Firstly, the notions of language policy and planning and linguistic purism will be explained to better understand how linguistic practices can be influenced. Then a short overview of puristic ideas in France will be provided to see where they stem from and how they developed throughout history. This will provide a better insight into the reasons why the French value their language so much. The second part will examine education policies in regard to English as well as present the bilingual education model found in France. Finally, French students’ attitudes towards English, anglicisms and anglophone culture will be examined by presenting the results of the research carried out at the University Paris Cité. Additionally, students’ motivations for studying English will also be examined. Five hypotheses are tested to evaluate their attitudes. The first one is that French students have positive attitudes towards English, anglicisms and anglophone culture. The second one is that the participants who had attended a bilingual program will have more positive attitudes towards English and anglophone culture than those who had not. The third hypothesis is that the participants who had not attended a bilingual program will be more likely to replace anglicisms with French equivalents than the ones who had attended a bilingual program. The fourth hypothesis is that the participants who had lived in an anglophone country will have more positive attitudes towards English and towards the anglophone culture. The fifth one is that the participants who had not lived in an anglophone country will be more likely to replace anglicisms with French equivalents than the ones who

had lived in an anglophone country. Finally, conclusion will be made based on the research and some suggestions for future research will be given.

2. Theoretical background

In this section language policy and planning and linguistic purism will be explained in order to provide a theoretical background which allows a better understanding of how language can be influenced and controlled. It will provide a theoretical background relevant for the purpose of this paper

2.1. Language policy and planning

Even though LPP was named and defined only in the 1960s (Tollefson & Pérez-Milans, 2018, p. 4), organizing and controlling linguistic practices has been around for many centuries before. One of the earliest examples which proves that language planning existed well before the discipline is the French academy (*l'Académie française*), which originates from 1635. It was founded by the French minister Richelieu and its goal was to standardize French and make sure it is used properly in order to strengthen the power of the French state (Jernudd & Nekvapil, 2012, p. 18). Language planning has been defined in many ways and various authors have described it differently. Rubin and Jernudd (2019/[1971]) were one of the first authors who defined this concept and they stated that:

language planning is *deliberate* language change; that is, changes in the systems of language code or speaking or both that are planned by organizations that are established for such purposes or given a mandate to fulfil such purposes. As such, language planning is focused on problem-solving and is characterized by the formulation and evaluation of alternatives for solving language problems to find the best (or optimal, most efficient) decision. In all cases it is future-oriented; that is, the outcomes of policies and strategies must be specified in advance of action taken (xiv)

Tollefson and Pérez-Milans (2018, p. 3) offered a shorter definition and said that language planning means deliberately trying to influence the language structure and function. Cooper (1989) slightly expanded this definition by adding acquisition of language and defining language planning as “deliberate efforts to influence the behaviour of others with respect to the acquisition, structure, or functional allocation of their language codes” (p. 45). The structure pertains to usage and corpus while function relates to language use and status. According to Cooper (1989) there are “three major types of language planning: status, corpus, and acquisition planning” (p. 2). It was Heinz Kloss (1969) who proposed a dichotomy of status and corpus

planning. The former is concerned, as its name says, with the status of a language, such as whether a language should have a higher or a lower status and/or value than other languages. The latter means altering the language itself, its morphology, words' spelling and similar (Kloss, 1969, p. 81). Finally, there is acquisition planning, which includes the promotion of learning a certain language as well as its instruction (Cooper, 1989, p. 160).

Some authors state that planning comes from language policies (Fishman (1974), Ferguson (1968)). However, the general consensus is that language policy is derived from language planning and that it is “an officially mandated set of rules for language use and form within a nation-state” (Spolsky, 2012, p. 4). Language planning is not restricted to government's decisions and can include a top-down or a bottom-up decision (Hassa, 2012). The first one generally relates to official, public policies that government or an entity that has some sort of authority puts forward and it usually aims at promoting the official language. Bottom-up decisions are usually unofficial, private and made at a community level or by small business owners. Their goal is usually to promote linguistic diversity and not the official language (Ben-Said, 2019, p. 9). This paper will mostly deal with top-down government official language policies. It would be impossible to cover all the aspects of the field in this paper, which is why only the ones relevant to this research will be considered and explained in greater detail.

2.2. Linguistic purism

In this section linguistic purism will be explained. The chosen theory is the one by George Thomas (1991), as his framework for linguistic purism is the most cited one and the most detailed one in the literature (Walsh, 2016, p. 2). Thomas sees it as:

the manifestation of a desire on the part of a speech community (or some section of it) to preserve a language from, or rid it of, putative foreign elements or other elements held to be undesirable (including those originating in dialects, sociolects and styles of the same language). It may be directed at all linguistic levels but primarily the lexicon. Above all, purism is an aspect of the codification, cultivation and planning of standard languages (1991, p. 12)

He makes a dichotomy between *external* and *internal* purism. The first one, also known as *xenophobic*, refers to “removing or replacing foreign elements whether their source is specified or unspecified” (Thomas, 1991, p. 80). Internal purism encompasses four types:

archaising, reformist, ethnographic and elitist. Archaising purism refers to “an attempt to resuscitate the linguistic material of a past golden age, an exaggerated respect for past literary models, and excessive conservatism towards innovations or a recognition of the importance of literary tradition” (1991, p. 79). Reformist purism opposes tradition and “is related to the efforts of reforming a language to be suitable for communicative role in society” (1991, p. 79). Ethnographic purism means favouring rural dialect in search for new words, whereas elitist purism rejects such an idea, and its basic premise is that it is possible to perfect the standard language (Thomas, 1991, pp. 76-79). Purism can occur on all linguistic levels but does not necessarily have to. Sometimes the focus is on just one level and most frequently that is the lexical level. Such purism is called lexical purism and it aims at purifying a language from foreign elements such as loanwords, internationalism and calques. That is something which can be seen in France as it predominantly fought against foreign vocabulary entering French. Nevertheless, the need to get rid of foreign elements does not emerge by itself; it is a result of multiple external factors which include: “the historical background of language contact”, “socio-political relations”, “economic development” and/or “nationalism” (Thomas, 1988, p. 98). The dominant factor is usually nationalism, which can also be seen in France (Thomas, 1991, pp. 40-44). However, it is not the sole reason for the emergence of puristic ideas. In the following chapter, a short overview of reasons why linguistic purism emerged in France will be provided.

3. French nationalism

The notion of nation varies throughout the French history. In the 13th century in the feudal society, the French monarchy was a group of nations that shared no single language and the matters were mostly carried out in Latin (Lodge, 1993, p. 130). It was in the 15th century that the idea of nation as we know it today started to form in France. A group of people with a shared culture or history that can be based on religion, language, some cultural practices, etc. is called a nation (Rock, 2023). The centralization of power in Paris led to the inhabitants of the Parisian region becoming the dominant nation and during that process the language became one of the key symbols of their identity. Since the King, who resided in the Parisian region, wanted to minimise the influence of the Latin language, the King's French was used more and more by the court and the commons alike, which inevitably led to its status elevation (Lodge, 1993, p. 131). In other words, the Parisian French variety slowly but surely became the standard and the ideal, at the expense of both Latin and other regional varieties. From then on, the focus on the French language and its status, purity and value only continued to grow. As was already mentioned, the centralization of power in Paris also resulted in the rise of the national identity as all other regional languages and identities were deemed less important or even outright ignored. Slowly but surely the language and the national identity, i.e., nation became intertwined (1993, p. 210). However, it was with the French Revolution that "the idea of 'one and indivisible republic', in which the congruence of sovereign people, inalienable territory and single national language" was recognized as a necessity (Wright, 2012, p. 61) and a shared language became more important than ever. Before that, the utmost value was placed on religion and law: "The motto of the French monarchy was "One faith, one law, one king"¹ (Lodge, 1993, p. 211). Prior to the French Revolution nation was seen more like "nation as community" (Grillo, 1989, p. 22), which was not necessarily related to the state but more so based on kinship or being members of the same local unit. With the French Revolution, the "nation as association" (ibid.) became the dominant idea by which the state and nation basically became one and the relations within one nation were consolidated by sharing the same language, territory and ethnicity. The motto of the new Republic was "One Republic, one language..."² (Lodge, 1993, p. 214). This is what Kamusella (2017-2018, p. 352) called the ethnolinguistic nationalism: one nation should share a single language. The use of any variety other than the

¹ 'Une foi, une loi, un roi'.

² 'République une, langue une... '.

Parisian French was considered pagan, less worthy or even a sign of treason. In order to be free, a nation should speak one language. This new ideology became the standard and it was only reinforced in the centuries to come. And it can be seen in the 20th and the 21st centuries with English. The French seem very defensive about their language and about what language means for their nation.

The next part will provide a short overview of puristic ideas in France. Nationalism along with the intrinsic value that the standard French is believed to have, are perhaps the most important factors in the French language planning (Scheel, 1998, p. 1).

3.1. French as power language

In order to better understand the linguistic policies, it is important to understand the motivation behind them, which is why this section will present a short overview of the origin of puristic ideas in France. It will provide a better understanding of why, from the 16th to the 20th century, the French legislators and linguists believed their language was superior to other languages and why French was considered a power language which had to be protected from outside sources.

Trask (1999) states that language purism is “the belief that words (and other linguistic features) of foreign origin are a kind of contamination sully the purity of a language” (p. 254). The beginnings of puristic ideas in France can be traced back to the 16th century when in 1539 the Parisian French became by the Ordinance of Villers-Cotterêts the official language of the administrative procedures, thus replacing Latin (Honeyman, 2015). Not long after, the authors such as Du Bellay and Estienne started to promote ideas that French should not be inferior to Latin or Greek in general and that it should not be sullied by foreign words from languages such as Italian and Spanish (Walsh, 2016, p. 21). Over the course of the next 100 years, French gained more and more praise and it was believed to be superior to Latin as well as to all other European languages due to the fact that it allegedly offered clarity and precision of expression that no other language had (Vigouroux, 2013, p. 385). The superiority of French pertained solely to the way the upper classes spoke and not to the *patois* used by the lower ones. Devine (2019) explains that the elite used the *bel usage*, which reflected sophistication, intelligence, complexity and beauty of the language, while the commoners used the *bon usage*, which was filled with incorrect structures and *familier* words (p. 29). The incongruencies in expression between the two posed problems because purity and perfection of French were

threatened (Riggio, 2021, p. 177). The ideas of superiority, perfection and clarity of expression as well as the fact that not everyone spoke in the way that would reflect those characteristics laid the foundation for the creation of the *Académie Française* in the 17th century. Its aims were first and foremost standardization, i.e., codification and elaboration of the language in order to ensure that everyone spoke proper French; however, they were also very puristic trying to protect the language from *contamination* and *corruption*, which at the time meant the way the normal people spoke (Walsh, 2016, p. 22).

All of that contributed to the status elevation of French and was only further promoted in the centuries to come. In fact, Antoine de Rivarol suggested in 1778 that there is an intrinsic superiority of French because of its clarity: *‘Whatever is unclear is not French; whatever is unclear is merely English, Italian, Greek or Latin’*³ (as cited in Phillipson, 2003, p. 48). Linguists and authors constantly praised French and especially the written form, which was seen as purer than the spoken French, and which is why the French literature, particularly that of the 17th century, was considered the ideal: „There is no prose richer or more subtle than French prose, and there is no language with more precise, more nuanced, more supple prose than French prose” (Meillet, 1918, as cited in Phillipson, 2003, p. 48).

The French language enjoyed such a high status from the 17th till the 19th century when it was the language of diplomacy, intelligence and reason. Countries all over Europe used French in international affairs. However, the growing influence and power of America post World War 1 resulted in a decrease of French’s influence in face of English (Phillipson, 2003, p. 47). The next section will deal with the relation between those two languages more closely.

3.2. Modern language policies – French and English

From the 16th till the 18th century the puristic ideas were promoted mostly by a small group of linguists; however, in the 19th century such attitudes began to spread (Walsh, 2016, p. 26). In the 20th century, the focus shifted and rather than promoting and glorifying their language, the French policy makers started to defend it from Anglo-American influence. From the 17th till the 19th century French was the “sole language of international diplomacy” (Phillipson, 2003, p. 47) and puristic attitudes were mostly related to internal linguistic changes. However, after the World Wars it was clear that French no longer had a significant power in

³ *‘Ce qui n’est pas clair n’est pas français ; ce qui n’est pas clair est encore anglais, italien, grec ou latin’.*

Europe and that the American influence would only grow. The French political discourse became more and more concerned with the influence of English and trying to protect the French language from it as well as stopping anglicisms from entering the French vocabulary. The French minister Marek went as far as saying that English is “the most oppressive language” and that in face of it French is a minority language (as cited in Phillipson, 2003, p. 46). Even though it was not explicitly stated that English use should be limited, the language policies reflected that attitude and laws were put forward mandating the use of French in different domains, the first one being “the Bas-Lauriol law” from 1975, which made French compulsory in advertisement, product description, radio and television (Walsh, 2016, p. 36). The law was put forward with the intention of protecting the French from the possible misinformation that could result from using foreign terms that hinder understanding (p. 36). The law was poorly implemented and did not have much impact on the general public but it laid the foundations for the Toubon law, introduced in 1994, which was even stricter. The Toubon law is perhaps the most known law regarding the French language policy. It mandated French to be used in the following domains: “education, commerce, the audio-visual media, the workplace, and the public meetings” (as cited in Walsh, 2016, p. 37). In order not to repeat the same mistake as with “the Bas-Lauriol law” and to ensure the law was obeyed, the Government put the General Delegation to the French Language and the Languages of France (DGLFLF) responsible for the law application (Walsh, 2016, p. 37).

Besides mandating French to be used in the five domains it has also for the first time explicitly connected language with the French identity:

Article 1. Language of the Republic by virtue of the Constitution, French is a fundamental element of the personality and heritage of France. It is the language of teaching, work, (commercial) exchange and the public service. It is the privileged link between the states constituting the community of Francophonie (cited in Ager, 1999, p. 10).

Vanston (1999) states that the decrease in power of the French language meant that their identity is endangered (p. 176). A similar idea is expressed by Ager (1999) as well, who claims that language is a crucial part of the French identity, which is why it has to be protected at all costs. Meaning, endangering French entails endangering the French identity as well.

Besides legislation governing language use, terminology commissions were also put in place. Their aims were: vocabulary enrichment and purification from foreign terms, especially

anglicisms (Walsh, 2013, p. 48). Commissions would propose new terms which had to be approved by the French Academy and then published in the *Journal officiel* to be made available to the general public (Ager, 1996, p. 64). Many commissions were created from the 70s till 90s; however, the majority were short lived. Nowadays, there are two terminology commissions operating alongside the French Academy: the DGLFLF and the General Commission of Terminology and Neology. They are still working on enriching the French vocabulary and making sure replacements are available for foreign terms by creating a terminology base called *FranceTerm* (FranceTerme, n.d.).

This is a general overview of the French LP in the last century, the following parts will focus on education policies and bilingual education in France. Even though there is no specific mention of English in the French language policies, it is evident that the dominant approach was monolingualism and policies were put in place to defend the French language and to ensure its use in public domains. However, being a part of EU means that a country is not in reality solely responsible for its language policies. They are, at least to a degree, influenced by the European Union (EU) as it will be seen in the next part.

4. European language policies

The way European institutions approach and handle language and language policies has a large influence on their members. There are the two major European institutions that focus on language education: the European Commission, which is an EU institution, and the Council of Europe. The European Commission through the Language Policy Unit located in Strasbourg and the Council of Europe through the European Centre for Modern Languages, which is in Graz. The goal of the first one was initially to improve and facilitate mobility and integration within Europe by improving one's language skills, but eventually language knowledge became primarily a means of economic improvement. The Council of Europe is more concerned with people's rights in regards to language, (additional) language education as well as the right to have education in one's mother tongue (Hélot & Cavalli, 2017, pp. 3-4). The Council of Europe's decisions and projects, such as "The Common European framework for Languages, the European Year of Languages (2000)", which promoted linguistic diversity and multilingualism, opened the way for bilingual education in France (Hélot, 2003, p. 259). However, the language policy of the EU was the most influential when it comes to the right to be educated in English in its member states, one of which is France.

There are many documents, decisions, reports that deal with language, too many to list them all in this paper but the most prominent ones will be mentioned. The European Union creates language policies with two specific aims: mobility and inclusion; mobility in order to facilitate travelling and migrating to other member states and inclusion to ensure social integration (Gazzola, 2016, pp. 139-144). The importance of multilingualism is reflected in the decisions by the European Commission which reinforce it: "the Action Plan 2004-2006 (2003)", "A new strategic framework multilingualism (2005)" and "Multilingualism: an asset for Europe and a shared commitment (2008d)" (Gazzola, 2016, p. 140).

Along with that, it has put in place many programmes that also contribute to language development, such as the *European Language Label* (European Education Area, n.d.), which awards innovative language-learning approaches and projects. However, perhaps the most familiar and arguably the most influential is the *Erasmus+ Programme*. It is certainly the most influential when it comes to higher education. It is an exchange programme that allows students and staff of Europe to "undertake a learning and/or professional experience in another country" (Erasmus+, n.d, par. 1).

Studying in another country usually involves speaking that country's official language; however, such attitudes would not necessarily attract a lot of students, especially if the language of that country is not widely spoken. As a solution many universities offered classes in English to gain more international students and increase their competitive advantage (Chaléat, 2017, p. 41). So naturally, France was also influenced by it and introduced more EMI (English medium of instruction) classes.

How exactly were EMI classes and bilingual education in English introduced in France will be discussed in the next part.

4.1. Bilingual education

In this part, bilingual education models found in France will be presented. Bilingual education is a complex concept and, depending on the parameters, it can be defined differently. Dicks and Genesee state it is a model "where two or more languages are used as media of content instruction" (2016, p. 453). Bilingual education (BE) can mean the entire curriculum being taught in two languages or just one or two subjects (Hélot & Cavalli, 2017, p. 2). If at least half of the school subjects are in a foreign language that is immersion, which can be partial or complete (Lyster & Genesee, 2012, p. 1). This model was developed in Canada for people of anglophone background to become proficient in French (Genesee, 1984). In Europe the most present model is called CLIL⁴, which is a part of policy of the European Union, whose aim is plurilingualism. It should be pointed out that such programs differ from "standard" language teaching, which usually takes place approximately three hours per week (Hélot, 2003, p. 256). Those are not to be confused with foreign language teaching, where pupils or students learn just the grammar and the vocabulary of a certain language, i.e., where the foreign language is the object of studying. The CLIL models actually have a dual purpose of teaching content and language at the same time through content lessons, and they complement the standard foreign language learning (Thompson & Mckinley, 2018, p. 5). In France this model was introduced for this exact purpose, to enhance English learning and understanding and in turn increase the economic value of students (Hélot & Cavalli, 2017). How exactly is BE incorporated into France's education system, and more specifically in higher education, will be looked into more details in the following part.

⁴ *Content and language integrated learning.*

4.2. Bilingual education in France

In France, the immersion programmes are reserved for regional languages, with one exception being German in the Alsace region. For English, the only possible BE model in public education is content and language integrated language learning (Hélot, 2003, p. 261). That is intentional, because if the immersion programme was allowed for foreign languages, such as English, most if not all parents would choose it for their children (p. 263). They understand that for the labour market and, especially the international one, in today's day and age, knowing English is almost a *conditio sine que non*. So even though there are multiple foreign languages offered from the primary level, the highest demand is for English (Hélot, 2003, p. 259, Hélot & Cavalli, 2017, p. 15). In France bilingual education was introduced in 1970 and it was reserved for wealthy European and international elite (TEL2L, n.d.). They followed regular curriculum in French and they had 5 hours extra of CLIL, usually in their mother tongue. This is not a bilingual model *per se* as “two languages of instruction are never used together and where no common bilingual curriculum has been developed” (Hélot & Cavalli, 2017, p. 10). However, this model did influence the French education system and ten years later it became widely available with the number of CLIL hours being reduced to three per week in primary and secondary education (Hélot & Cavalli, 2017, p. 10).

When it comes to universities, this was not applied and opportunities for bilingual education in English for the French were limited, especially after the Toubon Law (1994) that stated that French must be used in work, advertisement, research as well as in education:

II. The language used for teaching and examinations, and for theses and dissertations in public and private teaching establishments is French, except when the use of another language is justified by the teaching requirements of regional or foreign languages and cultures, or when the teachers are foreigners in guest or associate teaching positions. (cited in Héran, 2013, box 1).

English as the medium of instruction (EMI) was allowed only for foreigners, which was specifically put in place to limit the influence of English. Although, there were some who supported the law and its harsh measures against English, the majority was not in favour. The scientists and researchers recognized the importance of English, especially in the international arena, where it is the language most frequently used for publications and research (Héran, 2013,

par. 4). Journalists, teachers, students and the wider public were for the most part against the law as well. Because it was not well accepted and deemed too strict, new drafts of the law were put forward allowing English in some situations, such as when audience is mostly foreign (Légifrance, 2022). The law that officially allowed universities to use foreign languages, hence English as MOI, is Fioroso Law from 2013. The French language still needed to be the principal MOI; however, programs could partially be taught in other languages (Légifrance, 2020). The Fioroso law as well as EU policies and programs, such as Erasmus+, definitely contributed to the development and rise of higher bilingual education in France. One of the universities that offers bilingual education is the University Paris Cité where our research was conducted.

5. Analysis of French students' attitudes towards the English language and anglicisms

This part contains the analysis of French students' attitudes towards English, anglophone culture and anglicisms. The analysis includes aim and hypotheses of the research, a short description of the chosen university, the methodology of the research, explanation of the questionnaires used, presentation of the collective results, two comparisons based on the two variables: attending a bilingual program and living in an anglophone country, as well as the evaluations of the hypotheses.

5.1 Aim and hypotheses

The aim of this research was to examine French students' attitudes towards English, anglophone culture and anglicisms in French and see what motivates students to learn English. The research was conducted at the University Paris Cité, which was chosen primarily due to personal contact with the university and which facilitated finding participants. The second reason was that the University offers bilingual programs at the master level and monolingual at the bachelor level. The initial plan was to divide the participants according to their level of education and see if their attitudes differ according to different variables. However, that was not possible because the samples would have been too small. Therefore, the variables taken into consideration are the ones for which the results could be statistically important and based on those variables four hypotheses are presented.

However, before analysing participants' attitudes according to the specific variables, the collective results will be shown in order to see whether students hold negative or positive attitudes towards English, anglophone culture and anglicisms. As was already presented in the theoretical part, the French wider public was not necessarily in accord with extremely puristic policies and ideas put forward by the French legislators. Moreover, with the rise of the use of EMI in France as well as the influence of the EU's language policy which promotes English and multilingualism, it is not difficult to believe that students would have positive attitudes towards English, anglicisms and anglophone culture. Therefore, the first hypothesis is that French students will have positive attitudes towards English, anglophone culture and anglicisms in French. The second hypothesis is that the participants who had attended a bilingual program have more positive attitudes towards English and anglophone culture than those who had not. The third hypothesis is that the participants who had not attended a bilingual program are more

likely to replace anglicisms with French equivalents than the ones who had attended a bilingual program. The fourth hypothesis is that participants who had lived in an anglophone country have more positive attitudes towards English and towards anglophone culture. The fifth one is that the participants who had not lived in an anglophone country are more likely to replace anglicisms with French equivalents than the ones who had lived in an anglophone country.

5.2. University Paris Cité⁵

The University Paris Cité offers many programs and covers three large domains: Health, Sciences, Humanities and Social Sciences. The research was conducted at the Department of Intercultural Studies and Applied languages⁶, which is a part of Humanities and Social Sciences. EILA offers five bachelors programs: Bachelor in Applied Foreign Languages (LEA⁷) for four language combinations, each including English and Professional Bachelor's in Technical Writing (RT⁸). There are also five masters; two in domains of translation and interpretation (TI⁹): Languages for Specific Purposes, Corpus Linguistics and Translation Studies (LSCT¹⁰), Language Industry and Specialized Translation (ILTS¹¹) and three in applied languages (LEA): Multilingual Technical Communication (CTM¹²), Languages, Interpretation and Intercultural Strategies (LISI¹³) and Languages, Culture and Digital Innovations (LCIN¹⁴). For all of these programs French and English are required (EILA, n.d.). The classes in English are usually limited to two or three subjects per semester and can be found at the graduate level. Master programs would qualify as CLIL programs or bilingual education. This is not surprising as most frequently English-taught classes are available at the graduate level. Students at the undergraduate levels often do not have a sufficient level of English. Therefore, classes in English are introduced gradually (Chaléat, 2017, p. 44). At the undergraduate level classes are in French, while English is present in the form of translation classes and exercises.

⁵ The name was changed from University Paris Diderot to University Paris Cité in 2022.

⁶ *Etudes Interculturelles de Langues Appliquées, EILA.*

⁷ *Langues Étrangères Appliquées.*

⁸ *Rédaction Technique.*

⁹ *Traduction et Interprétation.*

¹⁰ *Langues de Spécialités, Corpus et Traductologie.*

¹¹ *Industrie de la Langue et Traduction Spécialisée.*

¹² *Communication Technique Multilingue.*

¹³ *Langues Interprétation et Stratégies Interculturelles.*

¹⁴ *Langues Cultures et Innovations Numériques.*

Another thing worth noticing is that this university did not have a website available in English before the year 2018 (Chaléat, 2017, p. 41) and now it does, although very limited. For example, the general information can be found in both English and French; however, program details are still only available in French. Although it is not familiar when exactly was the English version of the website introduced, the fact that it exists now attests to the importance and spread of this language in education in France.

5.3. Methodology

This paper aims to examine French students' attitudes towards English, anglophone culture and anglicisms in French as well as to understand students' motivations to study English. In order to examine their attitudes an online Google questionnaire was made. This method was chosen as it is the easiest way to distribute it to a large group of people to obtain data. Participants were provided with the explanation of the research and it was communicated to them that their participation is voluntary and anonymous. That way they were encouraged to fill it out as well as to be entirely honest with their answers. Furthermore, the questionnaire was bilingual, written in English and French to facilitate understanding in case someone did not speak English to still be able to fill it out. The questionnaire for students consisted of 41 questions, most of which were attitude-rating scales and close-ended questions, but a few of them were open-ended in order to get more complete data. The number of questions for alumni was reduced (31) in order to incite them to fill it out after the initial one did not produce enough answers. The data were collected in the period from March 2022 to November 2022.

At first the questionnaire was forwarded to personal contacts at the University Paris Cité, but that did not produce a sufficient number of answers, so it was sent to the secretaries of the Department of Intercultural Studies and Applied languages' *master* and *licence*, i.e., undergraduate and graduate levels who then forwarded it to all students. In total 77 students completed the questionnaire, undergraduate and graduate students combined. In order to get more data and a more detailed picture, the questionnaire was also sent to the university alumni. For that, the secretary of master studies was contacted to get a list of alumni to whom the questionnaire can be sent. This resulted in 51 answers. So, in total 128 participants completed the survey.

After the answers were collected, the data were analysed using Google Forms and Excel.

5.4. Questionnaires

In this part the questionnaires will be explained. The questionnaires can be found as the appendices at the end of this master thesis. Initially, the same questionnaire was supposed to be sent to all the participants, but due to the fact that students were reluctant to fill it out, another shorter questionnaire was made and sent to the alumni. Both questionnaires contain all the questions relevant for the analysis but in a slightly different order. Here are the two questionnaires explained.

In the first questionnaire, questions 1-5 examine the following socio-demographic data: age, sex, nationality, birth place and level of study. The second part is concerned with linguistic background, including the languages they speak and how well, as well as whether they grew up in a bilingual family or lived in an anglophone country. Those refer to questions 6 to 20, with the exception of question number 12¹⁵. The third part, questions 21-28 are related to formal and informal English learning, as well as their motivation to learn it. The following part, questions 29-34, looks into their attitudes towards English and anglophone culture, as well as necessity to speak foreign languages. Finally, questions 35-41, examine their attitudes towards the influence of English on French as well as anglicisms in the French language. The questions were mostly created by the author of this paper, except for the questions related to anglicisms (36-41), which were taken from Jim Walker's study of attitudes towards anglicisms (2020, pp. 13-16). In the second questionnaire, the questions 1-5 are the same. The second part, questions 6-17, is related to the linguistic background. The following section, questions 18-24, looks into their attitudes towards English and anglophone culture and finally the last part, questions 25-31, evaluates their attitudes towards anglicisms.

5.5. Participants' sociodemographic profile and linguistic background

There was a total of 128 participants, among which 111 were female and 17 were male. The age range for the undergraduate students was from 16 to 22, the mean value (M) was 19.4, for the graduate students from 22 to 26 (M=23.4) and for the alumni from 26 to 56 (M=34.5). The nationality of 98% of participants was French, while three participants reported dual nationality: French/Moroccan, French/American and French/British, and one person (2%) was

¹⁵ This question served to exclude all Erasmus students as their attitudes were not relevant for this study.

Brazilian. The mother tongue of 97.2% of the participants was French and the mother tongue of 2.8% of them was English and Tamil. All participants spoke English, and they were asked to evaluate their knowledge on a scale from 0 to 5, zero meaning ‘no proficiency’ and five meaning ‘native speaker or bilingual proficiency’¹⁶. There were 3 (4%) participants who reported limited working proficiency, 21 participants (16.4%) reported professional working proficiency. The majority (76 participants or 59%) reported full professional proficiency and 26 participants (21.2%) reported native/bilingual proficiency. The results can be seen in figure 1 below.

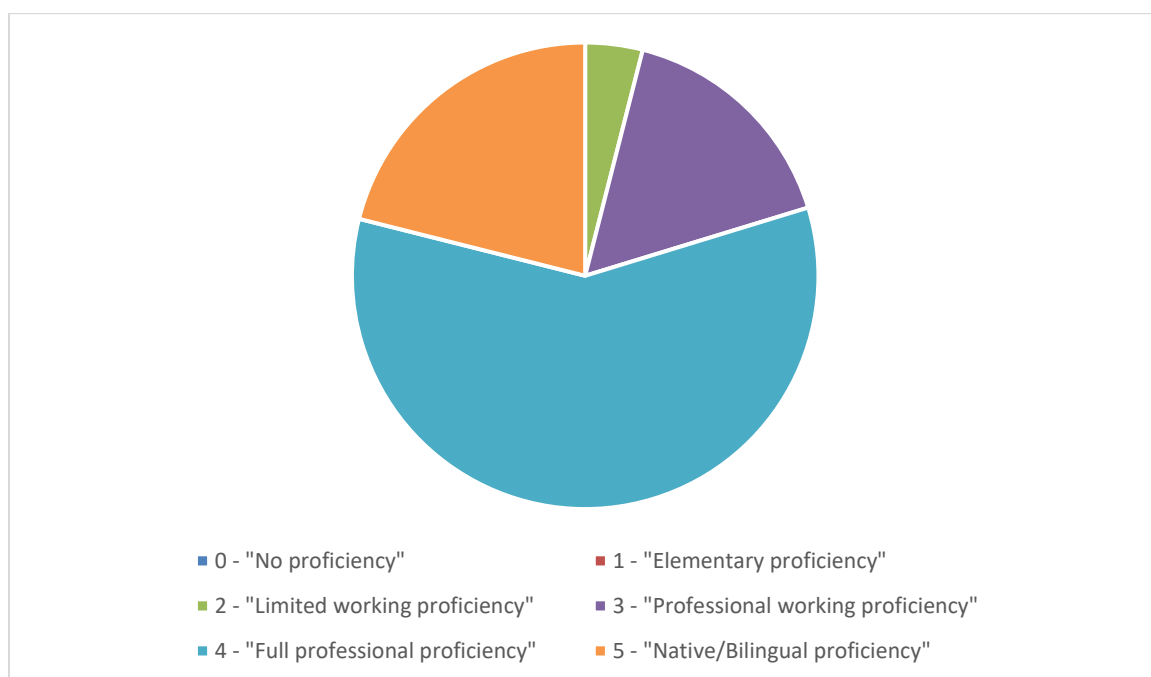


Figure 1. *Participants' self-evaluated level of English*

They were also asked to mark all the periods during which they learned English formally. The majority of the participants learned English formally from middle school till university. The results can be seen in figure 2 below.

¹⁶ The scale was taken from the website *Corporate finance institute.com*. Because the participants had to self-evaluate their knowledge of English, the link to the same site containing explanation of each language proficiency level was provided in order to facilitate evaluation of their English knowledge.

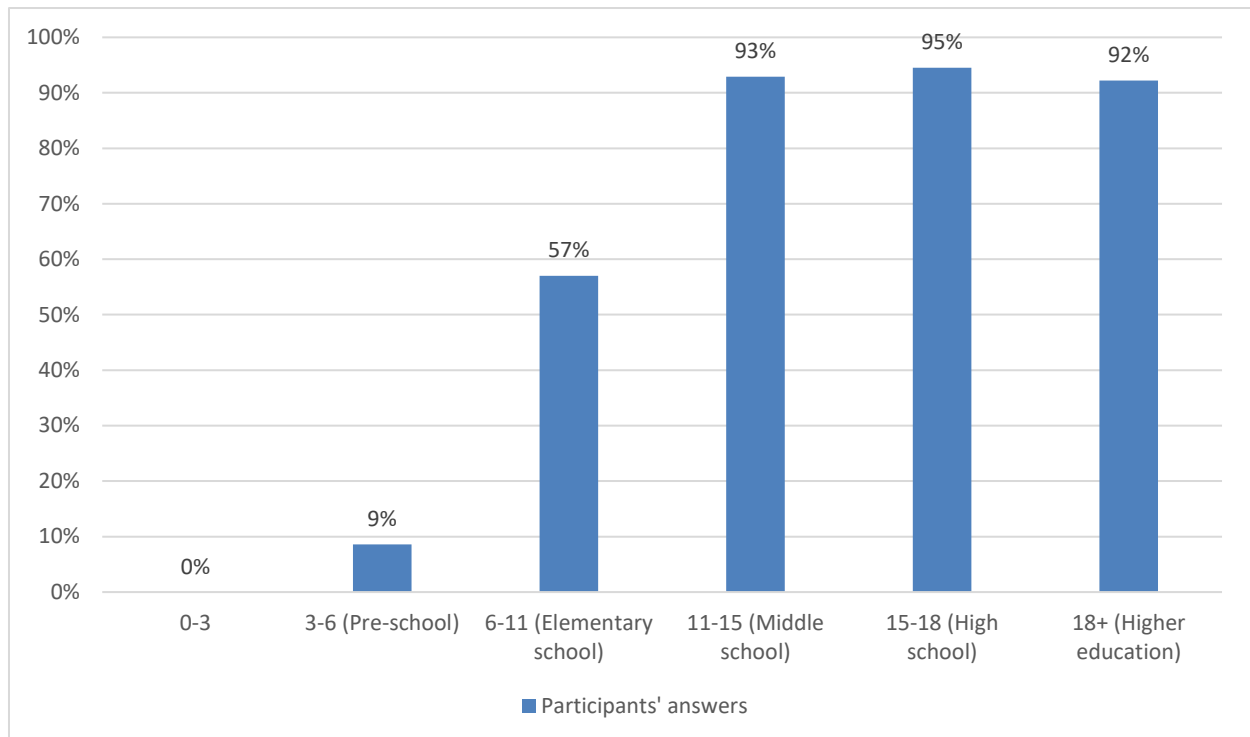


Figure 2. *Participants' formal English education*

When asked whether they learned English in informal settings, 64.8% of the participants stated they did. They were asked to state which were the informal contexts in which they learned it and the two most frequently mentioned answers were the Internet (22.7%), and being in contact with native speakers (15.6%). They were also asked why they started learning English and were given a few options and the possibility to choose multiple answers. As can be seen from figure 4, the most common reasons included English being obligatory in school, to travel abroad and the belief that it gives access to more knowledge. The results can be seen in figure 3 below.

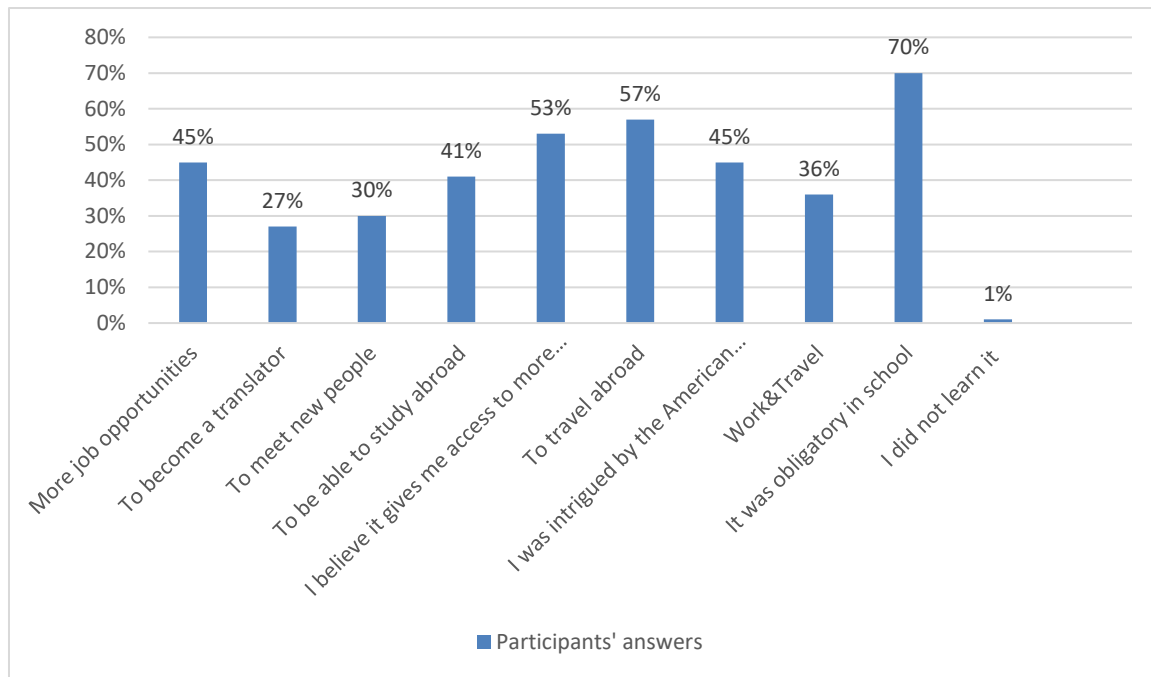


Figure 3. *Participants answers to the question ‘Why did you start learning English?’*

In the first part we also intended to find out as much information as possible about the participants' linguistic background in order to see whether different variables influenced their attitudes. However, because it was a random sample of participants it was not possible to verify the influence of every single variable due to an insufficient number of participants whose attitudes would be compared. Only those variables for which results could be statistically important will be analysed.

The first question was *Did you attend a private school?*, to which 95.3% answered negatively and only 4.7% answered positively. The second question was *Did you grow up in a bilingual family?*. The majority of the participants (79.8%) did not grow up in a bilingual family and 20.2% did. The third question was *Have you ever lived in an anglophone country?*. Once again, the majority (72.7%) had never lived in an anglophone country; while 27.3% of the participants reported they had lived in an anglophone country. For the most part those were the US, the UK, Canada and Australia. The fourth question was *Did you attend school or a university in an anglophone country or have you ever participated in a student exchange program in an anglophone country?*, to which only 19.5% answered positively and the rest (80.5%) answered negatively. The question of whether they attended a bilingual program was not a part of the questionnaire because it was already known that graduate students and alumni

attended it, while undergraduates did not. In total 64.8% had attended a bilingual program and 35.2% had not. The results can be found in figure 4 below.

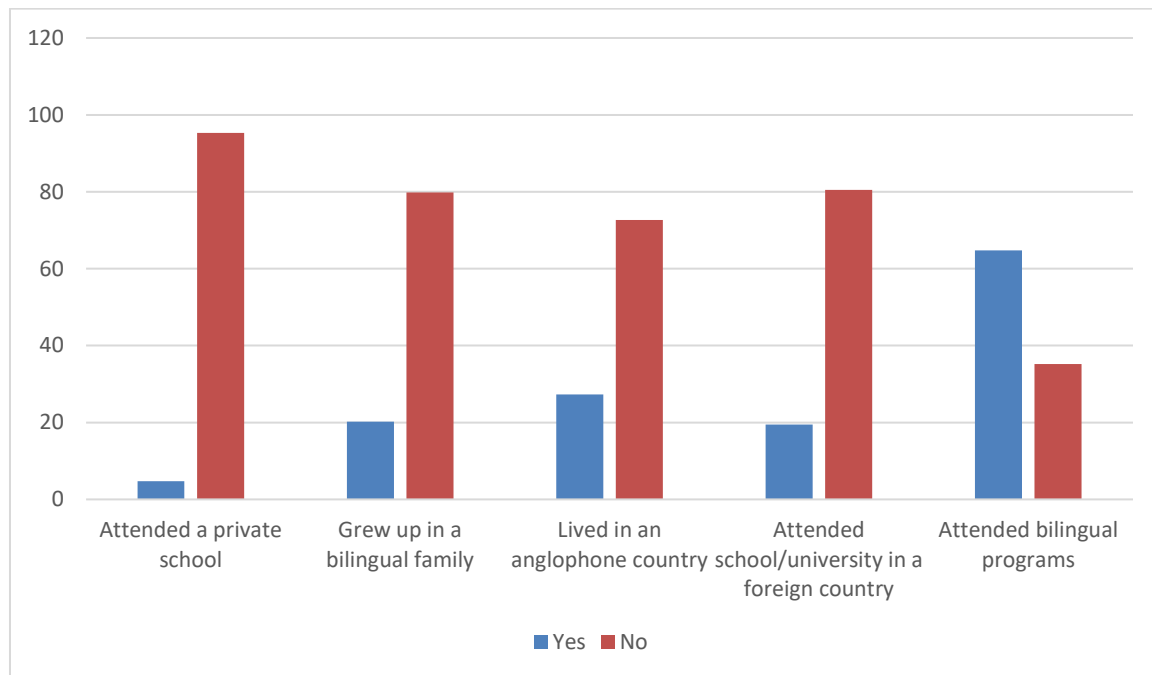


Figure 4. *Participants' linguistic background*

Based on the results, it can be seen that there are two variables for which results would be statistically important, and those are: attending a bilingual program and living in an anglophone country. Therefore, two comparisons will be carried out in the next section, the first one is comparison of the attitudes of the participants who had attended a bilingual program and those who had not and the second one is comparison of the attitudes of the participants who had lived in an anglophone country and those who had not. But before that, the collective results will be presented to see whether students have positive attitudes towards English, anglicisms and anglophone culture.

5.6. Collective results

This part contains collective results of the research. The main part consisted of statements about English, anglophone culture and anglicisms. The first statement was *My attitude towards English changed once I started learning it*, and the second one was *My attitude towards anglophone culture changed once I started learning English*. Participants could choose among three answers: 'yes, it changed positively'; 'it did not change'; and 'yes, it changed

negatively'. The results showed that for the majority of the participants (70%) their attitudes towards English did not change. A smaller portion of them (30%) stated that it changed positively. As for the second statement, which examined their attitude towards anglophone culture, 55% of the participants reported that their attitude did not change while 39% of them reported their attitude changed positively. A very small portion of the participants (6%) reported that their attitude changed negatively. The results can be seen in figure 5 below.

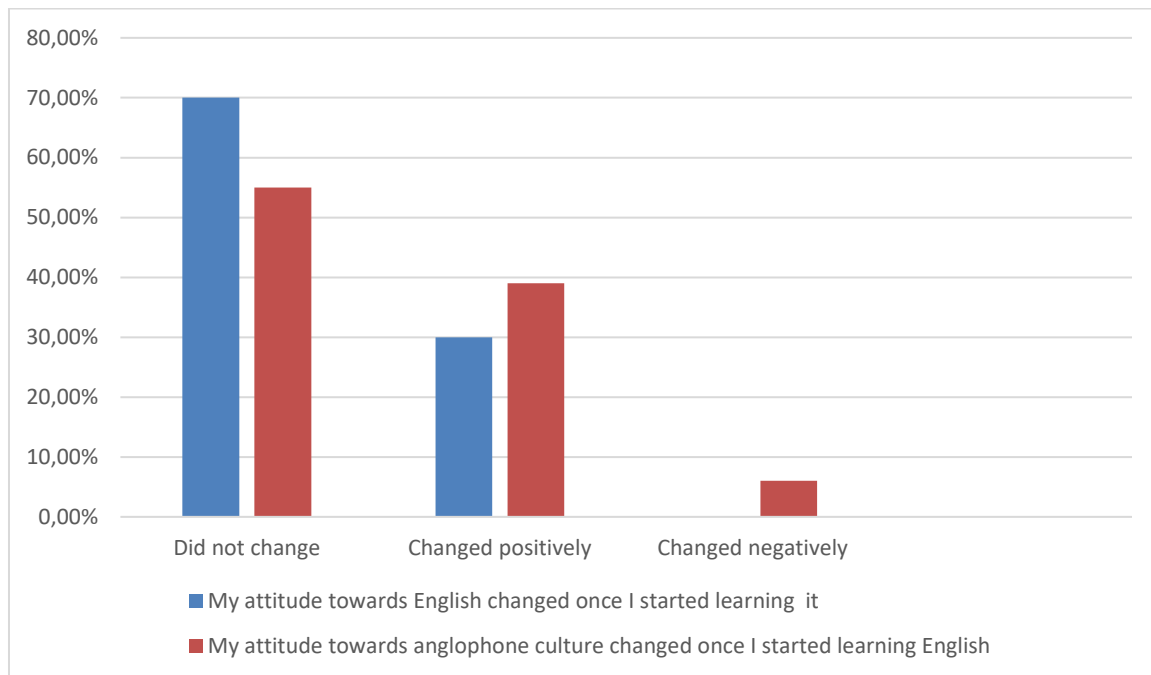


Figure 5. *Participants' attitudes towards English and anglophone culture*

The participants were also given a few statements about English and they had to state if they agreed with them or not. They were given a 5-point Likert scale (5 – “strongly agree”, 4 – “agree”, 3 – “neither agree, nor disagree”, 2 – “disagree” or 1 – “strongly disagree”) to express their attitudes. The results will be shown for each group individually.

The majority of the participants (64.9%) strongly agreed with the statement *It is necessary to know English nowadays*, 28.9% agreed, 4.7% neither agreed nor disagreed, and 1.5% disagreed. No one strongly disagreed. The second statement was *I believe that people who speak multiple languages have better career opportunities*, to which 58.6% strongly agreed, 36% agreed, and 5.4% neither agreed nor disagreed. No one disagreed with this statement. The third statement was *The French should speak English to a greater extent*, to which 36% strongly agreed, 38.2% agreed, 21.1% neither agreed nor disagreed, 3.9% disagreed, and 0.8% strongly disagreed. The results can be seen in figure 6 below.

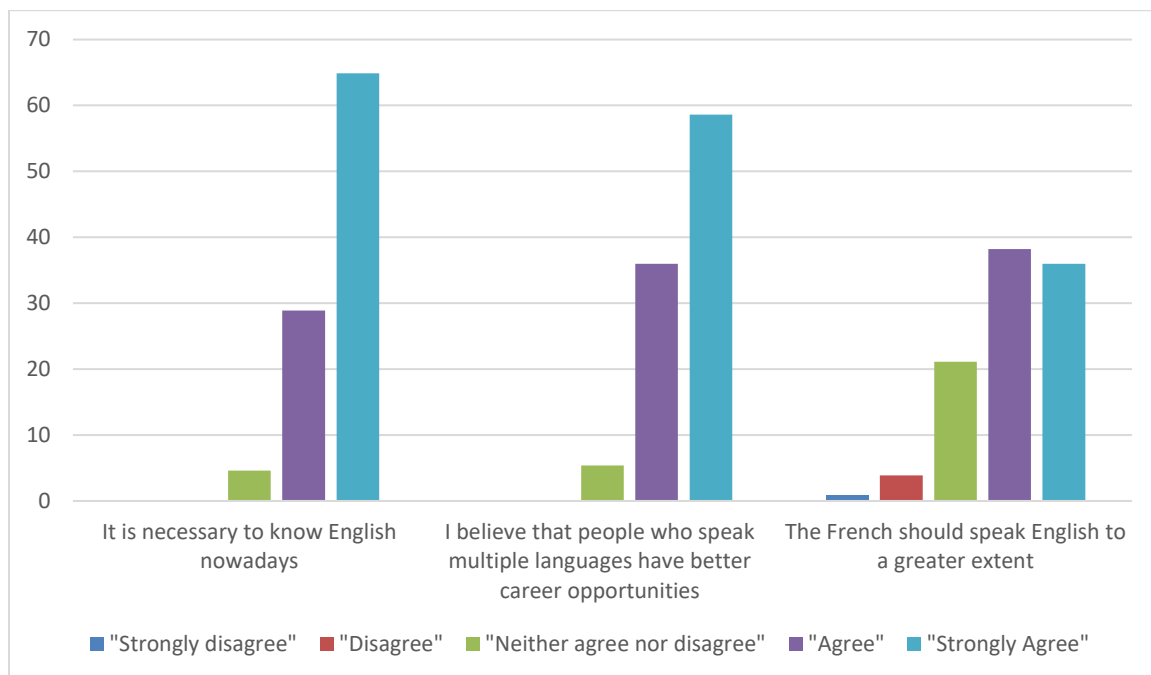


Figure 6. Frequency distribution of participants' responses concerning the statements about their attitudes towards English

In the third part, the participants were given a series of questions and statements about users of anglicisms, anglicisms and the influence of English on French. For the first two questions they had to state their attitude and were given three options: 'positively', 'neutrally' and 'negatively'. For the rest of the statements, they were given a 5-point-Likert scale to express their agreement or disagreement with the statements.

The first question was *How do you view someone who uses a lot of anglicisms?*¹⁷ The majority of the participants (60.1%) stated that using a lot of anglicisms did not affect their perception of someone. Only 5.7% of them reported seeing people who used a lot of anglicisms positively, while 34.2% reported viewing people who use a lot of anglicisms negatively. The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*¹⁸ Once again, the majority of the participants (57%) viewed people trying to replace anglicisms neutrally, 29.7% reported seeing people who replaced anglicisms positively, while only 13.3% stated viewing people who did so negatively. The results can be seen below in figure 8.

¹⁷ Question taken and adapted from Walker (2020).

¹⁸ Ibid.

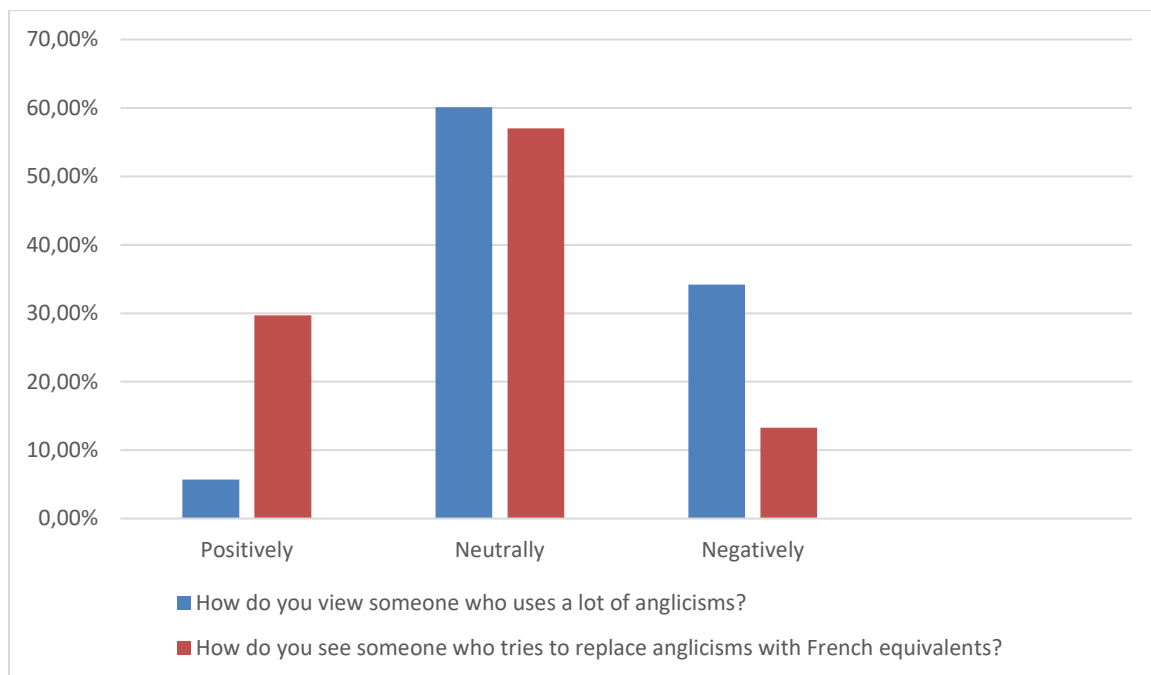


Figure 8. Participants' responses to questions about users of anglicisms

Here are the results for the statements about anglicisms. The first statement was *French is heavily influenced by English*, to which 12.5% strongly agreed, 42.2% agreed, 25.7% neither agreed nor disagreed, and 18% disagreed. Only 1.6% strongly disagreed. The second statement was *Anglicisms pose a threat to French*¹⁹, to which 17.1% strongly disagreed, 32.1% disagreed, 21.9% neither agreed nor disagreed, 25% agreed, and 3.9% strongly disagreed. The third statement was *Anglicisms enrich the French language*²⁰, to which 5.4% strongly agreed, 31.2% agreed, 38.3% neither agreed nor disagreed, 21.9% disagreed, and 3.2% strongly disagreed. Next, 32% neither disagreed nor agreed with the fourth statement (*I believe it is useful to try to replace anglicisms with French equivalents*²¹), 26.6% disagreed, and 28.9% agreed. Only 3.2% of participants strongly disagreed, and 9.3% strongly agreed with the fourth statement. Finally, the fifth statement was *When I speak French, I try to find French equivalents rather than using anglicisms*²², to which 15.6% strongly agreed, 29.7% agreed, 20.3% neither agreed nor disagreed, 27.3% disagreed, and 7.1% strongly disagreed. The results can be found in figure 9 below.

¹⁹ Statement taken and adapted from Walker (2020).

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

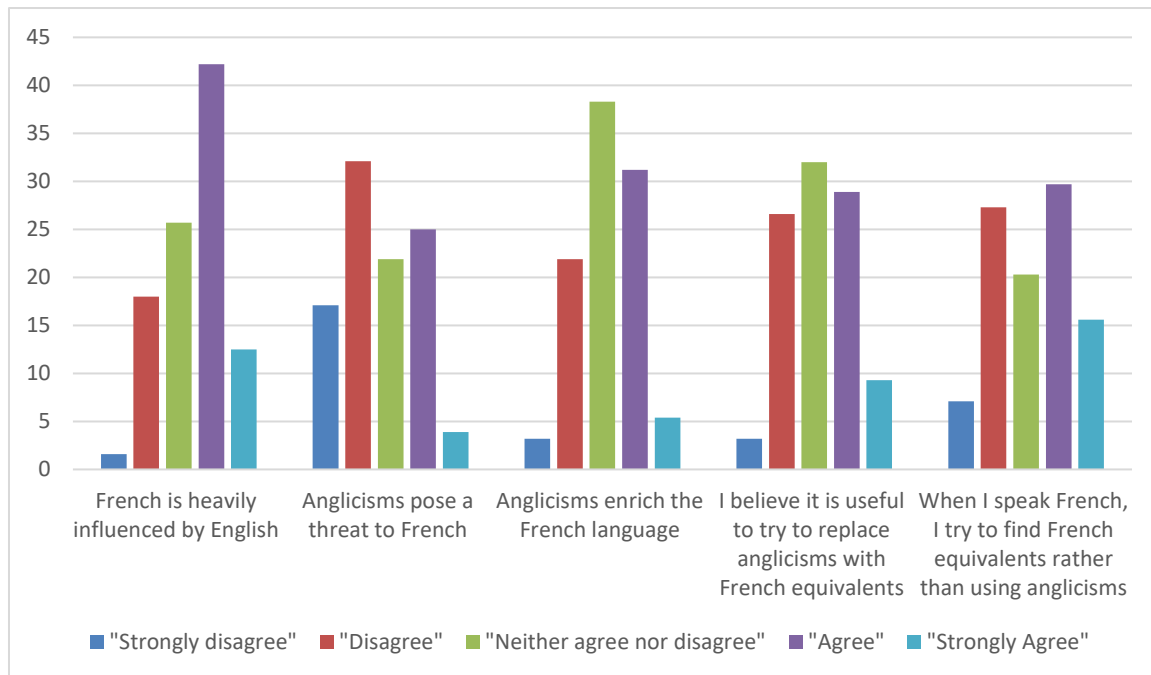


Figure 9. Frequency distribution of participants' responses concerning the statements about their attitudes towards anglicisms

5.6.1. Participants linguistic attitudes

The first hypothesis was that that French students would have positive attitudes towards English, anglophone culture and anglicisms in French.

The first statement was *My attitude towards English changed once I started learning it*, the M of feedback was 2.3. The second statement was *My attitude towards anglophone culture changed once I started learning English*, the M of feedback was 2.3. The third statement was *It is necessary to know English nowadays*, the M of feedback was 4.6. The fourth statement was *I believe that people who speak multiple languages have better career opportunities*, the M of feedback was 4.5. The fifth statement was *The French should speak English to a greater extent*, the M of feedback of was 4.4.

Although the M of feedback for the first two statements is the same, when comparing the percentages, it can be seen that the participants' attitudes towards English were more positive than their attitude towards anglophone country as no one stated that their attitude changed for the negative after started learning English, while some of the participants stated that for the anglophone culture. Nevertheless, it can still be concluded that their attitudes towards anglophone culture was positive overall because the attitudes changed positively for more participants. As for the statements regarding English, the M of feedback for all three

statements was high, which indicates that their attitudes towards English were positive. The majority of the participants saw English knowledge as a necessity and believed that people who spoke multiple languages had better career opportunities. They also believed the French should speak English to a greater extent, which shows that their attitudes towards English and anglophone culture were positive.

The first question about anglicisms was *How do you view someone who uses a lot of anglicisms when speaking French?*. The M of feedback was 1.7. The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*. The M of feedback 2.1. The first statement about anglicisms was *French is heavily influenced by English*, the M of feedback was 3.5. The second statement was *Anglicisms pose a threat to French*. The M of feedback was 2.7. The third statement was *Anglicisms enrich the French language*. The M of feedback was 3.1. The fourth statement was *I believe it is useful to try to replace anglicisms with French equivalents*. The M of feedback was 3.1. The fifth statement was *When I speak French, I try to find French equivalents rather than using anglicisms*. The M of feedback was 3.2.

Based on the results and the mean values of the questions and statements regarding the anglicisms in French, the results indicate that the participants did not see people who used anglicisms in French extremely negatively. They agreed to a greater extent that anglicisms were something that enriched French than something that posed a threat to it. Nevertheless, they valued people who replaced anglicisms with French equivalents and believed it was useful to do that themselves. This shows that they saw utility of anglicisms, but valued their language as well. The results indicate that their attitudes towards English, anglophone culture or anglicisms were positive or at least were not extremely negative as it is often portrayed. Therefore, the first hypothesis is correct.

5.7. Comparison of the attitudes of the participants who had attended a bilingual program and those who had not

The first analysis was based on whether the participants attended a bilingual program or not, according to which they were divided into two groups: the first one were those who had attended it and the second one those who had not attended a bilingual program.

The first part consisted of statements about English and anglophone culture. The first statement was *My attitude towards English changed once I started learning it*, and the second

one was *My attitude towards anglophone culture changed once I started learning English*. Participants could choose among three answers: ‘yes, it changed positively’; ‘it did not change’; and ‘yes, it changed negatively’. The results showed that for the majority of the participants in both groups the attitudes towards English did not change (72% for the first group and 64% for the second group). A smaller portion of them stated that it changed positively (28% for the first group and 36% for the second group). As for the second statement, which examined their attitude towards anglophone culture, there were no major differences between the two groups – 54% of the participants who had attended bilingual programs and 55.5% of those who did not reported that their attitude did not change. Similarly, 39% of the participants in the first group and 40% of the participants in the second group reported their attitude changed positively. A very small portion of the participants in both groups reported that their attitude changed negatively – 7% of the participants in the first group and 4.5% of the participants in the second group. The results can be seen in figures 10 and 11 below.

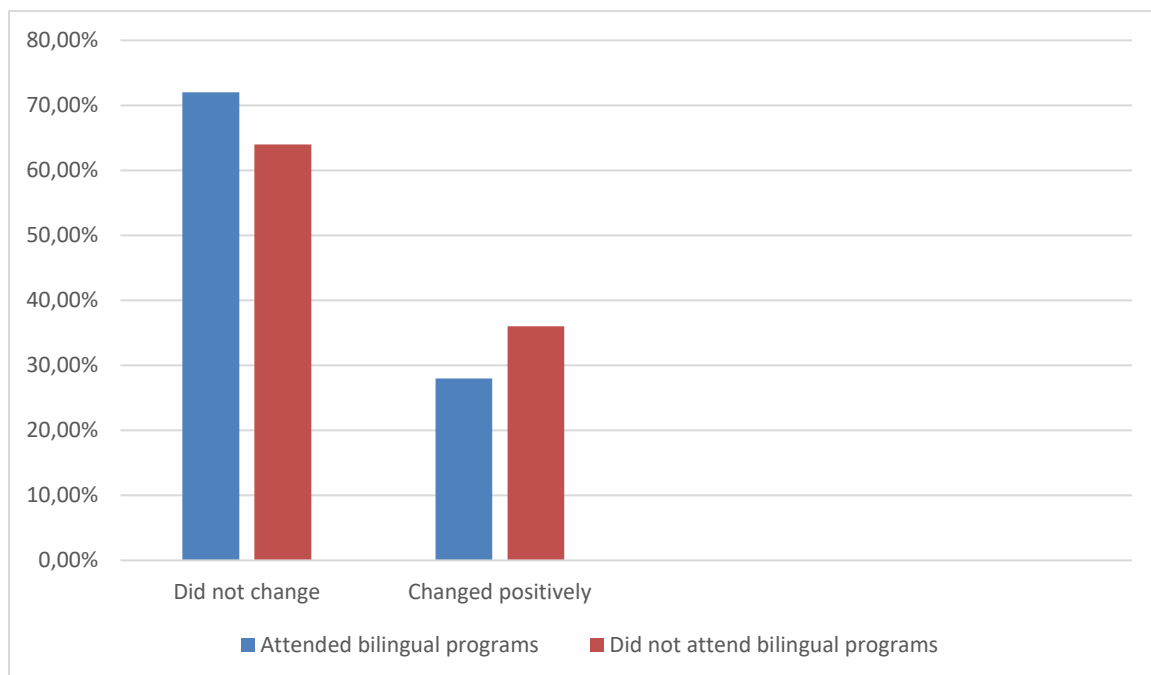


Figure 10. *Participants' attitudes towards English*

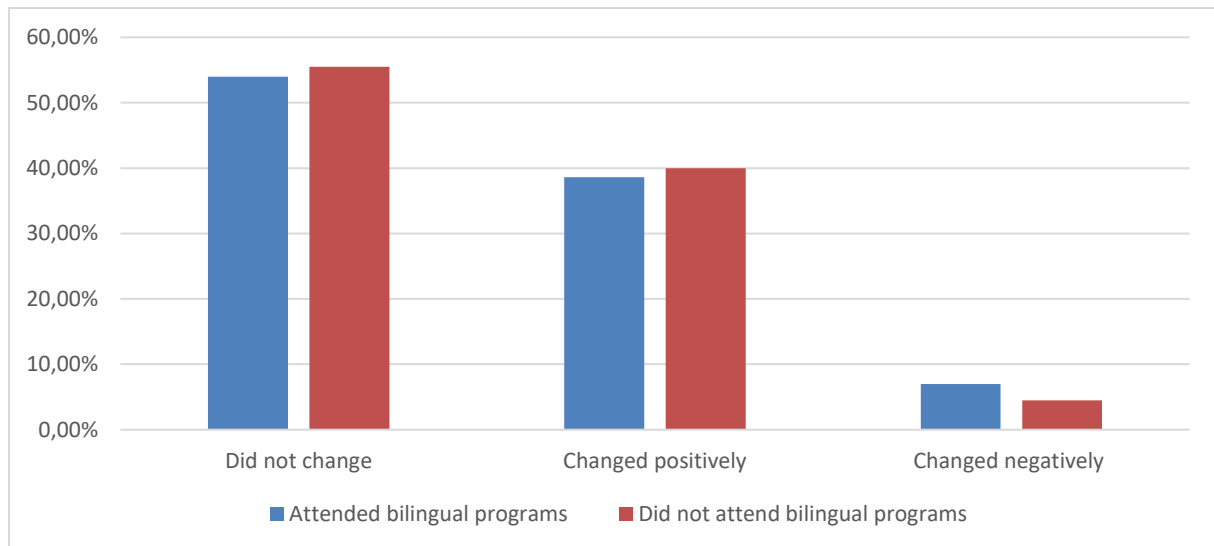


Figure 11. *Participants' attitudes towards anglophone culture*

In the second part the participants were given a few statements about English and they had to state if they agreed with them or not. They were given a 5-point Likert scale (5 – “strongly agree”, 4 – “agree”, 3 – “neither agree, nor disagree”, 2 – “disagree” or 1– “strongly disagree”) to express their attitudes. The results will be shown for each group individually.

The majority of the participants in the first group (61.4%) strongly agreed with the statement *It is necessary to know English nowadays*, 28.9% agreed, 7.2% neither agreed nor disagreed, and 2.5% disagreed. No one strongly disagreed. The second statement was *I believe that people who speak multiple languages have better career opportunities*, to which 60.2% strongly agreed, 34.9% agreed, and 4.9% neither agreed nor disagreed. No one disagreed with this statement. The third statement was *The French should speak English to a greater extent*, to which 34.9% strongly agreed, 38.6% agreed, 20.5% neither agreed nor disagreed, 4.8% disagreed, and 1.2% strongly disagreed. The results can be seen in figure 12 below.

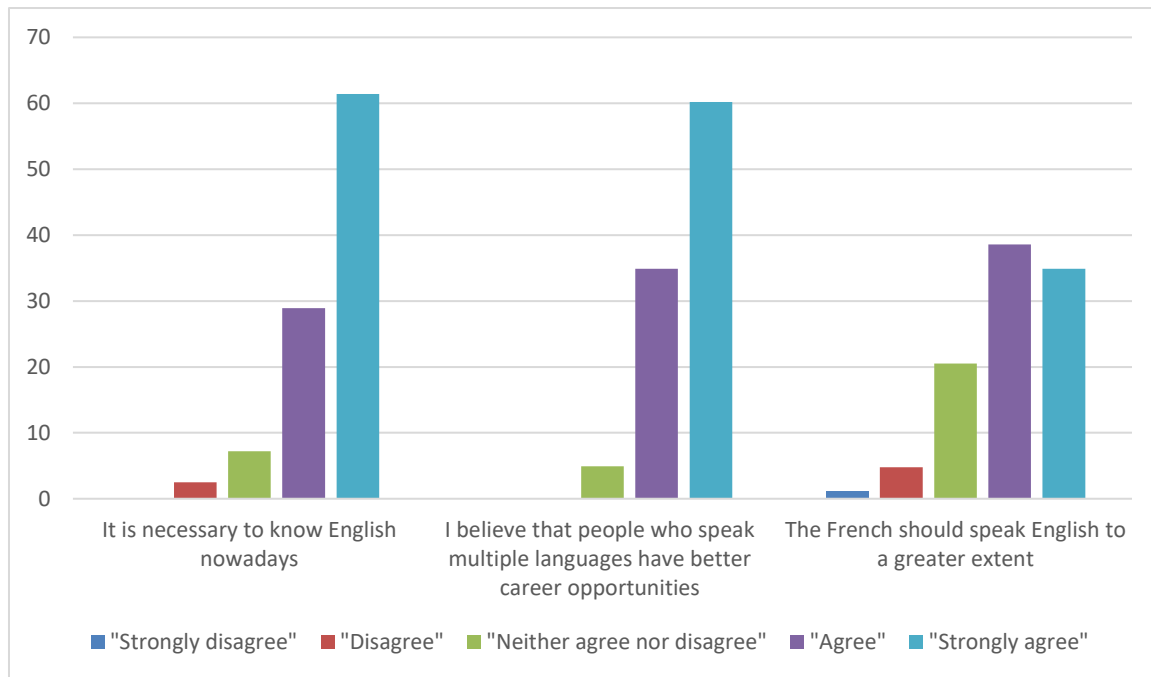


Figure 12. Frequency distribution of the first group's responses concerning the statements about their attitudes towards English

In the second group, everyone agreed with the first statement, which was *It is necessary to know English nowadays*, 72% strongly agreed, and 28% agreed. The second statement was *I believe that people who speak multiple languages have better career opportunities*, to which 55.6% strongly agreed, 37.7% agreed, and 6.7% neither agreed nor disagreed. No one disagreed with this statement. Finally, the third statement was *The French should speak English to a greater extent*, to which 37.8% strongly agreed, 37.8% agreed, 22.2% neither agreed nor disagreed, and 2.2% disagreed. No one strongly disagreed. The results can be seen in figure 13 below.

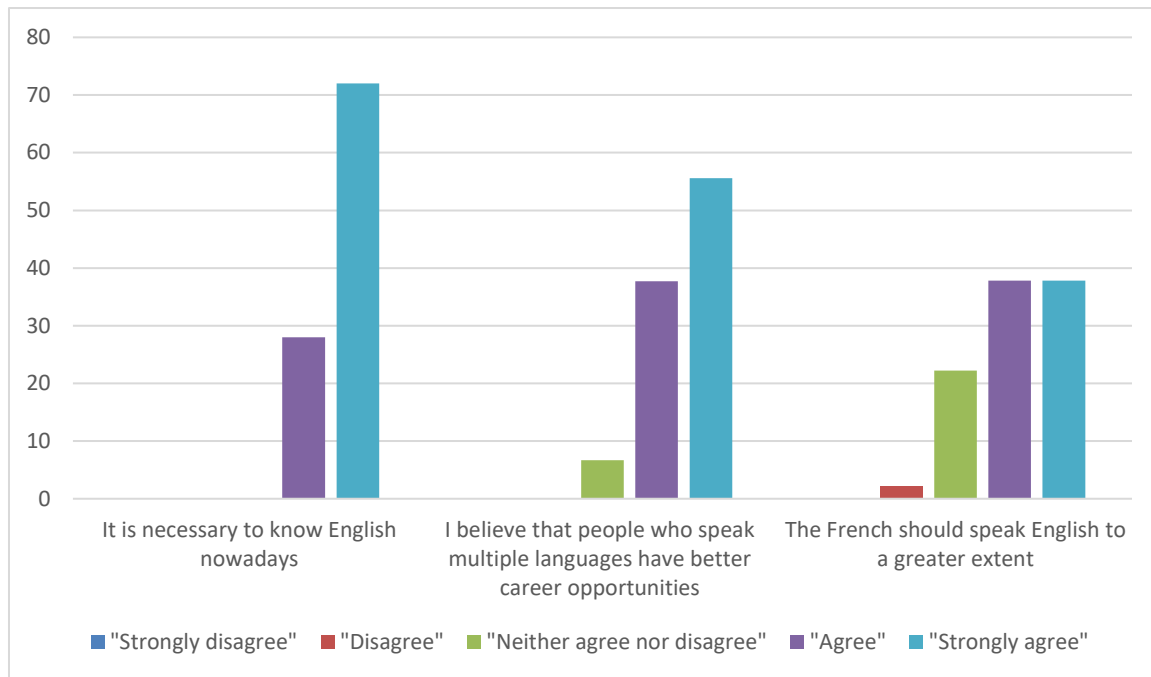


Figure 13. Frequency distribution of the second group's responses concerning the statements about their attitudes towards English

In the third part, the participants were given a series of questions and statements about users of anglicisms, anglicisms and the influence of English on French. For the first two questions they had to state their attitude and were given three options: 'positively', 'neutrally' and 'negatively'. For the rest of the statements, they were given a 5-point-Likert scale to express their agreement or disagreement with the statements.

The first question was *How do you view someone who uses a lot of anglicisms?*²³ The majority of the participants in the second group (73.3%) stated that using a lot of anglicisms did not affect their perception of someone while the same was true for 54% of the participants in the first group. In the second group 11.1% of the participants reported seeing people who used a lot of anglicisms positively, while only one person (1.2%) stated that in the first group. A large number of the participants in the first group (44.8%) reported viewing people who use a lot of anglicisms negatively, while the same was the case for only 15.6% of the participants in the second group. The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*²⁴ Once again, the majority of the participants viewed people trying to replace anglicisms neutrally. In the first group that was 55.5% and in the second

²³ Question taken and adapted from Walker (2020).

²⁴ Ibid.

60%. A greater portion of the participants in the first group (33.7%) reported viewing people trying to replace anglicisms positively, while 22.2% of the participants in the second group reported the same. Finally, only 10.8% of the participants in the first group answered negatively to the question, and 17.8% of the participants in the second group did the same. The results can be seen below in figures 14 and 15.

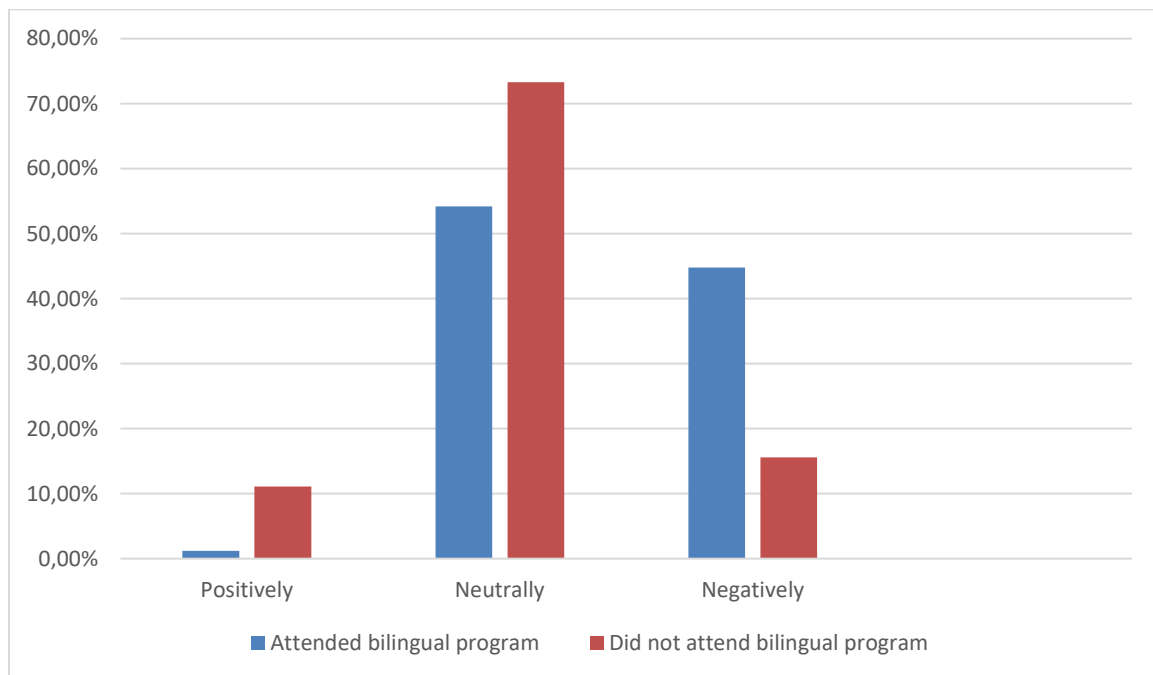


Figure 14. *Participants' answers to the question 'How do you view someone who uses a lot of anglicisms?'*

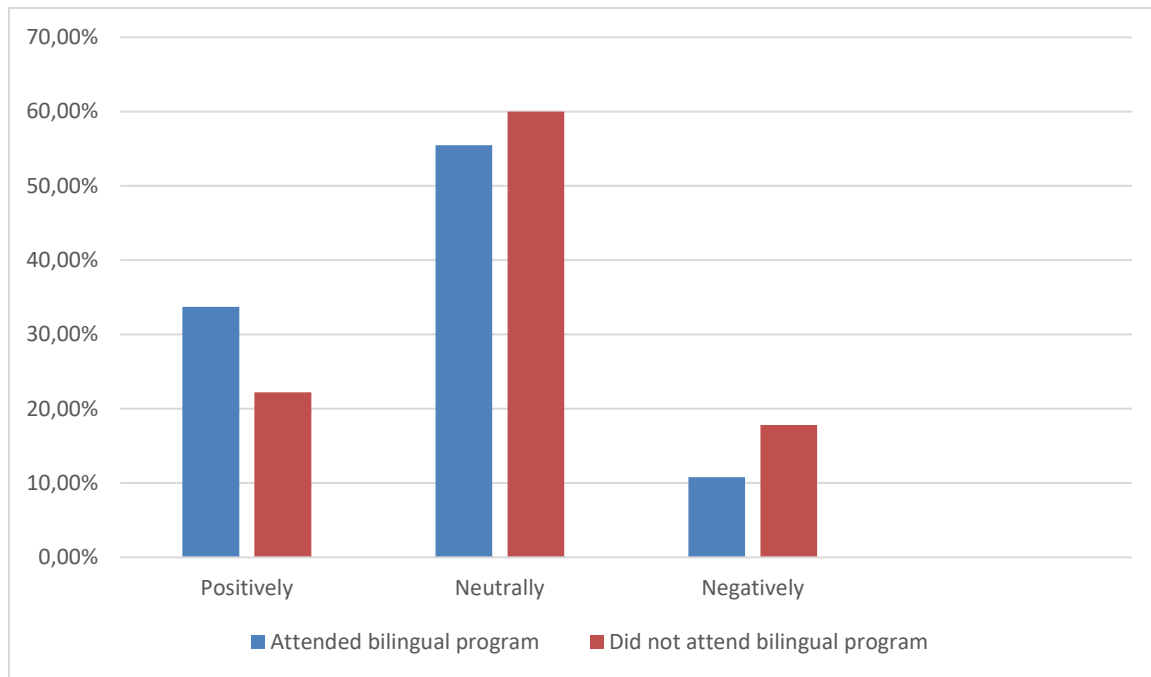


Figure 15. *Participants' answers to the question 'How do you see someone who tries to replace anglicisms with French equivalents?'*

The results for the statements will be presented individually for each group. As can be seen from the graphs, the participants reported different attitudes about anglicisms. There were far fewer participants who strongly agreed or strongly disagreed with the statements and a greater number of participants reported that they neither agreed nor disagreed with the statements. Here are the results for the first group (participants who had attended a bilingual program). The first statement was *French is heavily influenced by English*, to which 18.1% strongly agreed, 45.7% agreed, 24.1% neither agreed nor disagreed, and 10.8% disagreed. Only one person stated they strongly disagreed. The second statement was *Anglicisms pose a threat to French*²⁵, to which 18.1% strongly disagreed, 33.7% disagreed, 20.5% neither agreed nor disagreed, 22.9% agreed, and 4.8% strongly disagreed. The third statement was *Anglicisms enrich the French language*²⁶, to which 7.2% strongly agreed, 33.7% agreed, 33.7% neither agreed nor disagreed, 21.7% disagreed, and 3.7% strongly disagreed. Next, 31.3% neither disagreed nor agreed with the fourth statement (*I believe it is useful to try to replace anglicisms with French equivalents*²⁷), 24.1% disagreed, and 29% agreed. Two participants strongly disagreed, and 12% strongly agreed with the fourth statement. Finally, the fifth statement was

²⁵ Statement taken and adapted from Walker (2020).

²⁶ Ibid.

²⁷ Ibid.

When I speak French, I try to find French equivalents rather than using anglicisms²⁸, to which 20.5% strongly agreed, 36.1% agreed, 18.1% neither agreed nor disagreed, 22.9% disagreed, and 2.4% strongly disagreed. The results can be found in figure 16 below.

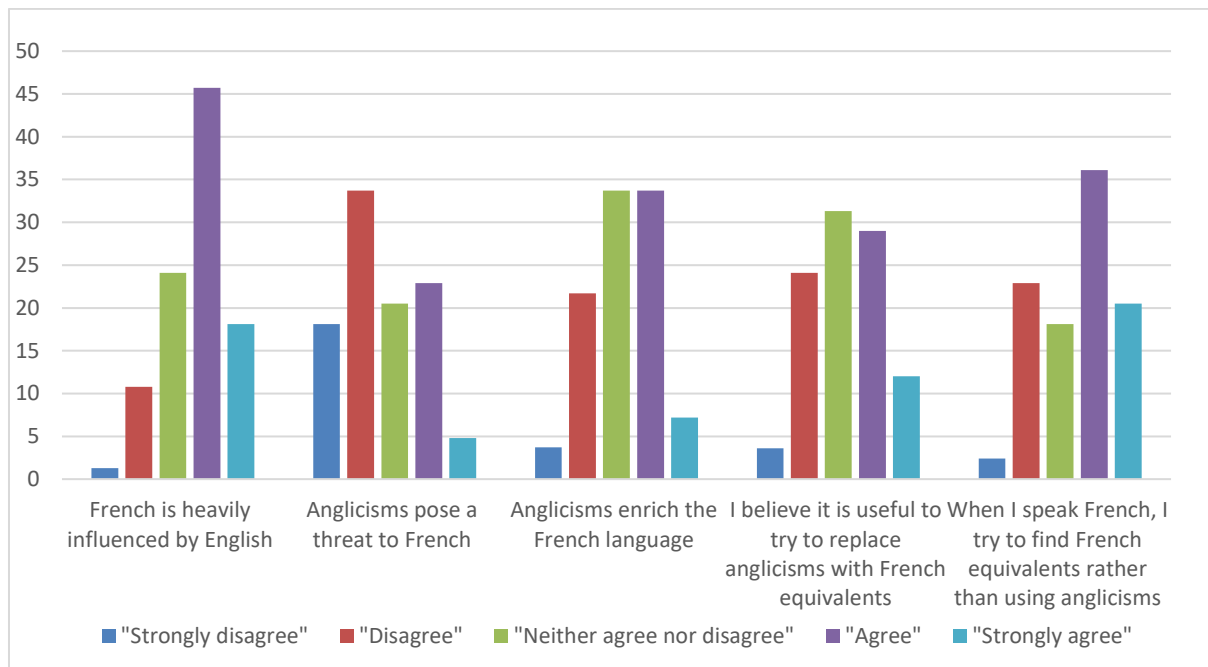


Figure 16. Frequency distribution of the first group's responses concerning the statements about their attitudes towards anglicisms

In the second group (participants who had not attended a bilingual program), 35.6% agreed with the first statement *French is heavily influenced by English*, and 2.2% strongly agreed. Only 2.2% strongly disagreed, 31.1% disagreed, and 28.9% neither agreed nor disagreed. As for the second statement (*Anglicisms pose a threat to French*²⁹), 28.9% disagreed, and 13.3% strongly disagreed, 28.9% agreed, and 2.2% strongly agreed. The rest (26.7%) reported they neither agreed nor disagreed. The third statement was *Anglicisms enrich the French language*³⁰, to which 26.7% agreed, 46.7% neither agreed nor disagreed, 22.2% disagreed, 2.2% strongly agreed, and 2.2% strongly disagreed. The fourth statement was *I believe it is useful to try to replace anglicisms with French equivalents*³¹, to which 4.4% strongly agreed, 28.9% agreed, 33.3% neither agreed nor disagreed, 31.2% disagreed, and 2.2% strongly disagreed. Finally,

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

35.6% reported they disagreed with the fifth statement (*When I speak French, I try to find French equivalents rather than using anglicisms*³²), 15.6% strongly disagreed, 24.4% neither agreed nor disagreed, 17.8% agreed, and 6.6% strongly agreed. The results are shown in figure 17 below.

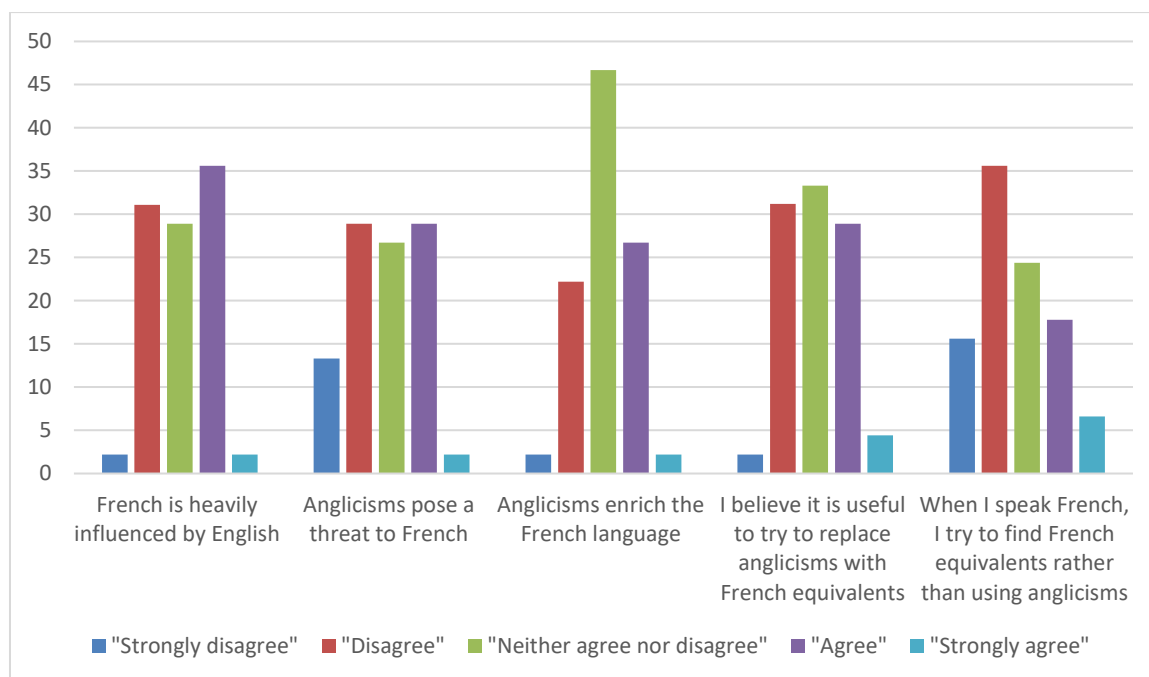


Figure 17. Frequency distribution of the second group's responses concerning the statements about their attitudes towards anglicisms

5.7.1. Bilingual programme attendants and attitudes towards English and anglophone culture

The second hypothesis was that the participants who had attended a bilingual program would have more positive attitudes towards English and anglophone culture than those who had not.

The first statement was *My attitude towards English changed once I started learning it*, the M of feedback of the first group (those who had attended a bilingual program) was 2.2, while the M of feedback of the second group (those who had not attended a bilingual program) was 2.3. The results indicate that there were no major differences in attitudes between the participants who had attended a bilingual program and those who had not.

³² Ibid.

The second statement was *My attitude towards anglophone culture changed once I started learning English*, the M of feedback of the first was 2.3, while the M of feedback of the second group was 2.2. Results indicate that there were no major differences in attitudes between the participants who had attended a bilingual program and those who had not.

The third statement was *It is necessary to know English nowadays*, the M of feedback of the first group was 4.5, while the M of feedback of the second group was 4.7. The results indicate that the participants who had not attended a bilingual program agreed to a slightly greater extent that English was a necessity.

The fourth statement was *I believe that people who speak multiple languages have better career opportunities*, the M of feedback of the first group was 4.6, while the M of feedback of the second group was 4.5. Once again, the results indicate that there were no major differences in attitudes between the participants who had attended a bilingual program and those who had not.

The fifth statement was *The French should speak English to a greater extent*, the M of feedback of the first group was 4, while the M of feedback of the second group was 4.1. In conclusion, there were no major differences in attitudes between the two groups.

After examining all the results, it is visible that the differences in attitudes between the two groups were minimal, almost negligible, which means that the second hypothesis that students who attended a bilingual program had more positive attitudes towards English and anglophone culture is incorrect.

5.7.2. Bilingual programme attendants and attitudes towards anglicisms

The third hypothesis was that the participants who had not attended a bilingual program would be more likely to replace anglicisms with French equivalents than the ones who had attended a bilingual program.

The first question was *How do you view someone who uses a lot of anglicisms when speaking French?*. The M of feedback of the first group (those who had attended a bilingual program) was 1.5, while the M of feedback of the second group (those who had not attended a bilingual program) was 1.9. The results suggest that the participants who had not attended bilingual programs viewed people who used a lot of anglicisms more positively.

The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*, the M of feedback of the first group was 2.2, while the M of feedback of

the second group was 2. The results suggest that the participants who had attended bilingual programs saw people who tried to replace anglicisms with French equivalents slightly more positively.

The first statement was *French is heavily influenced by English*, the M of feedback of the first group was 3.6, while the M of feedback of the second group was 3. The results indicate that the participants who had attended bilingual programs believed to a greater extent that French was heavily influenced by English.

The second statement was *Anglicisms pose a threat to French*. The M of feedback of the first group was 2.6, while the M of feedback of the second group was 2.7. The results indicate that there were no major differences between the two groups.

The third statement was *Anglicisms enrich the French language*. The M of feedback of the first group was 3.2, while the M of feedback of the second group was 3. The results indicate that the participants who had attended bilingual programs also agreed to a slightly greater extent that anglicisms enriched French.

The fourth statement was *I believe it is useful to try to replace anglicisms with French equivalents*. The M of feedback of the first group was 3.2, while the M of feedback of the second group was 3. The results indicate that the participants who had attended bilingual programs agreed to a slightly greater extent that anglicisms should be replaced with French equivalents.

The fifth statement was *When I speak French, I try to find French equivalents rather than using anglicisms*. The M of feedback of the first group was 3.5, while the M of feedback of the second group was 2.6. The results suggest that the participants who had attended bilingual programs tried to find French equivalents when speaking to a greater extent.

The results indicate that even though the first group (those who had attended a bilingual program) agreed to a slightly greater extent that anglicisms enriched French, they were also more likely to replace them with French equivalents and viewed people who did the same more positively. Therefore, the third hypothesis is also incorrect.

5.8. Comparison of the attitudes of the participants who had lived in an anglophone country and those who had not

The second analysis was based on whether the participants had lived in an anglophone country or not and they were divided into two groups: the first one were those who had and the second one those who had not lived in an anglophone country.

The results show that for the majority of the participants in both groups (74.2% for the first group and 67.8% for the second group) the attitudes towards English did not change. A smaller portion of them (25.8% for the first group and 32.2% for the second group) stated that it changed positively. No one stated their attitudes changed negatively. As for the second statement, which examined their attitude towards anglophone culture, 45.4% of the participants in the first group and 58.1% of the participants in the second group reported that their attitude did not change, 46% of the participants in the first group and 36.6% of the participants in the second group reported their attitude having changed positively. A very small portion of the participants in both groups reported that their attitude changed negatively – 8.6% of the participants in the first group and 5.3% of the participants in the second group. The results can be seen in figures 18 and 19 below.

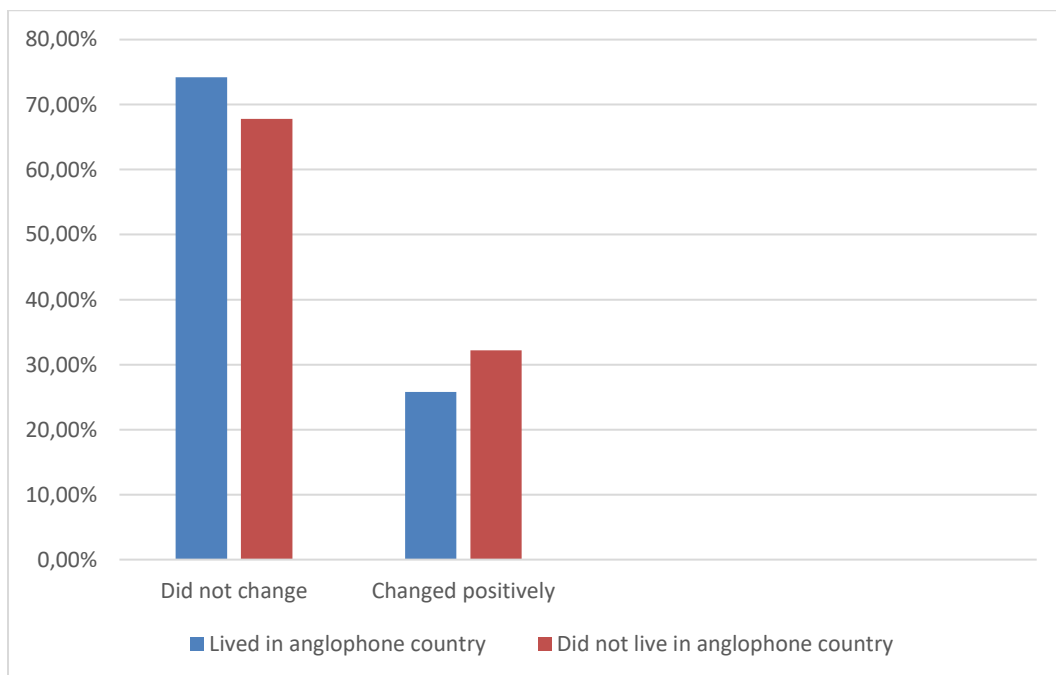


Figure 18. *Participants' attitudes towards English*

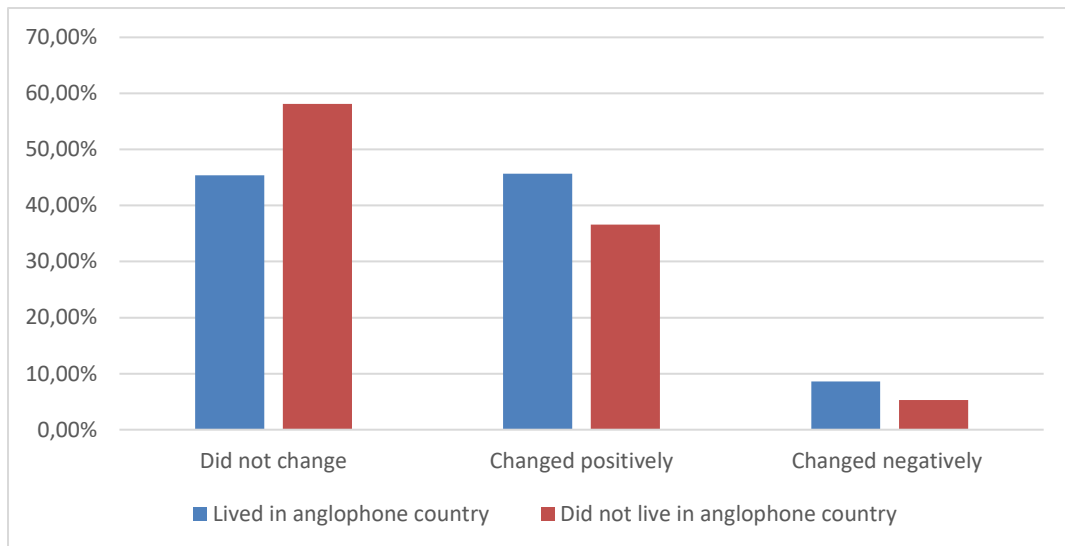


Figure 19. *Participants' attitudes towards anglophone culture*

Participants were also given a few statements about English, and they had to state whether they agreed with them or not. They were given a 5-point Likert scale (5 – “strongly agree”, 4 – “agree”, 3 – “neither agree, nor disagree”, 2 – “disagree” or 1– “strongly disagree”) to express their attitudes. The results are shown for each group individually.

The majority of the participants in the first group (77.3%) strongly agreed with the statement *It is necessary to know English nowadays*, 14.2% agreed, and 8.5% neither agreed nor disagreed. No one disagreed. The second statement was *I believe that people who speak multiple languages have better career opportunities*, to which 71.4% strongly agreed, 22.9% agreed and 5.7% neither agreed nor disagreed. No one disagreed with this statement. The third statement was *The French should speak English to a greater extent*, to which 40% strongly agreed, 31.1% agreed, 28.9% neither agreed nor disagreed. No one disagreed. The results can be seen in figure 20 below.

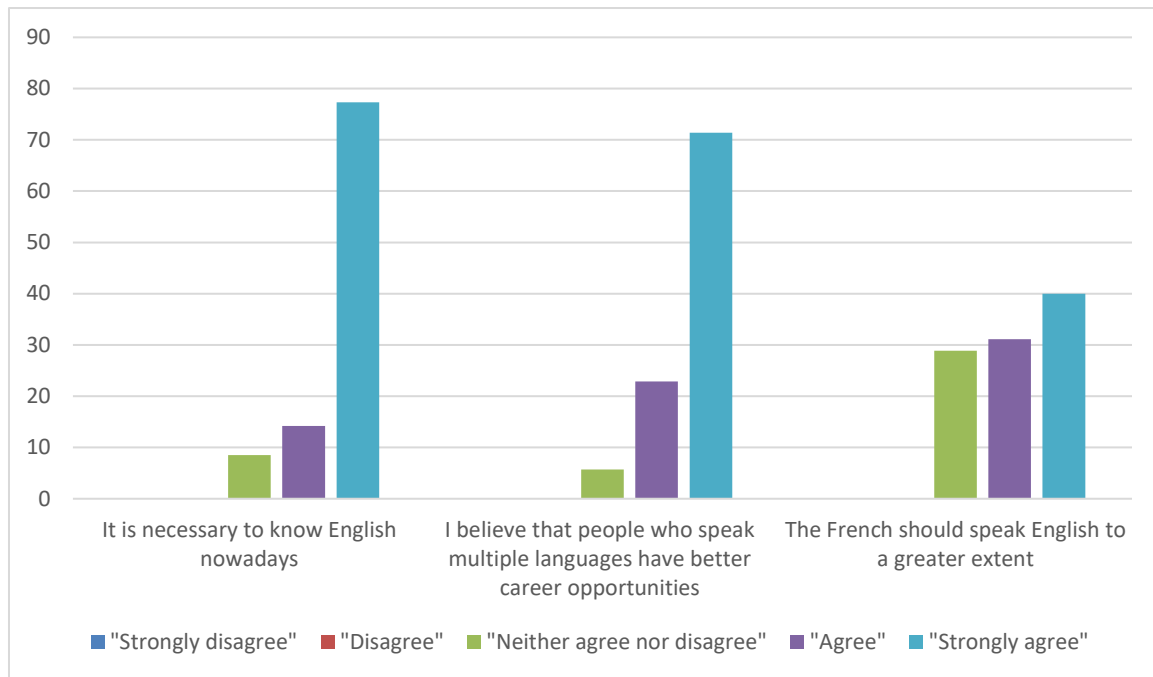


Figure 20. Frequency distribution of the first group's responses concerning the statements about their attitudes towards English

In the second group, 60.2% strongly agreed with the first statement, which was *It is necessary to know English nowadays*, 34.4% agreed, 3.3% neither agreed nor disagreed and 2.1% disagreed. No one strongly disagreed. The second statement was *I believe that people who speak multiple languages have better career opportunities*, to which 53.7% strongly agreed, 40.1% agreed, and 6.2% neither agreed nor disagreed. No one disagreed with this statement. Finally, the third statement was *The French should speak English to a greater extent*, to which 34.4% strongly agreed, 40.8% agreed, 18.3% neither agreed nor disagreed, 6.5% disagreed, and one person (1.1%) strongly disagreed. The results can be seen in figure 21 below.

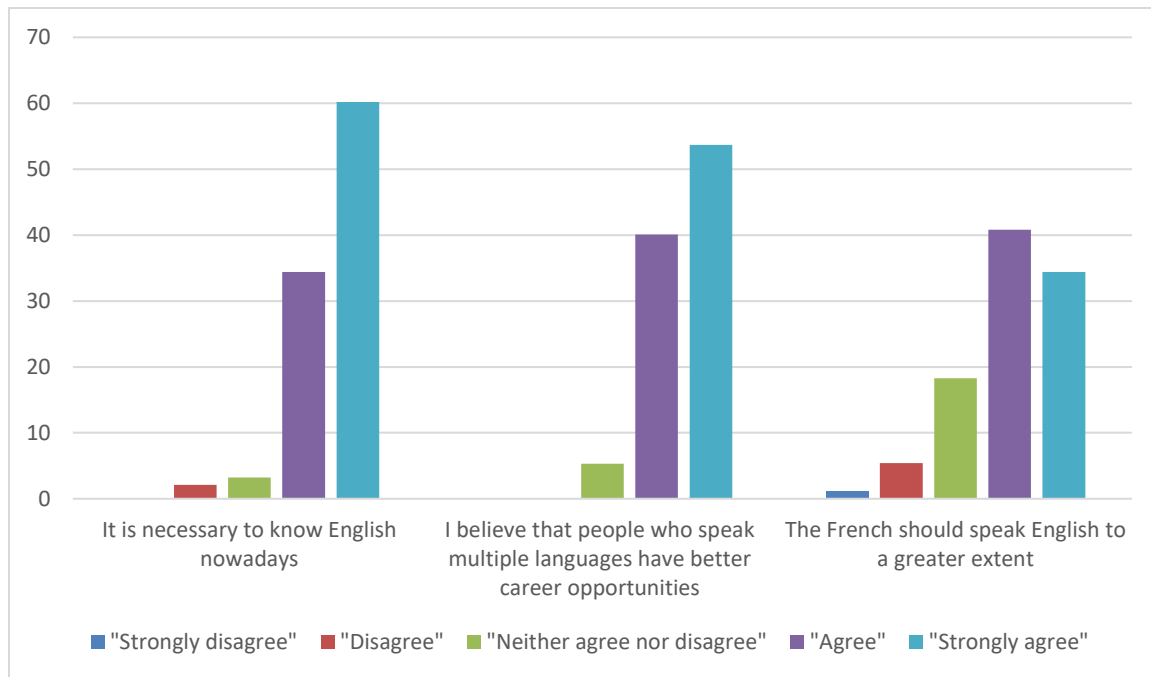


Figure 21. Frequency distribution of the second group's responses concerning the statements about their attitudes towards English

In the next part the participants were given a series of questions and statements about users of anglicisms, anglicisms and the influence of English on French. For the first two questions they had to state their attitude and were given three options: 'positively', 'neutrally' and 'negatively'. For the rest of the statements, they were given a 5-point-Likert scale to express their agreement or disagreement with the statements.

The first question was *How do you view someone who uses a lot of anglicisms?*³³. The majority of the participants in the second group (66.7%) stated that using a lot of anglicisms did not affect their perception of someone, while the same was true for 46% of the participants in the first group. In the second group 5.3% of the participants reported seeing people who used a lot of anglicisms positively, while only 2 people (2.8%) stated that in the first group. A large number of the participants in the first group (51.5%) reported viewing people who used a lot of anglicisms negatively, while the same was the case for only 28% of the participants in the second group. The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*³⁴ Once again, the majority of the participants viewed people who tried to replace anglicisms neutrally. In the first group that was 54% and in the

³³ Question taken and adapted from Walker (2020).

³⁴ Ibid.

second 58.1%. A greater portion of the participants in the first group (34.2%) reported viewing people who tried to replace anglicisms positively, while 29% of the participants in the second group reported the same. Finally, only 11.8% of the participants in the first group answered negatively to the question and 12.9% of the participants in the second group. The results can be seen in figures 22 and 23 below.

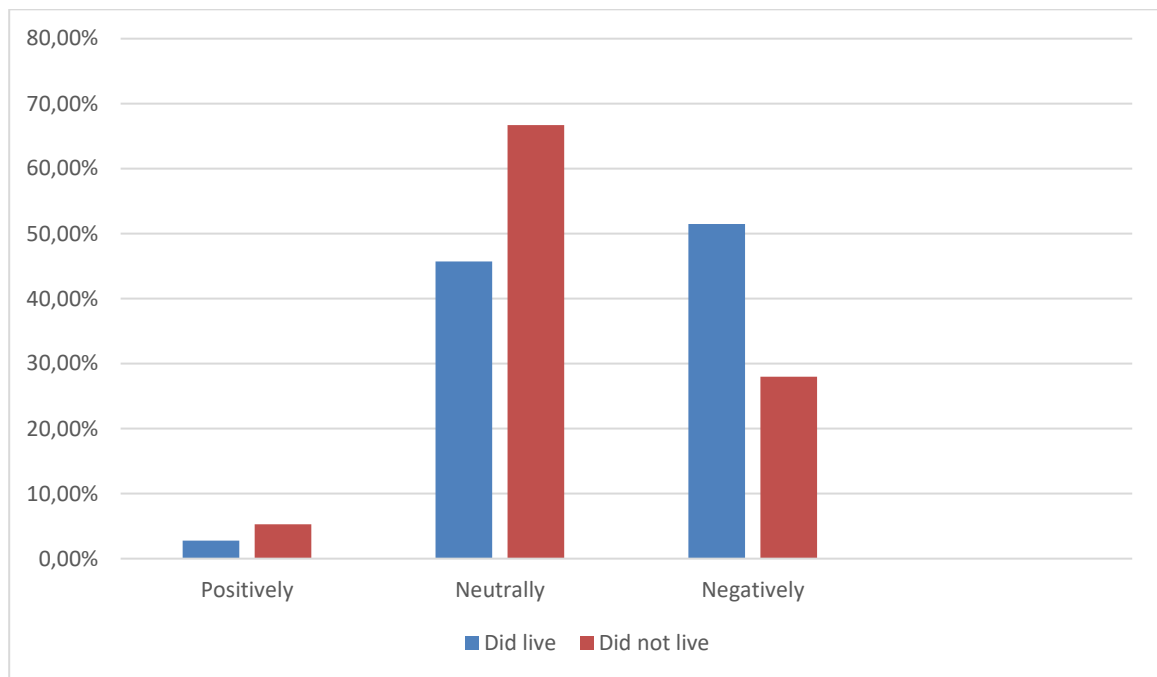


Figure 22. *Participants' answers to the question 'How do you view someone who uses a lot of anglicisms?'*

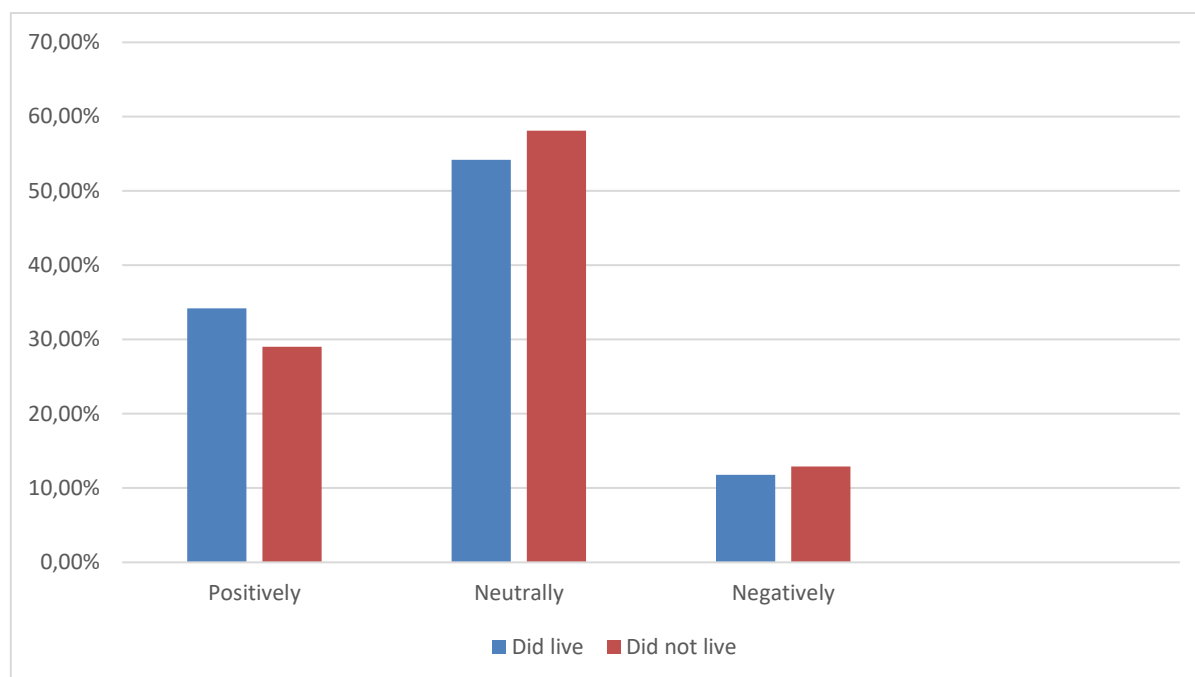


Figure 23. *Participants' answers to the question 'How do you see someone who tries to replace anglicisms with French equivalents?'*

For the statements, the results will be shown individually for each group. The first statement was *French is heavily influenced by English*, to which 20% strongly agreed, 54.2% agreed, 14.4% neither agreed nor disagreed, and 8.6% disagreed. Only 2.8% stated they strongly disagreed. The second statement was *Anglicisms pose a threat to French*³⁵, to which 13% strongly disagreed, 43.1% disagreed, 15.3% neither agreed nor disagreed, 28.6% agreed, and no one strongly agreed. The third statement was *Anglicisms enrich the French language*³⁶, to which 2.8% strongly agreed, 34.3% agreed, 42.9% neither agreed nor disagreed, 20% disagreed, and no one strongly disagreed. Next, 34.3% neither agreed nor disagreed with the fourth statement (*I believe it is useful to try to replace anglicisms with French equivalents*³⁷), 17.1% disagreed, and 37.1% agreed. No one strongly disagreed and 11.5% strongly agreed. Finally, the fifth statement was *When I speak French, I try to find French equivalents rather than using anglicisms*³⁸, to which 22.9% strongly agreed, 40% agreed, 20% neither agreed nor disagreed, 14.3% disagreed, and 2.8% strongly disagreed. The results can be found in figure 24 below.

³⁵ Statement taken and adapted from Walker (2020).

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid.

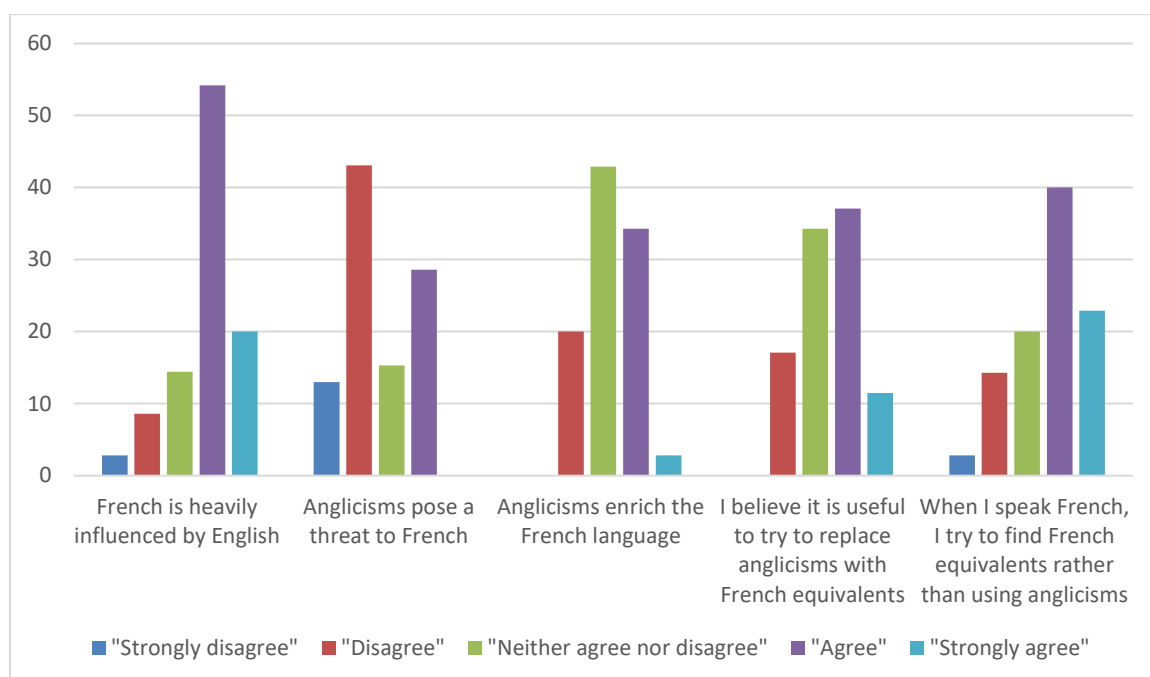


Figure 24. Frequency distribution of the first group's responses concerning the statements about their attitudes towards anglicisms

As for the second group (participants who had not lived in an anglophone country), 37.6% agreed with the first statement *French is heavily influenced by English* and 9.7% strongly agreed. Only 1.1% strongly disagreed, 21.5% disagreed, and 30.1% neither agreed nor disagreed. As for the second statement (*Anglicisms pose a threat to French*³⁹), 28% disagreed and 18.3% strongly disagreed, 23.7% agreed, and 5.3% strongly agreed. The rest (24.7%) reported they neither agreed nor disagreed. The third statement was *Anglicisms enrich the French language*⁴⁰, to which 30.1% agreed, 6.4% strongly agreed, 36.6% neither agreed nor disagreed, 22.6% disagreed, 4.3% strongly disagreed. The fourth statement was *I believe it is useful to try to replace anglicisms with French equivalents*⁴¹, to which 8.6% strongly agreed, 28.8% agreed, 31.1% neither agreed nor disagreed, 27.2% disagreed, and 4.3% strongly disagreed. Finally, 32.6% reported they disagreed with the fifth statement (*When I speak French, I try to find French equivalents rather than using anglicisms*⁴²), 8.6% strongly

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Ibid.

disagreed, 20.4% neither agreed nor disagreed, 25.5% agreed, and 12.9% strongly agreed. The results are shown in figure 25 below.

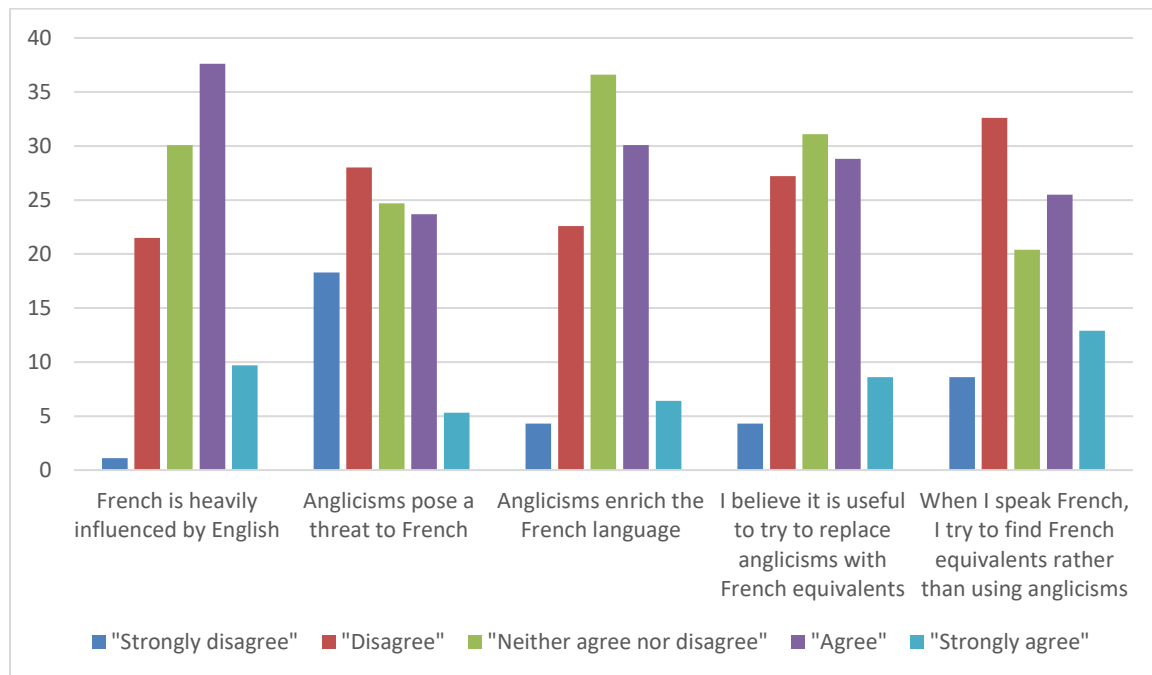


Figure 25. Frequency distribution of the second group's responses concerning the statements about their attitudes towards anglicisms

5.8.1. Students who lived in an anglophone country and their attitudes towards English and anglophone culture

The fourth hypothesis was that the participants who had lived in an anglophone country would have more positive attitudes towards English and towards anglophone culture.

The first statement was *My attitude towards English changed once I started learning it*, the M of feedback of the first group (those who had lived in an anglophone country) was 2.3, while the M of feedback of the second group (those who had not attended lived in an anglophone country) was 2.3. The results suggest that there were no differences between the two groups.

The second statement was *My attitude towards anglophone culture changed once I started learning English*, the M of feedback of the first was 2.4, while the M of feedback of the second group was 2.2. The results indicate that students who had lived in an anglophone country had a slightly more positive attitude towards anglophone country.

The third statement was *It is necessary to know English nowadays*. The M of feedback of the first group (those who had lived in an anglophone country) was 4.7, while the M of

feedback of the second group (those who had not lived in an anglophone country) was 4.5. The results indicate that the participants who had lived in an anglophone country agreed to a slightly greater extent that English was a necessity.

The fourth statement was *I believe that people who speak multiple languages have better career opportunities*. The M of feedback of the first group was 4.7, while the M of feedback of the second group was 4.5. The results suggest that the participants who had lived in an anglophone country agreed to a slightly greater extent that speaking multiple languages provided better career opportunities.

The fifth statement was *The French should speak English to a greater extent*. The M of feedback of the first group was 4.1, while the M of feedback of the second group was 4. The results indicate that there were no major differences in attitudes between the two groups.

The results indicate that the participants who had lived in an anglophone country had slightly more positive attitudes towards English and towards anglophone culture. Nevertheless, the difference was minimal, which is why the fourth hypothesis is incorrect.

5.8.2. Students who lived in an anglophone country and their attitudes towards anglicisms

The fifth hypothesis was that the participants who had not lived in an anglophone country would be more likely to replace anglicisms with French equivalents than the ones who had lived in an anglophone country.

The first question was *How do you view someone who uses a lot of anglicisms when speaking French?*. The M of feedback of the first group (those who had lived in an anglophone country) was 1.5, while the M of feedback of the second group (those who had not lived in an anglophone country) was 1.7. The results suggest that the participants who had not lived in an anglophone country viewed people who used a lot of anglicisms slightly more positively.

The second question was *How do you see someone who tries to replace anglicisms with French equivalents?*. The M of feedback of the first group was 2.2, while the M of feedback of the second group was 2.1. The results indicate that there were no major differences between the two groups.

The first statement was *French is heavily influenced by English*. The M of feedback of the first group was 3.8, while the M of feedback of the second group was 3.3. The results suggest that the participants who had lived in an anglophone country believed to a greater extent that French was heavily influenced by English.

The second statement was *Anglicisms pose a threat to French*. The M of feedback of the first group was 2.6, while the M of feedback of the second group was 2.7. The results indicate that there were no major differences between the two groups.

The third statement was *Anglicisms enrich the French language*. The M of feedback of the first group was 3.2, while the M of feedback of the second group was 3.1. The results indicate, once again, that there were no major differences between the two groups.

The fourth statement was *I believe it is useful to try to replace anglicisms with French equivalents*. The M of feedback of the first group was 3.4, while the M of feedback of the second group was 3. The results suggest that the participants who had lived in an anglophone country agreed to a greater extent that anglicisms should be replaced with French equivalents.

The fifth statement was *When I speak French, I try to find French equivalents rather than using anglicisms*. The M of feedback of the first group (those who had lived in an anglophone country) was 3.7, while the M of feedback of the second group (those who had not lived in an anglophone country) was 3. The results suggest that the participants who had lived in an anglophone country tried more to find French equivalents when speaking.

The results indicate that the participants in the first group (those who had lived in an anglophone country) were more likely to replace anglicisms with French equivalents and viewed people who did the same more positively. Therefore, the fifth hypothesis is incorrect.

6. Conclusion

The aim of this paper was to examine French students' attitudes towards the English language, anglophone culture and anglicisms in French and to better understand their motivations for studying that language. France has always been presented as an extremely puristic country when it comes to language. Throughout history they have tried to protect their language for which they believe has an intrinsic value that makes it superior to other languages. They have also put strict laws in place to ensure that French was the only language used. However, English and its influence have become so widespread that it is impossible to keep a language pure in face of it as well as to fight its importance. Moreover, being a part of the European Union and having to respect its language policy contributed to the development of higher bilingual education and the introduction of English as a medium of instruction.

This paper aimed to evaluate French students' attitudes towards English, anglophone culture and anglicisms in French to see whether they held a negative view of those like it is often portrayed when talking about the French as well as to understand their motivations for studying English. Apart from English being a mandatory school subject, their primary motivations to study it were to be able to travel abroad and to have access to more knowledge. When it comes to their attitudes towards English, anglophone culture and anglicisms, the research conducted among the students and the alumni of the University Paris Cité showed that they did not hold negative attitudes towards it. It also showed that they valued English knowledge and saw it as a necessity. It would be interesting to see whether people who do not speak English also have positive attitudes towards English. Participants also did not see anglicisms as extremely negative; however, they did not strongly agree with them being used in French constantly. Further research on this topic might reveal in which domains anglicisms would be acceptable and in which they would not. As for the validity of the hypotheses presented at the beginning, only one out of five was correct. The first one was correct because students had positive attitudes towards English, anglophone culture and anglicisms. The second one was invalid because there were no differences in attitudes between the participants who had attended a bilingual program who had not. The third hypothesis was incorrect because the participants who had attended a bilingual program replaced anglicisms more and viewed people who did the same more positively. The fourth hypothesis was incorrect because the difference in attitudes between the participants who had lived in an anglophone country and those who had not was minimal. The participants who had lived in an anglophone country were also more

likely to replace anglicisms with French equivalents and saw people who did so more positively, which means that the fifth hypothesis was also invalid.

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8. Appendix

8.1. Students' Attitudes Toward English / Attitudes des Etudiants Envers l'Anglais

1. Age / âge
2. Sex / sexe
 - Male/homme Female/femme
3. Nationality / nationalité
4. Born in France / né(e) en France
5. Level of study (if you are a former student of Université Paris Cité choose alumni) / niveau d'études (si vous êtes un ancien étudiant de l'Université Paris Cité choisissez ancien.ne étudiant.e)
 - Bachelor/licence
 - Master/master
 - PhD/doctorat
 - Alumni/ancien. ne étudiant.é
6. What is your mother tongue? / Quelle est ta langue maternelle ?
7. Do you speak English? / Parlez-vous anglais ?
 - Yes/oui No/non

For the questions where you are asked to choose how well you speak a language on a scale 0-5, the following scale is used: / Pour les questions où l'on vous demande de choisir dans quelle mesure vous parlez une langue sur une échelle de 0 à 5, l'échelle suivante est utilisée :

0– “No Proficiency” / “Aucune” compétence

1 – “Elementary Proficiency” / Compétence “élémentaire”

2 – “Limited Working Proficiency” / Compétence “professionnelle limitée”

3 – “Professional Working Proficiency” / Compétence “professionnelle générale”

4 – “Full Professional Proficiency” / Compétence “professionnelle avancée”

5 – “Native / Bilingual Proficiency” / Compétence “de locuteur bilingue ou de langue maternelle”

If you need further explanation on the scale, check this link:
<https://corporatefinanceinstitute.com/resources/careers/resume/language-proficiency-levels/>

Si vous avez besoin d'explication sur l'échelle consultez le lien :
https://fr.wikipedia.org/wiki/%C3%89chelle_ILR.

8. On a scale 1-5 choose how well do you speak English? / Sur une échelle de 0 à 5, choisissez dans quelle mesure pensez-vous parler l'anglais ?
 1 2 3 4 5
9. Do you speak any other languages? / Parlez-vous d'autres langues ?
 Yes/oui No/non
10. If yes, which ones? (If not put /) / Si oui, lesquelles ? (Si non écrivez /)
11. On a scale 1-5 choose how well do you think you speak those languages? / Sur une échelle de 0 à 5, choisissez dans quelle mesure pensez-vous parler ces langues ?
 1 2 3 4 5
12. Are you an Erasmus student? / Êtes-vous un(e) étudiant(e) en échange Erasmus ?
 Yes/oui No/non
13. Did you attend a private bilingual school? (Classes held in English and French) / Avez-vous fréquenté une école bilingue ? (Des cours dispensés en anglais et en français)
 Yes/oui No/non
14. Did you grow up in a bilingual family? / Avez-vous grandi dans une famille bilingue ?
 Yes/oui No/non
15. Have you ever lived in an anglophone country? (A country in which English is one of the official languages or one of the dominant languages) / Avez-vous vécu dans un pays anglophone ? (Un pays dans lequel l'anglais est l'une des langues officielles ou dominantes)
 Yes/oui No/non
16. If yes, where and for how long? (If not put /)/ Si oui, où et pour combien de temps ? (Si non écrivez /)
17. Have you participated in an Erasmus+ exchange or any other exchange program in an anglophone country? / Avez-vous participé à un échange Erasmus+ ou à un autre programme d'échange dans un pays anglophone ?
 Yes/oui No/non

18. If yes, where and for how long? (If not put /)/ Si oui, où et pour combien de temps ? (Si non écrivez /)
19. Did you attend school or a university in an anglophone country? (Not an international exchange program) / Avez-vous fréquenté une école ou une université dans un pays anglophone ? (Pas dans le cadre d'un programme d'échange international)
 Yes/oui No/non
20. If yes, where and how long? (If not put /)/ Si oui, où et pour combien de temps ? (Si non écrivez /)
21. Are you enrolled in a bilingual program? (Where the medium of instruction is English) / Êtes-vous inscrit à un programme bilingue ? (La langue d'enseignement est anglais)
 Yes/oui No/non
22. Is English one of your majors? / Étudiez-vous l'anglais ?
 Yes/oui No/non
23. Are you studying translation studies? (English + some other language) / Étudiez-vous la traductologie? (L'anglais + une autre langue)
 Yes/oui No/non
24. Have you learned English formally? / Avez-vous appris l'anglais dans le cadre de la scolarité ?
 Yes/oui No/non
25. If yes, at which periods did you formally learn English? / Si oui, à quelles périodes avez-vous appris l'anglais ? (Dans le cadre de la scolarité)
 For this question, choose all the periods at which you have formally learned English (If non choose /)/ Pour la question suivante, choisissez tous les périodes où vous avez appris l'anglais (Dans le cadre de la scolarité) (Si vous n'avez pas, choisissez /)
- 0-3
- 3-6 (école maternelle)
- 6-11 (école élémentaire)
- 11-15 (collège)
- 15-18 (lycée/formation spécifique)
- 18+ (enseignement supérieur)
- /

26. If you have learned English in informal contexts, state in which ones and for how long?
(If not, put /) / Si vous avez appris l'anglais en contextes informels, précisez dans
lesquels et pendant combien de temps ? (Si non écrivez /)

27. Why did you start learning English? / Pourquoi avez-vous commencé à apprendre
l'anglais ?

For this question, you can choose multiple answers / Pour la question suivante, vous
pouvez choisir plusieurs réponses

More job opportunities/Afin d'avoir plus d'opportunités d'emploi

To become a translator/Afin de devenir traducteur

To meet new people/Afin de rencontrer de nouvelles personnes

To be able to study abroad/Afin d'étudier en l'étranger

I believe it gives me access to more knowledge /Je trouve que cela me donne accès à
plus de connaissances

To travel abroad/Pour voyager à l'étranger

I was intrigued by the American culture (series, movies, literature...)/J'étais intrigué
par la culture américaine (séries, films, littérature...)

Work&Travel

I did not learn it / Je ne l'ai pas appris

28. If you have already worked somewhere, have you used English? If yes describe how.
(If not put /) / Si vous avez déjà travaillé quelque part, avez-vous utilisé l'anglais? Si oui
décrivez comment ? . (Si non écrivez /)

29. My attitude towards English changed once I started learning it / Mon opinion sur
l'anglais a changé une fois que j'ai commencé à l'apprendre

Yes, it changed positively/oui, il a changé positivement

Yes, it changed negatively/oui, il a changé négativement

It did not change/il n'a pas changé

30. My attitude towards anglophone culture changed once I started learning English. / Mon
attitude envers la culture anglophone a changé une fois que j'ai commencé à apprendre
l'anglais.

Yes, it changed positively/oui, il a changé positivement

Yes, it changed negatively/oui, il a changé négativement

It did not change/il n'a pas changé

Please evaluate the extent to which you agree or disagree with the following statements /
Veuillez évaluer dans quelle mesure vous êtes d'accord ou pas d'accord avec les énoncés
suivants

“1- strongly disagree”

“2 – disagree”

“3 - neither agree nor disagree”

“4 – agree”

“5 - strongly agree”

1. Knowledge of the English language is useful / Connaissance de la langue anglaise est utile	1	2	3	4	5
2. It is necessary to know English nowadays / Il faut savoir l'anglais de nos jours	1	2	3	4	5
3. I believe that people who speak multiple languages have better career opportunities / Je crois que les personnes qui parlent plusieurs langues ont de meilleures opportunités de carrière	1	2	3	4	5
4. The French should speak English to a greater extent / Les Français devraient davantage parler anglais	1	2	3	4	5
5. French is heavily influenced by English / Le français est fortement influencé par l'anglais	1	2	3	4	5
6. Anglicisms pose a threat to French / Les anglicismes constituent une menace pour la langue française	1	2	3	4	5
7. I believe anglicisms enrich the French language / Je crois que les anglicismes enrichissent la langue française	1	2	3	4	5
8. I believe it is useful to try to replace anglicisms with French equivalents / Je crois qu'il est utile de vouloir remplacer chaque anglicisme par un équivalent français	1	2	3	4	5
9. When I speak French, I try to find French equivalents rather than use anglicisms / Quand je parle français j'essaie de trouver des équivalents français plutôt que d'utiliser des anglicismes	1	2	3	4	5

31. How do you view someone who uses a lot of anglicisms when speaking French? /
Comment jugez-vous quelqu'un qui utilise beaucoup d'anglicismes dans la parole ?

Positively/positivement Neutrally/neutre Negatively/négativement

32. How do you see someone who tries to replace anglicisms with French equivalents? /
Comment jugez-vous quelqu'un qui cherche à éviter les anglicismes en utilisant les
équivalents français ?

Positively/positivement Neutrally/neutre Negatively/négativement

8.2. Alumni's Attitudes Towards English / Attitudes des Anciens Etudiants Envers l'Anglais

1. Age / âge

2. Sex / sexe

Male/homme Female/femme

3. Nationality / nationalité

4. Born in France / né(e) en France

5. What is your mother tongue? / Quelle est ta langue maternelle ?

6. Do you speak English? / Parlez-vous anglais ?

Yes/oui No/non

For the questions where you are asked to choose how well you speak a language on a scale 0-5, the following scale is used: / Pour les questions où l'on vous demande de choisir dans quelle mesure vous parlez une langue sur une échelle de 0 à 5, l'échelle suivante est utilisée :

0– “No” Proficiency / “Aucune” compétence

1 – “Elementary” Proficiency / Compétence “élémentaire”

2 – “Limited Working” Proficiency / Compétence “professionnelle limitée”

3 – “Professional Working” Proficiency / Compétence “professionnelle générale”

4 – “Full Professional” Proficiency / Compétence “professionnelle avancée”

5 – “Native / Bilingual” Proficiency / Compétence “de locuteur bilingue ou de langue maternelle”

If you need further explanation on the scale, check this link:
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Si vous avez besoin d'explication sur l'échelle consultez le lien :
https://fr.wikipedia.org/wiki/%C3%89chelle_ILR.

7. On a scale 1-5 choose how well do you speak English? / Sur une échelle de 0 à 5, choisissez dans quelle mesure pensez-vous parler l'anglais ?
 1 2 3 4 5
8. Did you attend a private bilingual school? (Classes held in English and French) / Avez-vous fréquenté une école bilingue ? (Des cours dispensés en anglais et en français)
 Yes/oui No/non
9. Did you grow up in a bilingual family? / Avez-vous grandi dans une famille bilingue ?
 Yes/oui No/non
10. Have you ever lived in an anglophone country? (A country in which English is one of the official languages or one of the dominant languages) / Avez-vous vécu dans un pays anglophone ? (Un pays dans lequel l'anglais est l'une des langues officielles ou dominantes)
 Yes/oui No/non
11. If yes, where and how long? (If not put /)/ Si oui, où et pour combien de temps ? (Si non écrivez /)
12. Did you attend school or a university in an anglophone country or have you ever participated in a student exchange program in an anglophone country? / Avez-vous fréquenté une école ou une université dans un pays anglophone ou avez-vous participé à un programme d'échange dans un pays anglophone ?
 Yes/oui No/non
13. If yes, where and how long? (If not put /)/ Si oui, où et pour combien de temps ? (Si non écrivez /)
14. Did you study translation studies? (English + some other language) / Étudiez-vous la traductologie? (L'anglais + une autre langue)
 Yes/oui No/non
15. If you have learned English formally, mark at which periods. (If not, mark /) / Si vous avez appris l'anglais dans le cadre de la scolarité, indiquez à quelles périodes. (Si non, choisissez /)
- 3-6 (école maternelle)
 6-11 (école élémentaire)
 11-15 (collège)
 15-18 (lycée/formation spécifique)

18+ (enseignement supérieur)

/

16. If you have learned English in informal contexts, state in which ones and for how long?
(If not, put /) / Si vous avez appris l'anglais en contextes informels, précisez dans
lesquels et pendant combien de temps ? (Si non écrivez /)

17. Why did you start learning English? / Pourquoi avez-vous commencé à apprendre
l'anglais ?

For this question, you can choose multiple answers / Pour la question suivante, vous
pouvez choisir plusieurs réponses

More job opportunities/Afin d'avoir plus d'opportunités d'emploi

To become a translator/Afin de devenir traducteur

To meet new people/Afin de rencontrer de nouvelles personnes

To be able to study abroad/Afin d'étudier en l'étranger

I believe it gives me access to more knowledge /Je trouve que cela me donne accès à
plus de connaissances

To travel abroad/Pour voyager à l'étranger

I was intrigued by the American culture (series, movies, literature...)/J'étais intrigué
par la culture américaine (séries, films, littérature...)

Work&Travel

I did not learn it / Je ne l'ai pas appris

18. My attitude towards English changed once I started learning it / Mon opinion sur
l'anglais a changé une fois que j'ai commencé à l'apprendre

Yes, it changed positively/oui, il a changé positivement

Yes, it changed negatively/oui, il a changé négativement

It did not change/il n'a pas changé

19. My attitude towards anglophone culture changed once I started learning English. / Mon
attitude envers la culture anglophone a changé une fois que j'ai commencé à apprendre
l'anglais.

Yes, it changed positively/oui, il a changé positivement

Yes, it changed negatively/oui, il a changé négativement

It did not change/il n'a pas changé

20. Has knowing English helped you in your professional career? / La connaissance de l'anglais vous a-t-elle aidé dans votre carrière professionnelle ?

Yes/oui No/non

21. If yes, describe how. (If not, put /) / Si oui, décrivez comment (Si non, écrivez /)

Please evaluate the extent to which you agree or disagree with the following statements / Veuillez évaluer dans quelle mesure vous êtes d'accord ou pas d'accord avec les énoncés suivants

“1- strongly disagree”

“2 – disagree”

“3 - neither agree nor disagree”

“4 – agree”

“5 - strongly agree”

1. It is necessary to know English nowadays / Il faut savoir l'anglais de nos jours	1	2	3	4	5
2. I believe that people who speak multiple languages have better career opportunities / Je crois que les personnes qui parlent plusieurs langues ont de meilleures opportunités de carrière	1	2	3	4	5
3. The French should speak English to a greater extent / Les Français devraient davantage parler anglais	1	2	3	4	5
4. French is heavily influenced by English / Le français est fortement influencé par l'anglais	1	2	3	4	5
5. Anglicisms pose a threat to French / Les anglicismes constituent une menace pour la langue française	1	2	3	4	5
6. I believe anglicisms enrich the French language / Je crois que les anglicismes enrichissent la langue française	1	2	3	4	5
7. I believe it is useful to try to replace anglicisms with French equivalents / Je crois qu'il est utile de vouloir remplacer chaque anglicisme par un équivalent français	1	2	3	4	5
8. When I speak French, I try to find French equivalents rather than using anglicisms / Quand je parle français j'essaie de trouver des équivalents français plutôt que d'utiliser des anglicismes	1	2	3	4	5

22. How do you view someone who uses a lot of anglicisms when speaking French? /

Comment jugez-vous quelqu'un qui utilise beaucoup d'anglicismes dans la parole ?

Positively/positivement Neutrally/neutre Negatively/négativement

23. How do you see someone who tries to replace anglicisms with French equivalents? /

Comment jugez-vous quelqu'un qui cherche à éviter les anglicismes en utilisant les équivalents français ?

Positively/positivement Neutrally/neutre Negatively/négativement

9. Abstract

French Students' Language Attitudes Towards English: The Case of University Paris Cité

This thesis analyses language policies, bilingual education and status of English in France. It includes a small-scale analysis of University Paris Cité students' attitudes towards English, anglophone culture and anglicisms in French which was conducted from March 2022 to November 2022. The first part explains key theoretical notions, such as language planning, linguistic purism, language policies of the EU and France, as well as bilingual education in France. The second part includes the presentation of the results of the research conducted at the University Paris Cité, which examines students' attitudes towards English, anglophone culture and anglicisms in the French language. At the beginning of the research, five hypotheses were presented. The first, and the only one confirmed was that participants have positive attitudes towards English, anglophone culture and anglicisms in French. The second one was that the participants who had attended a bilingual program will have more positive attitudes towards English and anglophone culture than those who had not. The third hypothesis was that the participants who had not attended a bilingual program will be more likely to replace anglicisms with French equivalents than the ones who had attended a bilingual program. The fourth hypothesis was that the participants who had lived in an anglophone country will have more positive attitudes towards English and towards the anglophone culture. The fifth one was that the participants who had not lived in an anglophone country will be more likely to replace anglicisms with French equivalents than the ones who had lived in an anglophone country.

Key words: French language policy and planning, bilingual education, linguistic purism, anglicisms, English, French, University Paris Cité

10. Sažetak

Jezični stavovi francuskih studenata prema engleskom jeziku: slučaj Sveučilišta Paris Cité

U ovome se radu analiziraju jezične politike, dvojezično obrazovanje i status engleskog jezika u Francuskoj. Rad uključuje istraživanje manjeg opsega o stavovima studenata Sveučilišta Paris Cité prema engleskom jeziku, anglofonij kulturi i anglizmima u francuskom koje je provedeno od ožujka 2022. do studenog 2022.. U prvome se dijelu tumače ključni teorijski pojmovi, koji uključuju jezično planiranje, jezični purizam, jezičnu politiku EU-a i Francuske te dvojezično obrazovanje u Francuskoj. Drugi dio uključuje predstavljanje rezultata istraživanja provedenog na Sveučilištu Paris Cité koje ispituje stavove studenata prema engleskom jeziku, anglofonij kulturi i anglizmima u francuskom jeziku. Na početku istraživanja postavljeno je pet hipoteza. Prva i jedina potvrđena je da će ispitanici imati pozitivan stav prema engleskom jeziku, anglofonij kulturi i anglizmima u francuskom. Druga je da će sudionici koji su pohađali dvojezični program imati pozitivniji stav prema engleskom i anglofonij kulturi od onih koji nisu. Treća hipoteza je da će sudionici koji nisu pohađali dvojezični program biti skloniji zamjeni anglizama francuskim ekvivalentima nego oni koji su pohađali dvojezični program. Četvrta hipoteza je da će sudionici koji su živjeli u anglofonij zemlji imati pozitivnije stavove prema engleskom jeziku i anglofonij kulturi. Peta je da će sudionici koji nisu živjeli u anglofonij zemlji biti skloniji zamjeni anglizama francuskim ekvivalentima nego oni koji su živjeli u anglofonij zemlji.

Ključne riječi: francuska jezična politika i planiranje, dvojezično obrazovanje, jezični purizam, anglizmi, engleski, francuski, Sveučilište Paris Cité