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## BILL 96 AND THE COLLEGES THAT OFFER ENGLISH-LANGUAGE EDUCATION

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Brief presented to the hearings  
of the  
*Commission de la Culture et de l'Éducation*

presented by the English College Steering Committee

October 5, 2021

The English College Steering Committee (ECSC) groups colleges that offer English-language education. Membership is voluntary. The ECSC has met regularly over more than 25 years to discuss matters of common interest. This group includes the six signatory colleges of this brief:

Champlain Regional College

# TABLE OF CONTENTS

INTRODUCTION ..... 1

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SECTION I: GENERAL CONSIDERATIONS ON BILL 96 ..... 2

1.1 The contribution of our institutions to the development of Québec society ..... 2

1.2 The attraction of English-language colleges

## INTRODUCTION

We would like first to thank the members of the \_\_\_\_\_ for giving us the opportunity to articulate our considerations and to voice our concerns and reservations about certain articles in Bill 96,

Although we are responsible for the college institutions that offer English-language education, the protection and promotion of the French language is a goal we all share. However, we cannot remain silent on Bill 96 when it proposes such an in-depth



## 1.2 THE ATTRACTION OF ENGLISH-LANGUAGE COLLEGES: HOW TO EXPLAIN IT?

There is no refuting that during the past several years, an increasing number of young Québécois francophones and allophones have sought to pursue their college studies in our institutions. How can we explain this phenomenon? Is there an intention, once concretized, that will threaten the French language in Québec? Does

phrases that people can understand (comprehensible input)<sup>3</sup> This basic characteristic of the learning process is recognized

ultimately "determine if English-language CEGEP contributed to modulating their linguistic and civic identity over the course of their lives." <sup>5</sup>

What emerged from this retrospective study is that allegations that English-language colleges are agents of anglicization can be disproved. Firstly, the decision of young francophones to pursue college studies in English is motivated primarily by the desire to acquire new language competencies to broaden the perspective on their professional lives, for their own personal development or their wish to meet people from other cultures with a view to opening up the world.

Should we be surprised, the author suggests, that in the context of greater global exchanges (and the proliferation of digital platforms), the attraction of English has grown as the language most used in the "market of languages", where English and French do not have the same weight demographically, economically, politically and culturally,



origins”<sup>7</sup>. This brings us back to the fundamental issues of immigration policy in Québec and the distinction between “francotrope” and “anglotrope” immigrants (immigrants whose mother tongue is neither French nor English, who, by virtue of their education or cultural affiliation, identify with one language or the other).

To sum up, affirmations relative to the role of our institutions as vectors for anglicization are overstated and create an unreasonable burden on our institutions to account for the increase in the



Bill 96 has formulated close to 30. These are fundamental modifications that should be looked at closely.

There is not much to say about the general provisions (88.0.1) other than there may be an error in the language distinguishing institutions as anglophone and francophone. Colleges are neither anglophone nor francophone, as they are not , speakers. Colleges are colleges, responding to the same rules and regulations. It would be more accurate to say colleges offering instruction in English and colleges offering instruction in French, which would then render Article 88.0.2 unnecessary.

In terms of provisions specific to college education (§2), stipulations appearing in Articles 88.0.4 and those that follow, have grave consequences, starting with the idea of enrollment in our institutions, which we do not look kindly upon. We estimate that we have contributed positively to the development of Québec society since our establishment, and we have explained

Additionally, the management of college enrollment is not an exact science. Fluctuations will

Second, it is understood that the student

increase in their student populations in the coming years, which will only exacerbate the problem caused by the lack of

Regulations General and Vocational Colleges Act, which would have to be amended to revise the delivery of French courses through General Education and to make a decision on the imposition of two final tests for graduation purposes.

To sum up, we see redundancy in the imposition of such a measure at the end of a college education and we believe that there is no added value in it. To avoid finding ourselves in an unfathomable situation by changing such a fundamental aspect of graduation requirements and for all the reasons we elaborated earlier, including the one that relates to adequate prior learning necessary to pass such a test, it would be best not to apply such a measure.

Therefore, we make the following recommendation:

**RECOMMENDATION 2**  
THAT the provision 88.0.12 that appears in Article 58 of Bill 96 be removed.

Should such a requirement be maintained, despite the ambiguities and incongruities contained therein, we ask that the application of this provision, in the interest of fairness in the assessment of language skills, be deferred until Fall 2024 in order to give colleges time to do the necessary work to:

- establish optimal conditions to preside over the introduction and implementation of such a test;
- make the necessary adjustments to French General Education courses to ensure the acquisition of prescribed skills, for both rights holders and non-rights holders ( and droit);
- make necessary amendments to the rules governing college education (**College Education Regulations**)).

3.3 ON THE PRIORITIZATION OF RIGHTS HOLDERS (*AYANTS DROIT*)

In addition, the request to include measures in this policy to promote the admission of rights holders when demand exceeds supply will provoke fierce debate that will need to calibrate, within the perspective of promoting academic success, the use of socio-linguistic criterion for admission with that which relates to the academic record presented by the applicant. To this end, we make the following recommendation:

### RECOMMENDATION 3

THAT the prioritization of rights holders (*ayants droit*) come into effect in Fall 2024, allowing sufficient time to ensure that the development of a policy will gain the support of stakeholders and establish the best conditions for academic success.

### CONCLUSION

You will have noted that Bill 96, with regard to the sections that concern college education in our view raises a number of problems and issues in terms of relevance and implementation. Whether it is managing the enrollment caps planned for college institutions, the determination and assessment of what are “sufficient” language skills, or the notion of rights holders ( ), questions are being raised about the cohesion we would like to see in a piece of legislation of such importance. Faced with this state of affairs, we (f)2-2(8ETQq0.00000912 0 612 792 reW\*ñBT/F2 12 Tf1 0 0



