“You Have to be Willing to Look Like an Idiot Sometimes”:
Teacher Experiences of the State of Bilingualism in French Classrooms in Ontario

By

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Abstract

This study aimed to explore how bilingualism is viewed by teachers in Ontario Core French classrooms. From interviews with Ontario French teachers, findings indicated several factors that reportedly affect Core French classrooms, such as definitions of bilingualism, the history and policy of French education and bilingualism in Canada, student and teacher goals relating to French education, and the strength and weaknesses of bilingualism. One of the most significant findings was that teachers may perceive that students in Core French classrooms lack motivation and the desire to take risks. In turn, students may be afraid to make mistakes—an essential part of language learning and learning as a whole. Together, the findings imply that changes are needed in the Ontario French education system that involve all stakeholders.

Keywords: bilingualism, French as a second language, language learning, Core French, Extended French, French Immersion, Ontario
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Chapter One: Introduction

1.0 Introduction—Research Context

Canadian bilingualism began with the British North America Act (the BNA Act), now called the Constitution Act in 1867. It stated the following:

Either the English or the French Language may be used by any person in the Debates of the House of the Parliament of Canada and of the Houses of the Legislature of Québec; and both those languages shall be used in the respective Records and Journals of those Houses; and either of those Languages may be used by any Person or in any Pleading or Process in or issuing from any Court of Canada established under this Act, and in or from all or any of the Courts of Québec. The Acts of the Parliament of Canada and of the legislature of Québec shall be printed and published in both those Languages (Constitution Act, 1867).

In short, article 133 of the BNA Act protected French language rights in a political context. The Royal Commission on Bilingualism and Biculturalism (The B and B Commission) occurred between 1963 and 1969. The B and B Commission brought about two significant pieces of Canadian legislation: The Official Languages Act in 1969 and the Multiculturalism Policy in 1971 (Haque, 2014).

In 1969, former Prime Minister Pierre Trudeau passed the Official Languages Act, which made Canada an officially bilingual country. It guarantees French and English equal status at the federal level (Official Languages Act, 1985). The Canadian Charter of Rights and Freedoms stipulates that provinces and territories must fund French education preceding the post-secondary level (Canadian Charter of Rights and Freedoms, 1982). Trudeau spoke about the intrinsic links between multiculturalism and bilingualism and contended that Canada was “multicultural within
a bilingual framework” (Haque, 2014)

Today in Ontario, students from grades 4 through 8 in English-language schools must receive at least 600 accumulated hours of French instruction through Core French (i.e. one French class). As popularity and importance of the French language grew, so did the offering of French programs. Extended French (transl. *français intensif*) must have a minimum of 1260 hours of French language instruction by the end of grade 8. Also, it includes a mandatory French class as well as one core subject (e.g., science, mathematics, social studies) taught in French (Ontario Ministry of Education, 2013, p. 15). French Immersion (transl. *immersion française*) must have a minimum of 3800 hours of French instruction by the end of grade 8 with at least two core subjects taught in French (p. 16).

1.1 Articulation of the Research Problem

Despite government efforts to promulgate the French language, bilingualism is a tricky topic. Statistics from the Office of the Commissioner for Official Languages (OCOL) mention that about 72% of Canadians favour bilingualism. Support in Ontario was 66%; support in Québec was 91%. Youth aged 18-24 had the strongest support out of any age group at 82%; people 55+ had the weakest support at 65%. Fascinating data came from unilingual Francophones in Québec and unilingual Anglophones in the rest of Canada. On average 75% of unilingual Francophones want to learn “to speak English [which] could be perceived to enhance job opportunities and economic security”. Moreover, the average for unilingual Anglophones wanting to learn French is only 58%; “the economic argument to learn French would appear less compelling” (OCOL, 2006). It is peculiar that these two groups have such differing views on learning one another’s language.

Several myths about French Immersion have propagated throughout the years. Some
parents tend to believe that French Immersion students have above average achievement in school and have difficulties in English. Parents sometimes gravitate to the opinions that immersion programs do not incorporate differently abled students. As well, the myths that affluent families who already know French have continued. Nonetheless, research by the Calgary Board of Education has disproved these myths from as early as 1987 and as late as 2006 (2010).

It is evident that French has a place in the education sector and will likely continue to have a place in Canadian and Ontarian society. Yet French in Ontario high schools is in a weird situation. As already made evident, parents often ascribe to myths about French Immersion education. Students in the system also tend to hold similar beliefs about French education, regardless of the program. As children, they also have a propensity to hold onto beliefs even if they have been disproved. The Canadian economy is in a precarious state and French proficiency is often touted as a popular way to improve one’s employment prospects. Bilingual Francophone men in Québec tend to earn more than their equivalent unilingual colleagues. In the same study, bilingual women are more likely than Francophone women to occupy managerial positions (Christofides & Swidinsky, 2008).

French has equal federal status with English and specific protections at several provincial levels. Canada is a bilingual country with a government that seems to protect such a status. Why do students not act like it? Is it teachers? Is it the classroom environment? Is it the curriculum?

1.2 Purpose of the Study

On account of this problem, the objective of my research was to explore issues that educators perceive to affect the state of bilingualism in French classrooms in Ontario. As well, I considered the practices of educators and how they tended to increase/improve French education, visibility (e.g., of French culture and community), positive attitudes, and, thus, bilingualism in
their school’s French classrooms. People who begin learning another language at an earlier age often show more success. Although there are exceptions to this premise, there are few (Vanhove, 2013). How information on that topic can have an influence on how educators manage themselves and their students’ learning. Such data weaves into my research to provide a stronger foundation for statistics on growth and attrition rates in French programs as well as popularity and success of French programs among students.

Therefore, an additional purpose of the study was to see how support for bilingualism as a cornerstone of French language programs (whether that was/is their goal) can affect students—from an educator’s perspective. Educators’ perception of previous student feedback, feedback from colleagues and administrators, etc. was also considered again to provide a stronger foundation to information supporting claims that I make in my research. Educators are in a unique position in their school communities. They interact with everyone— their students as well as students of others, other teachers, administrators at all levels, parents, and community members. Educators have the fiduciary responsibility to these people to provide the best learning environment and education possible. Their outlook on the status of bilingualism in classrooms is thus one of great importance.

1.3 Research Questions

The central question behind this study is as follows: what are Core French teachers’ perceptions of the state of bilingualism in Ontario high schools? Sub-questions to further direct this research include:

- How do teachers perceive student opinions of bilingualism in the classroom?
- What strategies/resources do teachers incorporate into their lesson plans to promote bilingualism?
• What do teachers perceive as the place of bilingualism among parents/guardians’ reasons for enrolling their student(s) in French programs?

• How do these teachers define bilingualism and French fluency in a classroom context?
  How do the goals of bilingualism and French fluency influence the French classroom, according to teachers?

1.4 Background of the Researcher

Bilingualism has always been paraded around me as the final stage, the ultimate outcome of anyone’s French language education. This has had a lot of influence on my education. It is one of the reasons I remain motivated in my French courses. I have the privilege of a Western education in a country that has two official languages and I acknowledge the importance of both in Canada and Ontario’s culture. I also have over 14 years of education in French as a Second Language—beginning at 9 years old. It also includes the reception of an Honours Bachelor of Arts Degree in French Studies with a minor in English Language and Literature. Throughout my undergraduate career, I believe that I received a rather in-depth education in French language, grammar, culture, history, literature, and phonetics. An important distinction for me to make here is that my entire academic career has been in rather Anglophone neighbourhoods of Ontario. The area limits authentic French communication—another motivation for my own language learning. I strived to supplement my lack of French communication from a core French education by pursuing French education at a postsecondary level. Therefore, it is easy to see why I would place more value on a French education than someone without similar experience (e.g., academic, personal). It is critical that I am cautious of the effects of my privilege and how it influences my perception of bilingualism in secondary school settings. It is important that I disclose my privilege and that I scrutinize how this could affect my research.
1.5 Overview

This Masters of Teaching Research Project (MTRP) is organized into five chapters. In Chapter Two I review literature on types of bilingualism, French Education programs in Canada and Ontario, advantages and disadvantages in certain French programs, and relevant language learning motivation hypotheses that can relate to French program growth and attrition. In Chapter Three I describe the research methodology and include information about the participants, the data collection, and supports and barriers. In Chapter Four I report and discuss my research findings. To conclude, in Chapter Five I evaluate implications and consequences of my findings and make suggestions for potential amendments. References and appendixes are located at the end.
Chapter Two: Literature Review

2.0 Introduction

In this chapter, I review the literature in areas of French education and bilingualism in Canada. I discuss themes relevant to the learning goals of French education programs in Canada, the influence of bilingualism on such objectives, and the motivation for second language learning. I start by reviewing the literature in French education in Canada while considering the learning goals of the three programs that exist (i.e., core, extended, immersion). Next, I review research on the multi-faceted concept of bilingualism, and I consider its influence on these French programs. To conclude, I discuss several hypotheses about second language learning motivation and how these can affect students and classrooms.

2.1 French Education in Canada

Although the history of Canadian French education is not central to my research, continual understanding of historical context and evolution is indispensable. The research context and problem already contain some pertinent information. I will continue in more detail here.

The history of French education in Canada can be considered egregious. At the beginning of the 20th century in Ontario, the Ontario Conservative government passed Regulation 17 (French: règlement 17) in July 1912 which outlawed French language schools. It also banned French language instruction past the first two years of elementary school. Another Conservative government which opposed bilingualism repealed it in 1927. Notwithstanding the revocation, French-language schools did not receive provincial recognition until 1968 (Oliver, 1972).

Recent research has concluded that enrolment in French programs has been increasing nationwide. In British Columbia, the 2009-2010 academic year “was the first year since the turn of the century where overall enrolment […] increased” (Brennick, Landry, Pool, Stauble, &...
Wilson, 2010, p. 3). In Ontario, French immersion (FI) education had a 4.6% growth rate between 2006 and 2010 (Brennick et al., 2010). In Nova Scotia, the Department of Education’s 2009-2013 Action Plan pledged to increase their Core French enrolment rate by 10% as the province has been experiencing “a continuing decline in core French, late immersion, and integrated French programs” (Brennick et al., 2010, p.7). In Prince Edward Island from 1999 to 2009, there was a 4.8 % increase in FI enrolment. PEI's increase is despite a more than 8 % decrease in student enrolment (Brennick et al., 2010).

Importantly, the preceding studies do not clarify which specific programs in any province or territory saw increases. Such data could prove useful to educators and school administrative bodies looking to put in place any French program in their schools. Again, this data could already be available to such entities, but having easy public access to the information can also prove valuable. If school boards have a tentative idea of what type of French programs they may implement in the future, parents may be able to have the statistical support that could aid them in choosing a region in which they could enroll their child(ren) in a French program.

2.1.1 Core French education in Canada

The Ontario curriculum document for core, extended, and French immersion programs summarizes the learning goals for its students in its vision. Students should be able to “communicate and interact with growing confidence in French […] while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world” (Ontario Ministry of Education, 2014, p.6). French classrooms are to “focus on citizens’ participation in political processes, and […] [emphasize] on individual ‘action’ with the intent to influence”” (Hoskins & Mascherini, 2009, p. 461). In Canada, Core French is the most common of the three French programs. In Ontario, students take one French course from grades 4 to 9,
after which it is no longer mandatory. Consistent with popular belief, research by MacFarlane states that attrition rates for core French programs are high; 16.5% of students who begin core French around grade 4 remain in the program until grade 12 (2005). The same research does not explain concrete reasons behind attrition rates in neither provinces nor territories. On the same note, it does not consider the role of the territories in core French programs, continuing the general exclusion of the territories from Canadian research in this area.

2.1.2 Extended French education in Canada

Extended French education (EF) in Canada is where there must be one French language course and at least one other core subject (i.e., arts, social studies, history, geography, mathematics, science, health and physical education) taught in the French language. In Ontario, students must receive a minimum of 1260 hours of French instruction by the end of their grade 8 academic year. Although provincial and territorial governments legislate education policies, the enactment of such policies varies by municipality and thus by the school board. Thus, entry points and the precise number of hours of instructions varies. It allows flexibility but lacks consistency and uniformity which may have adverse effects on students (Ontario Ministry of Education, 2013). Three provinces have extended French programs—Ontario, Newfoundland and Labrador, and Nova Scotia. 63 English-language school boards in Ontario reported their French language program enrolment numbers for the 2013-2014 school year. Out of those school boards, 16 boards have elementary EF programs and 19 boards have secondary EF programs (French as a second language enrolment, 2014). Due to the limited scope of EF, there exists a negligible amount of research on the topic. Thus, the focus of the research leans toward analyses of immersion and core French programs.
2.1.3 French Immersion education in Canada

The Ministry of Education in Ontario outlines FI as a course load for students where they receive French instruction in a minimum of 50% of their classes. One course must be explicit French language instruction, and, at least, students must have two other core subjects taught in French (Ontario Ministry of Education, 2013). FI programs have continued to increase in popularity across Canada. In 2011, Statistics Canada reported more than 342,000 students enrolled in FI programs. In contrast, FI education in Canada started in 1977 with 45,000 students (Standing Committee on Official Languages, 2014). Even though flexibility in curriculum implementation can prove valuable to educators, it can also be difficult when many choices are present.

Retention rates of FI programs often can show the success of such programs. The Toronto District School Board had a retention rate of 70% in 2011 from kindergarten to grade 6 immersion programs (Toronto District School Board, 2011). Although my research focuses on secondary education, high elementary retention rates tend to serve as a positive indication of secondary programs.

Statistics often mention attrition rates in conjunction with FI. These rates do not just apply to school boards. They also refer to the number of students who ‘lose’ their French language skills. In the 1996 Canadian census, 16.3% of 15-19-year-olds identified as bilingual. On the 2011 Canadian census, 9.6% of that group identified as bilingual (Statistics Canada, 2006).

In 1997, Johnson and Swain outlined eight features of Immersion programs:

a. The medium of instruction is the second language (L2)

b. The immersion and first language (L1) curriculums maintain parallels

c. There is clear support available in the L1
d. Additive bilingualism is the goal

e. L2 exposure takes place for the most part in the classroom

f. When entering the program, students have similar and often poor L2 skills

g. Teachers must be bilingual

h. The cultures of the local L1 community and the immersion classroom are the same

The research infers that “under conditions favourable to immersion, claims based in research have gone beyond additive bilingualism to include cognitive, cultural, and psychological advantages […] under less favourable conditions, doubts have arisen concerning the potential of immersion programs to achieve a full additive bilingualism” (p. 15). Indeed, bilingualism does have proven neurocognitive advantages (Abutalebi, et al., 2011). Yet the research base does not differentiate between the features of early (i.e., starting in Kindergarten) and later (e.g., starting in grade 7) FI programs. These programs are two different levels of education (i.e., kindergarten is primary, and grade 7 is intermediate). Thus, there should be a clear distinction in the differences in features of these two specific immersion programs.

In over 30 years of research into FI education, the studies have the propensity to testify to the benefits of FI programs. Students’ receptive skills may be better than their expressive capabilities when compared to standards set by native speakers. By the end of the junior years (i.e., grade 6) the ability to understand and read French is comparable to a native speaker of the same age. According to Jim Cummins, the results of FI programs in Canada can be outlined in five basic points:

a. Students obtain good receptive skills (i.e., listening and reading)

b. L1 literacy development does not suffer because of L2 instruction

c. With early immersion programs and despite a limited French proficiency, students
establish good decoding skills
d. Thus, English decoding skills somehow emerge in students in grades 1 and 2 without formal English reading instruction
e. All students regardless of academic, cognitive, physical, or prior language abilities can succeed in immersion programs

A study that started in 1987 by Genesee in Montréal with early (EFI) and late (LFI) French immersion students, they did begin with pronounced differences in French proficiency. EFI students had heightened ability as LFI students have had one year of FI education. In secondary school, testing had shown that the French skills of EFI and LFI students were almost on par with each other (Cummins, 1998). A 1983 study in Peel Region substantiated such findings; grade 8 LFI students performed at a comparable level to grade 8 EFI students in Ottawa (Lazaruk, 2007). What seemed to be the deciding factor was the intensity of instruction rather than its amount/time (Hanna, Kamin, Lapkin, & Swain, 1983). Even with the research’s encapsulation of the benefits of EFI, there lacks a concrete and definitive study on the advantages of LFI. The benefits of EFI may seem obvious to some, yet there needs to be legitimate research to establish the distinctions, benefits, and disadvantages.

A 2008 study by J. Douglas Willms reinforces the perception of segregation in FI. It tends to segregate “children with special needs, […] along social class lines, […] by gender, […] by ability, […] and based on behaviour” (pp. 2-3). Students who are differently abled, are male, have a lower academic ability, have a low socioeconomic status, and/or have behaviour problems are less like to enroll FI (Willms, 2008). The above research has given rational disadvantages behind FI. One thing that it does not do, which many could believe is essential, is that it does not seem to factor in student perception of these disadvantages. How do students feel about these
disadvantages? Some students can believe in similar myths that their parents hold about FI, and young people tend to hold beliefs regardless of their validity. Students are the most important part of any education program, and their opinions must be considered for such programs to have long-term success. Even teacher candidates understand the importance of the role of the student in creating a positive learning environment (Weinstein, 1989). My research examined how teachers perceive and incorporate student perspective on bilingualism, which also has clear relevance and importance to this issue.

2.2 Definitions of Bilingualism

Definitions of bilingualism have tended to vary. In 1933, Bloomfield defined a bilingual person as someone who has “native-like control of two or more languages” (Cummins & Swain, 1986, p. 7). In 1989, Grosjean defined a bilingual person as “someone who can function in each language according to given needs” (Bialystok, 2001, p. 4). The American Heritage Dictionary of the English Language defines “bilingual” as “using two languages in some proportion to facilitate learning by students who have native proficiency in one language and are acquiring proficiency in another” (Bilingual, 2015). It seems that definitions of bilingualism and bilingual have reached a consensus of being able to function in one language when an L1 is already present. In the context of my research, I will explore additive and subtractive bilingualism in more detail.

Additive bilingualism (AB) is the learning of an L2 without impairment of the L1. Their L1 may influence their L2 education but in a constructive manner; the L1 can facilitate second language acquisition (SLA). AB is the central premise of not just French immersion education, but all French education programs. The eight features of immersion programs by Johnson and Swain in 1997 tend to conform to the definition of subtractive rather than additive bilingualism.
Subtractive bilingualism (SB) is when “L2 proficiency develops at the expense of the L1” (Lapkin & Swain, 2005, p. 172). From the same study, Swain, and Lapkin suggest amendments to the eight features. One of the most significant amendments made is that the features emphasize the role of cultural diversity and immigration in immersion programs. Canada has many distinct cultures thanks to its many immigrant populations. As well, L2 is not always an L2. In the case of the many immigrant cultures, it could be an L3. An L4 is not uncommon either. The suggestion here is that instead of referencing an L2, we reference an immersion language (Lapin & Swain, 2005). It not just a more accurate definition, but it is also more inclusive of classroom differences. The fact that classrooms are likely to have students that have different L1s demands attention. It must be recognized by the educators in charge of language learning.

2.3. Stephen Krashen and The Natural Approach

With the help of Tracy Terrell in 1983, Stephen Krashen published The Natural Approach. He stated that “the goal of the Natural Approach is […] the ability to communicate with native speakers of the target language” (p. 58). It was Krashen’s attempt to explain second language learning (L2A) as a phenomenon separate from first language acquisition (L1A). It compiled five hypotheses that could help educators facilitate the learning of their students by identifying how language learning can be present in their students.

The Acquisition-Learning Hypothesis suggested a difference between acquisition and learning. It “proposed that only ‘acquisition’ or subconsciously acquired knowledge leads to productive [language] output; ‘learning’ the learner’s conscious knowledge of the rules of language only serves as a monitor” (Hummel, 2014, p. 71). For example, idioms are rarely taught in an academic context and are thus often acquired rather than learned by language learners.
Stephen Krashen proposed the Natural Order Hypothesis, which children acquire grammar and its structure in a predictable order in developmental sequences. For example:

A teacher of English as a second language [...] will not expect full correctness for the third person singular -s (a very late acquired item) in their students’ speech, nor will instructors of Romance languages expect students to apply rules of gender agreement in the noun phrase accurately and efficiently except in situations of easy Monitoring. (Krashen & Terrell, 1983, p. 59)

Krashen and his Monitor Hypothesis presented the idea that learning is only useful as a monitor which checks and repairs. Successful monitor use requires sufficient time, a focus on form, and knowledge of the applicable grammar rule. Monitors work best when a grammar point is easy to understand and it has been acquired. There are also three types of monitor users. A monitor over-user may be hesitant and lack fluency. A monitor under-user may be fluent but may also make many errors. An optimal monitor-user maintains a focus on meaning or form when needed; they use learned proficiency to support acquired proficiency (Krashen & Terrell, 1983). A cautious student who is afraid of making mistakes would be a monitor over-user whereas a student who often speaks out loud yet makes frequent errors would be a monitor under-user (Hummel, 2014).

Stephen Krashen contended that the Input Hypothesis often relates to acquisition rather than learning. We tend to acquire language by attempting to understand it a bit beyond our current level of competency through context and extra-linguistic cues or i+1, ‘i’ standing for ‘input’. Listening and reading in language learning (i.e. the silent period) allows learners to accumulate input (Krashen & Terrell, 1983). For example, teachers may provide ‘i’ to students.

Krashen’s Affective Filter Hypothesis stated that low levels of anxiety improved
acquisition as well as learning. In a language classroom, it is not uncommon that “anxious students are afraid to make mistakes in the foreign language” (Cope, Horwitz, & Horwitz, 1985, p. 130). In simple terms, low anxiety = low affective filter. It is unlikely that an affective filter can disappear. To decrease it, Krashen made several suggestions. There should not be a demand for early oral production (i.e., a silent period). On that note, language learners should make the decision about when they would like to facilitate their oral production. When they do, there should be positive responses (e.g., later error correction) (Krashen & Terrell, 1983).

2.3.1 Krashen bashin’

Some educators may see Krashen’s hypotheses manifest in their students. However, Hummel indicates that the hypotheses do not address several important issues that are critical to the students’ learning or acquisition of relevant classroom knowledge. Krashen’s Natural Approach does not attempt to explain why or what aspects of language are learned or acquired. It does not account for how adults use acquired or learned knowledge in the performance of language, and why learning cannot be transferred to acquisition. The Natural Approach does not give the reason behind why speaking cannot be taught or how to measure the affective filter. How developmental sequences can be applied in the classroom could prove useful to educators, especially those of the elementary level yet the Approach gives no suggestions for their practical use. These issues command deeper inquiry so that educators can facilitate the learning of all types of language learners present in their classrooms (Hummel, 2014).

2.4 Conclusion

In this literature review, I looked at information on the background of French Education in Canada to provide the historical context of my research. This study illuminates the extent of attention on Core French, Extended French, and French Immersion programs. Due to the sheer
amount of research and literature on French Immersion programs, this review also inquired about more specific topics related to FI. These subjects include FI retention and attrition rates along with features, benefits, and disadvantages of FI. To continue my research, I investigated definitions of bilingualism while paying attention to additive and subtractive bilingualism which were topics that often came up in my search for data. I also go over Stephen Krashen’s five hypotheses about language acquisition; educators should be aware of how language can be acquired to assist the language learning of their students. Despite the knowledge that is available, my research points to the need for further investigation in areas such as the precision of statistics and their availability, fundamental differences between French programs, and the need for inclusivity in the French classroom. Considering this, the purpose of my research is to learn in extensive detail about how relevant educators perceive the status of bilingualism in French high school classrooms and how they may view student opinion. I expect that my research will allow myself and others to understand such the diverse dynamics of bilingualism and how this knowledge can inform teacher practice on the facilitation of bilingualism in the classrooms of all French programs.
Chapter Three: Research Methodology

3.0 Chapter Overview

In the chapter, I describe my research methodology. To begin, I review my overall research approach, procedures, and instruments of data collection. Then, I detail information on my participants, including sampling criteria and procedures. I explicate the analyses of my data and consider the ethical issues related to my data. Furthermore, I pinpoint the potential methodological limitations while attending to the strengths. To summarize, I conclude this chapter with a brief overview of my main methodological decisions and the reasoning for such decisions considering my research purpose and questions.

3.1 Research Approach and Procedures

I conducted this research study using a qualitative research approach which included a literature review and semi-structured interviews with French as a Second Language educators. According to its eight guiding principles created by Bogdan, DeVault, and Taylor (2015), qualitative research is a pertinent approach to take to investigating the status of bilingualism in Ontario FSL classrooms. First, the research that I conducted has an intrinsic link to the meaning that people attach to things in their lives. I asked my participants their definition of bilingualism and what it means to them. People tend to understand concepts best when it is within their own frame of reference. Second, my research had an inherent inductive nature. In this case, ‘inductive’ refers to the use of evidence (i.e., information collected through semi-structured interviews) to form an unbiased conclusion. Third, to obtain a fair outcome, I had to see my participants as a whole, formed by their experiences and opinions. My participants are not a statistic; they are whole beings with something worthwhile to say. Seeing “people’s words and acts [as] statistical equations, we can lose sight of the human side of social life. When we study
people qualitatively, we get to know them personally and experience what they experience” (Bogdan, DeVault, & Taylor, p. 9). Fourth, several questions that I asked my participants involve information about their daily lives as teachers. For example, I inquired about bilingualism—encouraging teaching practices in my participant’s lesson plans. Fifth, the perspectives of all my participants have equal value. There is not a hierarchy of participant information; each person and their experience are of merit. Sixth, as researchers, we highlight the significance or validity of our research through the analysis of qualitative data. My research “ensure[d] a close fit between the data and what people actually say and do” (Bogdan, DeVault, & Taylor, 2015, p. 10). Seventh, a researcher can develop insights from anywhere or anyone. My research did not hold biases against any person or any place; they all have meaning and relevance in the research that I conducted. Eighth, for Del Carlo, Hinkhouse, and Isbell (2009), qualitative research has only been used and refined within the last century.

Like others, Peshkin (1993) suggests that some researchers believe that qualitative research does not hold as much validity as its quantitative counterpart. Pushkin claims that research does not precipitate theory, analyze hypotheses, or yield generalizations. For the qualitative research, what they want to know does not require theory, hypotheses, or generalization. What is necessary for qualitative research is a judgement and a research approach which will help examine any perceived outcomes (Peshkin, 1993). Qualitative and quantitative research are both valid; neither can be dismissed outright but must be evaluated based on the quality of the investigation. The most relevant research approach for a judgment depends on the perceived outcomes. The most appropriate research spends on the topic and research questions. In my judgement, qualitative research was appropriate for this small-scale study on the status of bilingualism in FSL high school classrooms in Ontario.
3.2 Instruments of Data Collection

Interviews in qualitative research have a well-founded basis. The purpose of all interviews is to familiarize the researcher with the participants’ experiences and to gain pertinent information. Interviews in qualitative research allow the researcher to acquire holistic data. There are three types of qualitative interviews: structured, unstructured, and semi-structured. Structured interviews come from a list of predetermined questions with no variation or follow-up. Such interviews tend to be quick but lack the ability to go in depth. One of the most common types of structured interviews is the questionnaire, be it administered on paper or verbally. Unstructured interviews do not have much organization. They may begin with an opening question, but progress based on the participant’s responses (Chadwick, Gill, Stewart, & Treasure, 2008). Often, they last a long time due to the lack of structure but allow both the participant and interview to go into as much depth as needed.

Specifically, semi-structured interviews are the most common type of interview used in qualitative research (Crabtree & DiCicco-Bloom, 2006). It relies on a well-prepared researcher. As stated by Wengraf (2001), such interviews have questions prepared beforehand, but these issues are open enough insofar that the research cannot predict the responses; the researcher must be flexible. As well, the questions allow the researcher to have variance per what the participant has said. Both the researcher and the participants can clarify misunderstandings and rectify contradictions (Humphrey & Lee, 2004).

An important distinction with semi-structured interviews is that they help in answering the ‘why’ in lieu ‘how much’ or ‘how many’. The researcher is thus able to adapt questions to fit the participant and venture into more complex and potentially sensitive subject matter. Researchers and participants can talk around rather than address a sensitive issue directly in a semi-structured
interview. As researchers will discuss the topic, debrief after the interview, and answer any remaining questions, semi-structured interviews tend to cushion the emotional well-being of its participants (Gilbert & Miles, 2005).

I conducted interviews with my participants via Skype. Thus, I had the ability to conduct my semi-structured interviews in accordance with all its principles. I arranged my interview protocol into five sections: background information on the participant, teacher perspectives/beliefs, teacher practices, support and challenges, and goals and next steps. I asked my participants questions such as:

- How do you define bilingualism in a classroom context?
- How was bilingualism evolved over the course of your teaching career?
- What would you like to see in future classrooms that encourages bilingualism?

3.3 Participants

I will review the necessary sampling criteria that I determined to be useful for my participant recruitment. As well, I analyze several potential approaches to teacher recruitment. I also include a section in which I will introduce each of my participants.

3.3.1 Sampling criteria

I applied the following criteria to teacher participants.

Teachers had French as a Second Language as a teachable subject as my research explores the status of bilingualism in FSL classrooms in Ontario. A teacher who does not teach FSL would have been irrelevant to my research.

Teachers did not teach in a French-language school board. These teachers may have limited English proficiency, and the language of this research paper is in English. I could have conducted the interview in French. Translation would prove to complicate the research findings
through potential losses of connotations and meanings. This was not the focus of my research as it tends to focus on, for example, teachers’ experience in planning lessons that incorporate bilingualism.

3.3.2 Sampling procedures

There are several types of sampling in qualitative research.

In non-probability sampling, the researcher chooses their participants. They do not leave their participants to chance. This type of sampling decreases the chance of participants with potentially irrelevant experience and increases the researcher’s time to more important tasks such as the collection and analysis of research. On the contrary, probability sampling or random sampling allows generalizations to arise from the gathered information. It may be prone to less bias, but risks the exclusion of participants that would otherwise be advantageous to the research. Non-probability sampling may increase possible biases. It ensures the inclusion of participants and information that will enhance the research (Tansey, 2007). Purposeful or purposive sampling is within the realm of non-probability sampling. Purposeful sampling advocates that the researcher selects participants from an area which signifies the most relevant information (Merriam & Tisdell, 2016). It is an inherently subjective process “since the researcher relies on [their] experience and judgment” (Barrios & Guarte, 2006). Convenience sampling requires the researcher to do the least work in searching for research participants. In short, the researcher relies on what they already have (e.g., networking connections) to inform their research.

For this study, purposeful and convenience sampling was used. I reached out to colleagues and used social networking tools for French teachers. This way, I could find participants that were familiar with teacher research and were French teachers that were willing to help fellow French teachers.
3.3.3 Participant biographies

At the time of the interview, Ingrid (pseudonym) had entered into the teaching profession mainly as a supply teacher in French and Math classrooms. Although she has only taught for a brief period, Ingrid has taught on several school boards across the Greater Toronto Area. Currently, she is completing her Masters of Education at a Canadian university while she supply teaches.

At the time of the interview, Catharina (pseudonym) had been teaching French for approximately 20 years. She grew up attending a Francophone school. She began her teaching career in Ontario and taught French for several years. She then decided to teach English at a private business college in Europe for several years. Upon her return, she was an administrator at a French language school in Ontario for several years. In 2005, she formally returned to the classroom and has been teaching high school French ever since.

3.4 Data Analysis

Qualitative data is not restricted to qualitative research. It refers to any data that cannot be numerically quantified. Where quantitative researchers are concerned with a more informed understanding of physical existence, qualitative researchers are concerned with the experiences of physical existence. A specific study can be identified as qualitative as it uses inductive reasoning to decipher the data. To be even more specific and to differentiate it from its opposition, inductive reasoning generates hypotheses whereas deductive reasoning tests hypotheses (Thorne, 2000).

To analyze data from a qualitative perspective, there are several essential cognitive processes: comprehension, synthesis, theorization, and recontextualization (Morse, 1994). Comprehending one’s data is necessary before the researcher arrives at assumptions about the
data (synthesis) which is then something to which they can apply theory if necessary (theorization). Interpreting (recontextualizing) the data can only happen after all the other processes occur (Morse, 1994).

According to Burnard (1991), an efficient way to analyze data that arises from qualitative research interviews is through a 14-stage process. First, the researcher takes notes after the interviews which will assist in the categorization of the data. Second, the researcher immerses themselves in the data frequently rereading transcripts and notes. Third, reading transcripts and attempting to create heading or categories will help the researcher later. In the fourth stage, the categories are listed and in the fifth stage, there will be a new list of these categories. For the sixth stages, two of the researcher’s colleagues read the transcripts and create a list of categories on their own. Afterwards, the three lists are compared, and any required changes are made. This method decreases potential bias and increases the categories’ validity. Eighth, the researcher, uses their categories and heading to ‘code’ their transcripts. For the ninth and tenth stage, the transcripts are divided and organized by code into different sections. In the eleventh and twelfth stages, participants can read over their divided transcript to ensure that its parts are in the proper categories. Afterwards, the researcher reorganizes the divided transcripts and makes sure that complete transcripts are accessible so that possible issues of clarity can be resolved. In the last two stages, the researcher begins writer and decides whether to write in tandem with the literature or include a separate section that provides connections the literature (Burnard, 1991).

For this study, I approached my data analysis with an inductive perspective and process similar to Burnard (1991). After each interview, I wrote down memos about interesting topics that the participant addressed which I then added and modified as required when I transcribed the interviews. I looked for patterns in my codes to create categories and finalize category labels.
Lastly, I progressed to my theme statements with which I strived to both show and tell in each section.

3.5 Ethical Review Procedures

When a research project connects with human beings, the ethics become even more important. Human research ethics must change over time to cohere with sociocultural changes (Roth, 2005). Issues such as the representation of truth and confidentiality are at the forefront of ethics debates (Bresler, 1995).

Qualitative research considers multiple points of view and that the researchers and the participants generate; there is no one truth (Bresler, 1995). The researcher must negotiate the voice in their findings to fit best the truth of that voice; the interpretation of the judgments must match with the participant’s position.

Before I begin my research, participants signed a consent letter (Appendix A) in which they consent to the interview and its audio-recording. This detailed an overview of the study and its ethical implications as well as participant expectations if they explicitly (i.e., one semi-structured interview no longer than one hour) if they explicitly ask. After the interview process, I assured that my participants received a transcript of their interview to ensure that the voice that I transcribed is the voice that they wanted to include in my research. I also made sure that my participants received a copy of my research project before submission so that they can review the ‘final interpretation’ of their voice and to see if they would have liked to make any edits or have me omit anything. My participants are critical in my research, and I endeavoured to treat them and their voice with the utmost respect.

Sharing the research data and its interpretation is paramount. Confidentiality is not just the protection of the identity of the participant (Bresler, 1995). It is about the anonymity of the
participant by name and identifying characteristics (e.g., physical appearance, precise location, academic history). In my research, I have used pseudonyms for my participants and refrained from mentioning identifying characteristics, not just of the participant but their students. As well, they were briefed of their ability to withdraw from the research project at any time. All data including audio recordings will be stored on a password protected phone and laptop and will be destroyed after five years.

As participants share their experiences with researchers, researchers become a part of that experience, and thus, participants can change their stories. The involvement is beneficial; it may help with the reassessment of any issues (Shaw, 2003). The achievement of objectivity in research is in the balance. The narrative that the research analyzes must be encountered with scrutiny. Interviews occurred on a prearranged date and time and will lasted longer than one hour, reducing my potential risk of an involved narrative with the participants.

3.6 Methodological Limitations and Strengths

Qualitative research is an intriguing field. As with anything, it has its advantages and disadvantages. Qualitative research allows for the description of intricate phenomena as participants can provide their interpretation of certain constructs. Therefore, bias is likely to be present in qualitative research which can decrease its validity and credibility in the eyes of some researchers. Yet research can be sensitive to the needs of stakeholders as researchers can seek out participants and information that is directly relevant. Again, this can create bias. What is important is that “idiographic causation (i.e., determination of causes of a particular event)” can be used to “vividly demonstrate a phenomena to the readers of a report” (Christensen & Johnson, 2012).

The ethical parameters of this research project permitted me only to interview teachers. As
students are one of the most integral parts of a classroom, the only way student experience could inform my research is through a teacher lens. It is not entirely possible for a teacher to understand the intricacies and nuances of a student even from explicit answers that the student gives to the teacher; they are not that student. The new FSL curriculum advocates for more committed and reflective educational practitioners. The interviews that I conducted intended to allow teachers to reflect on their work and how they evaluate it both in theory and in practice.

On the same point, the same parameters permitted a limited sample of two to three teachers. From this position, generalizations cannot be made that correspond to the population as a whole; my research did not include a representative sample (Tansey, 2007). What is important is that I included the most important stakeholders to which I had access in relation to the topic at hand.

Access to French teachers is challenging when there tends to be few of them. It was likely my previous associate teachers or teachers that I have had in the past will provide references of potential participants. The strengths in these relationships may have arisen in my research as I could have acquired more first-hand experience and worthwhile data. As my participants could have been referred to me and may have trusted me more than an unknown person, it was probable that their responses will be more valid and honest (Carr, 1994). However, as I did not want personal relationships to influence my research data, I elected to find my participants via social networking groups for French teachers. This way, I could find participants of varying degrees of French teaching experience, which would provide me and my research interesting perspectives.

3.7 Conclusion

In this chapter, I began by explicating my research methodology. I examined the research
approach and procedures while taking into considerations principles of qualitative research. Then, I discussed instruments of data collection in affirming semi-structured interviews as my principal source of data. Furthermore, I identified my participants and determined criteria that applied to each of them as well as pertinent sampling procedures including purposive and convenience sampling. As well, I gave a short introduction to each of my participants to substantiate their relevance and importance to my research. Moreover, I explained how I plan to analyze my data by differentiating between qualitative and quantitative data analysis. Also, I spoke to Burnard’s (1991) 14-stage process by which one can analyze qualitative research interviews from an inductive perspective. Next, I addressed ethical issues applicable to my research such as representations of truth, confidentiality and anonymity, right to withdraw and consent letters, and data collection. To conclude, I explored methodological limitations including permitted sample size and who I can interview within the ethical parameters. I also focused on strengths such as the ability for teachers to reflect on their practice and the validity and honesty that can arise from a previously established professional relationship with the participants. Next, in chapter 4, I report the research findings.
Chapter Four: Research Findings

4.0 Introductory Overview

In Chapter One, I introduced the research context and problem of this study. In Chapter Two, I reviewed the relevant literature. In Chapter Three, I recapitulated the research methodology that I used for this study. This chapter puts forth and examines the findings that emerged because of the data analysis of the research interviews. During the process, I was mindful that the findings could enrich and improve upon the investigations that researchers have already undertaken in the field of French language education in Canada and how the divergent perspectives of my research participants — a beginning teacher and a teacher with two decades of experience — would contribute valuable data. In the discussion, I draw parallels between my participants’ experiences and perceptions and the Chapter Two literature review. I organized the findings into the following themes:

1. Definitions of bilingualism
2. Goals of French education
3. Advantages to bilingualism
4. Barriers to fostering bilingualism

These themes have sub-themes to explain more in-depth their underlying complexities. For each theme, I identify its importance to the study, report on the data, and then report on the significance and relevance of each theme within the context of the existing literature. It is important to note that some of the literature that I reviewed in Chapter Four suggested that there has not been sufficient empirical, rather than theoretical, research to prove convergence or divergence on several of the themes. I will cover this issue in Chapter Five. Lastly, I end the chapter by summarizing my findings and transition to Chapter Five, where I will offer
implications and recommendations.

4.1 Definitions of Bilingualism

Teacher definitions and how teachers perceived student definitions of bilingualism have understandable differences. As my participants entered their teaching careers 20 years apart, their teaching experiences deviate at certain points. They have experienced students, curricula, and other policies at different points in history. Nevertheless, they have certain similarities surrounding functionality and communication that I did not expect. Differentiating between teacher definitions and how those teachers perceive students’ definition is important. Potential student definitions could influence how teachers could approach and navigate a class’ skill set. First, I will discuss how my participants perceived students’ definitions of bilingualism. Then, I will explore teacher definitions of bilingualism and how my participants negotiate it.

4.1.1 Teachers have differing definitions of bilingualism

The participants’ definitions of bilingualism tend to favour how students understand the overall message of what is being said and how they can communicate on a day-to-day basis. Ingrid underscored the necessity of reception of what is being said in her definition of bilingualism:

Bilingualism to me means being able to express your thoughts and ideas […] and feeling that the message is being received. It’s whether you’re expressing them […] written or spoken, however you want to be expressing them […], and the party you’re communicating with is able to understand.

Ingrid determined that the listener in a conversation, regardless of its medium, could be bilingual if they know what the speaker says. On the other hand, the speaker could be bilingual if they feel that their listener knows the point that they are trying to make. Thus, both parties must
understand the language, French in this case, at a level advanced enough that they have sufficient understanding of the medium of communication. Grammar tended to be a major point of Ontario French curriculum documents before the Ministry of Education revised them in 2013. Now, grammar is not as relevant to speaking and listening skills, which the revised curricula highlight.

How Catharina comprehended bilingualism relates less to receiving messages and more to being able to use French in a variety of situations:

“I think being […] able to […] communicate in a variety of situations in [French] […] in Canada […] and […] get things done. […] [For me,] I can survive. I can get food; I can manage the trains, I can manage the plane system, I can ask for things I need or want. […] I can communicate with people, I can have coffee and tea.”

Catharina’s definition of bilingualism foregrounds the significance of the social nature of communication.

Although she was immersed in German while teaching in Germany some time ago, Catharina judged herself to be still “functionally bilingual in […] German” as she falls under her definition of bilingualism. Furthermore, she specifies that “in French and English, [she is] fluent.” She is no longer “fluent” in German because she had been out of practice for long enough that it had affected her overall German language skills.

Despite both participants having different definitions of bilingualism, both referred to their students as potentially identifying as “functionally bilingual”.

Ingrid mentioned that her students in grades 11 and 12 French Immersion “would consider […] themselves to be functionally bilingual because they [can] get the message across and [can] understand lessons that [are] done entirely in French." She felt that students in the same grades in either extended or immersion French programs would have more advanced
definitions of bilingualism. She was aware that bilingualism “looks different for every age depending on how much time and exposure [they have] had to the language.”

Catharina referenced that “it’s always been about communication.” For her core French students, Catharina knows that some of her students have put in enough of an effort that “when they graduate, [she] can say that [they] are functionally bilingual.” She expands on this point further, relating it to her experience as a teacher at a private business college in Germany:

If I put [these students] in a French environment like I was in Germany […], they could handle things like I’ve handled [them], with the daily life type of thing. […] They might have struggled again with […] a higher level of French.

When she was a teacher in Germany, she would “communicate with people, […] have coffee and tea and […] converse […] somewhat socially.” Catharina observed that her students demonstrate similar skills in her classroom that would make them, again, “functionally bilingual.”

When there is not a precise definition of bilingualism, student may be disappointed when they exit French programs. Ingrid witnessed how that can negatively impact students:

Bilingualism needs to be better defined. If you tell someone the goal of FSL is to become bilingual I think nine times out of ten they’re going to fall short. And they’re going to be disappointed if they know that that was the goal that was supposed to be happening, and it’s not happening […] [we need to] make it more realistic.

Obtaining an explicit definition of bilingualism is complicated. Ingrid believes that there are several definitions held by both students and teachers that appear to have minor differences. Thus, they affect the overall effectiveness of goal setting and the meaning of bilingualism for students.

There are many different types of bilingualism which makes it difficult to define it. One
researcher may say that to be bilingualism means having “native-like control” of another language (Cummins & Swain, 1986, p. 7). The dictionary even defines someone who is bilingual to have “native proficiency in one language [while] acquiring proficiency in another” (American Heritage Dictionary, Bilingual, 2015). There is additive and subtractive bilingualism, which add even more interpretations (Lapkin & Swain, 2005). Ingrid’s frustration around a definition for bilingualism is warranted.

4.2 Perceived Problems in Articulating the Goals of French Education

Participants were mindful that they had different goals for students than they believe students set for themselves surrounding bilingualism, and perceived that this can create problems. In this section, I will examine how teachers perceived student goals in the French classroom. Afterwards, I will analyze what goals these teachers have for their students. All this plays into how bilingualism is learned and taught by both teachers and students in the classroom.

4.2.1 Teacher goals of French education

Teachers need to set goals in their classroom, regardless of the subject, to properly orient their students’ learning. In this French classroom, goal setting is even more important as French teachers negotiate the goals of both student achievement and hopefully, eventual bilingualism.

Ingrid speculated that bilingualism is the overall goal of French education “because she can’t think of another goal […] the only […] other possibility [she] could think of is that [students] just want to learn” the language. She relates it to her other teachable subject, mathematics:

When [students] go to a math class, the goal isn’t to become a good mathematician, it’s just to become good at math. And so if you look at French, as you know […] It’s another subject that you want to be good at, that’s definitely a possibility. But that’s really only
reflective of the core French program where French is taught as a subject and not as the method of instruction. And […] extended French […] and French Immersion […] I think the ultimate goal is bilingualism.

For Ingrid, the aim of core French specifically is to be functional in the language, not necessarily bilingual, in an academic context. Bilingualism is the goal of extended and Immersion programs. Where Ingrid’s “ultimate goal is bilingualism”, Catharina would like to “make [her students] as well-rounded as [she] can.” She commented that she “focus[es] more on the oral and listening comprehension” because she wants them to be able to “communicate in a variety of situations."

When students can communicate in French in both formal academic and informal social contexts, according to Catharina, the students will be “well-rounded” and more likely to identify as bilingual.

The goal of the Ontario French curricula is not strictly bilingualism. Rather, the Ministry of Education would like to students to contribute to society by using the French language:

The ability to speak both of Canada’s official languages helps prepare students for their role as active and engaged citizens in today’s bilingual and multicultural Canada.

Moreover, the language learning strategies that students develop in the FSL program[s] can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so. Such abilities benefit the individual; but Canadian society — as well as the global community — also stands to gain from having plurilingual citizens. (Ministry of Education, 2014, p. 7)

Catharina’s goal for her students in her French classes aligns more explicitly with the curriculum’s vision for Ontario students. In Ingrid’s classrooms, being well-rounded or contributing citizens is not a plainly-stated goal. She wants her “students to be able to have fun in
French” by “making the content relevant to them." That active citizenship, which focuses on both larger concepts and individual actions, is a result of being engaged and having fun while in the classroom rather than doing something that the teacher does explicitly (Hoskins & Mascherini, 2009).

4.2.2 Perceived student goals for French education

Teachers sensed that students’ goals for their French education differ based on age, language exposure, and fluency. With Ingrid’s more recent experience in primary and junior grades, she remarked the difference between students’ goals in French classes:

For somebody who’s started French Immersion in grade 1 for example in [Ontario region] […] bilingual is being able to count to 10 and list off key vocabulary. So, I think it looks different for every age depending on how much time and how much exposure you’ve had to the language.

Depending on the type of French program and the age of the students, students are apt to have different goals for their French education.

With more years of teaching experience, Catharina observed that students’ goals in the French classroom relate to their desire to be fluent:

I’ve asked them, they want to be fluent […] they want to be able to speak without having to think about what they’re saying […] They constantly feel like they have to think in English and sort of translate as they go along.

Students would like to be able to think in French without having to go back and forth between English and French. They want to have an easy flow of communication, similar to that of a native speaker. Ingrid and Catharina’s students in the French classroom seem to follow goals similar to Stephen Krashen’s Natural Approach. Its goal is for people to have the “ability to
communicate with native speakers of the target language” (p. 58). Catharina had a conversation with her high school students about bilingualism and goals in the French classroom. These students can set goals and relate them to what they see in other speakers of French. Ingrid had not been able to have such conversations with her students as she has recently started teaching.

4.3 Advantages to Bilingualism

Bilingualism has its advantages. Often, such advantages are expressed through social and cognitive benefits (Abutalebi, et al., 2011). That is not always the case. Like all good things, there are challenges. I will begin by analyzing the value of bilingualism in the workforce and then the potential nonexistence of its disadvantages. Regarding challenges, I will explore how administration without enough French language skills inhibits teacher performance. Next, I will explain how there is not a clear definition of bilingualism. Afterwards, I describe that students with learning differences are usually not in the French classroom and the students that are in the classroom do not normally have many opportunities to learn French outside the classroom in an authentic way. Lastly, I will illuminate the effects of the scarcity of student motivation and risk taking and the low amount of French language resources.

4.3.1 Job prospects for bilingual citizens

These teachers believe that being bilingual would increase one’s job prospects, particularly in the federal sector. As Ingrid is a Masters of Education student, she is aware of the research on the French language and bilingualism. She articulated that having French language skills and being bilingual in general, especially in Canada is an advantage:

I know that people who are bilingual in the workforce earn on average five thousand dollars a year more than those who are not. I know the employability […] is a big push for parents in terms of putting their kids in French Immersion. I know that if you want to
be a teacher in this day and age, you have to have French in order to be considered. She noted that “everybody [she’s] had a chance to work with — parents, colleagues, admin — [has] been supportive of FSL programs.” As a teacher, Ingrid believes that higher job prospects due to being bilingual as a reason for parents to enroll their child(ren) in a French program.

It is likely that someone who is bilingual has better employment prospects than someone who is not. Research confirms that unilingual citizens (either English or French) were less likely to obtain employment than their bilingual counterparts (Christofides & Swidinsky, 2008). For teacher candidates, it is more probable that they will find employment if they have French as a teachable subject. When they enter the classroom, these teachers will receive support for their French programs from the school community.

### 4.3.2 No obvious disadvantages to bilingualism

These teachers believe that there are no obvious disadvantages to knowing another language and being bilingual. Catharina could not imagine any disadvantages to being bilingual:

> I would think that there are only advantages to being bilingual. I once heard somebody say and I say this to my students sometimes […] that, “No one has ever said […] ‘Gosh darnit, I wish I didn’t speak that language’”

Catharina did not go further into her explanation of the advantages of bilingualism, but she believes that there is an inherent value in knowing how to speak another language other than one’s birth language. Most Canadians would like to be bilingual; they do not see any disadvantages in learning another language. 58% of Anglophones and 75% of Francophones would like to learn French and English, respectively (OCOL, 2006).

### 4.4. Barriers to Fostering Bilingualism

Canada is a bilingual country that encourages instruction in the French language in each of
its provinces and territories. Nevertheless, teachers who carry out the instruction can often experience several barriers to fostering bilingualism in their students and classrooms.

A lack of administration with sufficient French skills can impede teacher evaluation and future teacher performance.

One of the challenges to bilingualism that Ingrid has faced in her career was when she received her first performance evaluation as a teacher by an administrator who did not speak French:

What I did find extremely disappointing when I had my first […] evaluation […] the [administrator] that was sent in didn’t speak of word of French, and I was delivering a lesson entirely in French. […] I was being evaluated on the fact that the kids were putting up their hands and writing nicely in their notebooks.

Without receiving proper feedback on their lessons, teachers are sometimes bereft of the ability to improve their teaching skills. It seems to be commonplace that students with learning differences are absent from French programs, irrespective of the type.

As an administrator at a French language school, Catharina noticed that “you don’t get students who have any kind of […] learning disabilities” in many French programs beyond core French:

[If they’re] struggling in French […] they’re probably struggling in English, too. […] People sometimes have this idea that if you took them out of French, all of a sudden, their marks would go up. And they find that in fact, their marks are not going up because this is just a challenge no matter what language [it is].

Complexity seems to arise out of language learning. Just because a student can experience challenges learning French, it does not imply that they do not have a valuable position in the
French classroom.

Research indicated that what Catharina encountered is true. J. Douglas Willms’ 2008 study provided evidence that proved the segregation and under-enrolment of students with learning differences in French programs, particularly in French Immersion. Teaching in an Anglophone province often means there is a shortage of authentic French communication opportunities for students. While teaching in Ontario, Catharina has acknowledged that being in an Anglophone province means there are few opportunities for her students to speak and listen to French:

Being in a very Anglophone milieu […] I don’t always have […] places that I can take [students] or [where] they can […] listen or speak French besides [with] me. […] It’s a bit of a false environment […] than just in the class. […] In Québec you can turn on the radio and you can hear French music and English music, right? But here, you turn on the radio and you never hear French music. […] If you don’t hear it out in the community, why would you ever think it’s important?

It might be suggested that student achievement in French and for bilingualism necessitate authentic communication to maintain it.

A feature of French Immersion education, as outlined by Jim Cummins’s study, advised that for an FI program to be successful, one of its tenets is that “students obtain good receptive skills” (1998). Without authentic tasks, such as seeing and hearing French in ordinary situations, many French programs could exhibit weakness. One of the most significant challenges that both participants endured was the unwillingness of students to take risks and difficulty to sustain student engagement and motivation. Ingrid indicated that she noticed that students might not be motivated due to the amount of time it takes to see progress:

I think it takes a long time to feel like […] to be motivated that they can actually
accomplish something. I know a lot of kids in high school who’ve been taking French because they like the teacher and they know the teacher is going to give them a good mark. So, it’s less about language learning.

Students are not necessarily in French courses or learning French for that matter because they are truly motivated to do so. Having good marks is important. When learning a language, of which Catharina is conscious, students will make mistakes.

Throughout the course of her teaching career, Catharina recognized that students would sometimes have to make mistakes so that they will learn:

You have to be stubborn, you have to be taking risks, you have to be willing to look like an idiot sometimes or willing to look a little bit stupid. And my students are not always willing to do that. And so, that is the stumbling block, that is the challenge. […] I try my very best to create a safe space […], a positive learning environment. […] If somebody laughs or chuckles or something like that I do […] come down and say, “Look, we’re not going to do that […] We’re going to make mistakes.” […] If you want to learn you just learn. You have to push yourself. And I tell them, “I can’t give you all of it either. My 75 minutes for one semester every year is actually not going to make you bilingual.

While students may not want to look “stupid”, it is the job of the teacher to foster a “positive learning” environment. Students will know that they can make mistakes and that it is okay to “look like an idiot.”

In a study by Cope, Horwitz, and Horwitz in 1985, they noted that “anxious students are afraid to make mistakes in the foreign language” and that “even excellent language students make mistakes or forget words and need to guess more than occasionally” (p. 130; p. 127).

Students do not want to make mistakes. At the same time, language learners of higher ability
make mistakes too. Everyone can make mistakes and that is normal.

Participants observed that there is a need for resources in the French language, which creates an onus on the classroom teacher.

Even though Ingrid is a beginning teacher, she could reflect deeply upon the state of French resources:

There are very little resources and materials available. [...] I remember I was supply teaching in a room about a week and a half ago and they had the same French textbook I used when I was in grade six. [...] So, resources aren’t being created, they’re not being put out there and those that are, are at teacher’s expense. [...] So, I found it incredibly challenging to teach other subjects in French because that material just didn’t exist. [...] Any kind of tool the kids are going to be using, any sheet, any cahier activity, [...] I found that I was having to create it myself because there was nowhere I could find it.

There tend to be few resources available in French that provide students with an authentic bilingual context in which they may achieve. The resources that are customarily available are usually outdated to the extent that their authenticity can be lost on the teacher and the students.

Characteristics of FI programs can be relevant to both core and extended French contexts. In 1997, Johnson and Swain’s study advised that the language of instruction must be the L2 and that L1 and L2 curricula must be similar for an FI program to be successful. When these aspects are not present in any French program, be it core or extended, it can be burdensome for teachers to encourage bilingualism and overall language learning in their students.

4.5 Conclusion

Key findings from this research study generated four main themes. The diversity of experience from the participants lent itself to enriching viewpoints which informed the research
study. What participants identified as one of the most dominant factors in implementing and encouraging bilingualism was that there exists a plethora of definitions of bilingualism which are held by students and teachers. These definitions did have some similarities, which mostly relate to communication and functionality.

Like definitions of bilingualism, goals of French education contrast between teachers and what teachers perceive concerning their students. Teachers would like their students to be bilingual. They deduced that students could have different goals which can then differ based on age and language exposure and correlate with fluency rather than bilingualism.

While there can be straightforward advantages to bilingualism, there are also straightforward challenges. There may be an inherent value in learning French, particularly in Canada, and bilingual citizens sometimes have higher salaries than unilingual citizens. Unfortunately, there is not enough administration with French language skills nor is there a precise definition of bilingualism despite some similarities in teacher and perceived student definitions. A deficit of French resources, a disconcerting lack of students with learning differences in the French classroom, few communication opportunities to foster bilingualism, and an overall deficiency of French language resources challenge the implementation of bilingualism in the classroom. At the same time, teachers gathered that their students do not want to take risks and often are not motivated.

In chapter five, I will indicate the implications and recommendations for next steps based on the research data gained from teacher experiences of bilingualism in Ontario French classrooms.
Chapter Five: Conclusion

5.0 Chapter Introduction

In this chapter, I will discuss the implications of my research study. First, I will present an overview of my findings and provide a reasoning behind their significance. Afterwards, I will explore the broad implications of my research and why the data that I found affects the educational community. Next, I will examine the narrow implications of my research and how the data affects me as a teacher candidate, beginning teacher, and a researcher. Based on the implications, I will make recommendations for various stakeholders in the educational community and beyond. Subsequently, I will identify areas for future research. Lastly, I will make concluding comments about my research study and its overall significance.

5.1 Overview of Key Findings and Their Significance

The key findings of this research study derived from the differing perspectives of the research participants. In turn, this led to a diverse set of findings which primarily related to how teachers may perceive student attitudes in the classroom.

Although neither participants could provide a succinct definition of bilingualism, both mentioned that their goals and what they believe to be students goals in the French classroom are connected to the desire to be “functionally bilingual”. Several factors may influence such goals and definitions. Governments have made French language laws in the past that led one participant to believe that they adversely affected enrollment in French language programs. Curricula has changed over the past five years, which prescribes a new approach to language learning which may change the perception of and the function of French language programs. At the same time, people may tell both teachers and students that being bilingual is good, but participants noted that there are also many challenges in implementing bilingualism in the
French classroom. Lack of motivation and risk-taking seem to be what both participants presumed could be the primary factors that may influence student achievement towards bilingualism in the classroom. When giving advice to teacher candidates and beginning teachers, both participants identified that patience is necessary to persevere through the challenges.

5.2 Implications

In this section, I will discuss what the implications of my research findings are as they relate to the educational community and my professional identity and practice as a beginning teacher.

5.2.1 Broad: The educational community

My findings reported that there is not a definition of bilingualism that every stakeholder in the educational sector accepts. From students to the Ministry of Education, there may be similarities in the definitions, but the lack of consistency across the definitions has resulted in loose goals set by teachers. On the same note, teachers suspect that the lack of structure may influence students to have similarly vague goals. Without a precise definition of bilingualism and related loose goals, students and teachers may be at a crossroads which could result in lower student achievement.

Government policies forbid Anglophone students from enrolling in French language or Francophone school boards. Such policies were made in the name of keeping Francophone culture and language pure. It may have resulted in a negative attitude which has decreased enrollment and retention and has increased attrition in French programs and French school boards.

While the new curricula advocate for more of an active and communication-oriented approach to French language education, the documents are imprecise with their requirements
from teachers and students. On top of that, the curricula may not to allow for the inclusion of strategies derived from previous curricula that work for certain students.

Statistics prove that people who are bilingual have more job prospects that people who are not bilingual. Bilingual people are therefore more likely to find jobs that fit their qualifications, have a successful interview process, and enter the workforce. Thus, employed people who are bilingual may be more likely to have better financial security that those who are not bilingual.

When administrators who evaluate French teachers do not have sufficient French skills, they are taking away the ability for those French teachers to be able to receive ample feedback and truly improve their practice. Administrators may not have enough opportunities available to them that fit within their schedules for them to develop enough French skills so that they can support and evaluate the French teachers that fall under their jurisdiction.

Teachers have also noted that there is a lack of students with learning and physical differences in the French classroom, be it Immersion or Core. As these students are generally under the age of majority, it is ultimately their parent(s)’ or guardian(s)’ decision if they are in a French language class. Parents may not want their students to be in French class as they are under the impression that French language classes are too difficult or just ancillary and do not have as much significance to their student(s)’ education as subjects such as mathematics or the sciences do.

For French programs in primarily Anglophone communities such as the Greater Toronto Area, it is hard to find authentic opportunities for students to speak French. For the opportunities that do exist, they tend to be few and infrequent. For French language attitudes and student achievement in French classes to improve, there should be more authentic circumstances in which students and teachers alike have the chance to express themselves and learn in the French
Students may be scared to take risks in the classroom and may lack motivation for similar reasons. Students in secondary school French classrooms are at an interesting place in their lives. As adolescents are experiencing hormonal fluctuations daily, all these students want to do is to fit in and belong. When students take risks, they may fail which does not reflect well on them. Students who fail are not smart, and students who are not smart are not successful. Students who are not successful may be similarly unsuccessful in other realms of life, including relationships and employment. As well, students are not motivated in the French classroom because of those negative and apathetic attitudes that exist towards the French language.

There is also a widespread lack of French resources. Teachers struggle with this as they cannot provide students with the material that they require to accomplish teacher, student, and curricular goals in the classrooms. Teachers may create their own resources, but this is rather time-consuming and increases the chance of teachers ‘burning out’ sooner or more frequently.

5.2.2 Narrow implications for myself as a researcher and beginning teacher

Although as a current teacher candidate and (hopefully) future teacher I have not had a class to call my own, it is important that I establish implications for my practice before I officially enter the profession. I have been taught so much throughout my academic and teacher education career; it is time that such knowledge should be put to good use.

Although the participants that I interviewed seem to both have a general definition of bilingualism, there still existed a discord between their two definitions and what they both perceived student definitions to be. Likewise, the goals that they set in their classroom and what they believe students to set provided my research with a similar dissonance.

There is a dissonance between both definitions of bilingualism and goals teachers set to
obtain it and what goals teachers perceive that students set to obtain it. To decrease such conflict, I should provide my future students with a clear definition of bilingualism. This definition should also consider the cultural and linguistic diversity of my future classrooms. French language learning in Ontario is most often considered “French as a Second Language”. With the increasing diversity of Ontario’s population, French is more and more likely to not be a student’s second language, rather a third or fourth. Providing my students with a precise definition would also allow myself and my students to set more practical goals that would encourage them towards bilingualism throughout their formal academic career and beyond.

As a future teacher, it is important to me to have administrative support in my French classrooms. For my support to lack sufficient French skills, I would not be provided with that sufficient support that should allow me to improve my practice and become a better teacher. Administrative staff, such as vice principals, that interacts frequently with educators that teacher French should have enough French language skills so that they can adequately evaluate and provide support and resources to French language educators.

All students, regardless of their physical and mental differences, are worthy of having a place in a French language classroom. I should actively seek out opportunities that would enhance my skill set in differentiating my lessons so that my students receive the education that they deserve.

On a similar note, I should actively seek out chances for my students to practice their French language skills in an authentic context, particularly in their school’s community. This way, students should see that the French language can be relevant to their daily lives. Thus, students should be able to speak more/better French and increase their chances of being bilingual.
Students do not often enjoy taking risks in the classroom. Frankly, they are afraid of looking stupid. I have seen this in my practice. To fix this predicament, I should actively encourage my students to have a growth mindset within and outside of my classroom. They should not be afraid to make errors; everyone makes errors. When students understand that making errors is, quite frankly, a part of life and that it happens to everybody (including teachers), their motivation and risk-taking in the French language classroom should increase.

To remediate the issue with the lack of French resources, I should be on the constant search for resources that I could use at any point in my career, with any class or group of students. At the same time, if I recognize the need to create my own resources, making those resources available to other teachers, as they may be in a similar situation to me, should help the issue of a lack of resources not just for me, but for teachers everywhere.

As I am currently a teacher candidate, it is easy for me to reflect on what advice I have been given to improve my practice when I am officially a teacher. It is required as a part of each of my four practica evaluations. To continue this tradition of the transfer of knowledge from experienced to novice teacher, I should make myself available in the future to teacher candidates and novice teachers. As it can be difficult for teacher candidates with French as a teachable subject to find placements, making myself available to be an associate teacher should allow me to impart the knowledge that I have been so graciously been given to the next crop of French teachers.

5.3 Recommendations

The implications of my research study help form various recommendations for stakeholders in education, such as schools, policy makers, teacher education programs, administrators, teachers, staff, and parents.
All stakeholders in education should help create a clear definition of bilingualism and ensure that the definition is then clearly articulated to students. This process could involve conferences, roundtables, seminars, and reports that involve and take advice, suggestions, and feedback from the stakeholders. Such a process could prove to be lengthy. However, the benefits that students and teachers would reap, particularly regarding better goal-setting, outweigh this disadvantage. The definition should address all strands of the curricula (i.e., speaking, writing, reading, and listening) and reflect the skills of different ages and the cultural and linguistic diversity of Ontario.

Ministries of Education should formulate a more inclusive policy that allows Anglophone students to attend Francophone schools. If the government wishes to protect minority language rights, they should allow students to attend Francophone schools to increase the number of speakers of said minority language. Evidently, there would need to be an application process to ensure that the student has sufficient skill to attend a Francophone schools which could also prove to be a lengthy process. There is already an identified lack of authentic French language opportunities in Anglophone regions. At the same time, there are Francophone school in the same Anglophone regions. Such policy should be enacted as soon as possible so that more students can enhance their French language skills in a more authentic context.

French education curricula have been recently enacted by the province of Ontario and teachers are already attending professional development sessions so that their students receive the curricula in the best way possible. More in-depth professional development sessions should be developed by Ministries and school boards over the next several years as the curricula is further put into action and as they receive more feedback from students and teachers. This way, teachers will continue to learn something new so that their students can benefit from these
professional development sessions. As well, teacher education programs should work in tandem with such sessions, so that teacher candidates are also fully equipped to administer the new curricula during their practica.

To encourage more students to take French courses and in the future, be bilingual, the provincial and federal governments should provide incentives for students of any age who wish to take French courses. In high school, students who complete four years of French courses, in particular students who take core French from grades nine to twelve, should be provided with a certificate of achievement that would entice prospective post-secondary institutions and employers. There should be more French language certificate programs available at the postsecondary level so that students on this academic path, regardless of their field, can obtain and enhance their French language skills. Students who are past the postsecondary level and are already employed should receive incentives from employers to attend, for example, continuing education courses in French. Many government employers have a similar policy already in place. It should continue and branch out to non-government employers and businesses. On a similar note, such policy should be extended to school administrators so that they also have the chance to develop their French skills and provide support to French teachers.

Students with learning and physical differences need to be included in French classrooms. For such students to have their needs adequately addressed, Ministries and school boards should develop professional development sessions, programs, and literature so that teachers are very well equipped to, quite frankly, deal with students with learning and physical differences in their classroom.

As more and more people become bilingual, there will be more authentic French communication opportunities for students. To increase the number of such opportunities, French
speakers should make themselves available for activities such as Skype sessions with French classes and French language, history, and culture tours of local communities.

For students to develop higher motivation and ability to take risks, growth mindset skills should be explicitly taught (in French) in the classroom. When teachers lead lessons on such skill sets, they would not only be teaching their students how to ‘fail with grace’, but teachers would also be teaching their students valuable language skills that are already in curricula.

There should be more French language resources made available to both teacher education programs and their teacher candidates as well as teachers already in the profession. The Ministry and school boards should work with teachers to develop a depository of resources that meet curricula expectations and are both created by the Ministry and school boards as well as teachers themselves who have seen success with certain resources that they have found or created. The depository should be free and easy to access both online and physically so that teachers can incorporate technology into the classroom such as online quizzes and applications as well as use physical resources such as board games and worksheets.

5.4 Areas for Future Research

This research study focused on the perceptions of two teachers with vastly different experience. As such, a similar research study could continue ensuring that it includes the perceptions of other teachers with similar experience. This way, the research could more accurately conclude if the experience of my two participants is an accurate reflection of the educational community or if their experiences are an anomaly in the teaching sector.

Although I would have liked to ask participants about extended French programs more explicitly, neither participant had experience in extended French programs. More research should be conducted, and more literature should be available on extended French programs as they are
becoming increasingly popular and numerous in Ontario. Families should be aware of what French programs and schools are available for their students and what advantages and disadvantages are present for each.

As new French curricula have been released, research should continue to ensure that it is the best options for students. As the research becomes available, Ministries should make changes to the curricula so that student needs are addressed.

There should also be more research done regarding the most effective French program for students regarding which program results in the most bilingual students. At the same time, student motivation should be considered. Students who are forced to learn French, or any language for that matter, can be less likely to continue learning a language and being bilingual past the period for which it is required (e.g., secondary school).

5.5 Concluding Comments

Canada is a bilingual country. Research on bilingualism in education is important for all Canadians because it allows us to research and be aware of the implications of this linguistic tradition. Yes, the French language was brought to Canada because of colonization and settlers. Although my ancestors generally hail from the British Isles, I still reap the rewards and privilege of colonization. What we can do with the French language is increase awareness and reach out to more communities so that my future students, the next generation, can provide as many people the resources and services that they deserve in both of our beautiful country’s official languages. First, students must not be afraid to ‘look like idiots’.
References


*Official Languages Act*, RSC 1985, c 51.


Appendix A: Letter of Signed Consent

Date:

Dear: ________________________________________________________,

My name is Rachel Wright and I am a student in the Master of Teaching program at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). A component of this degree program involves conducting a small-scale qualitative research study. My research will focus on teachers’ perceptions and experiences of bilingualism in French as a Second Language classrooms in Ontario. I am interested in interviewing teachers who have experience in FSL classrooms. I think that your knowledge and experience will provide insights into this topic.

Your participation in their research will involve one approximately 60 minute interview, which will be transcribed and audio-recorded. I would be grateful if you would allow me to interview at a place and time convenient for you, outside of school time. The contents of this interview will be used for my research project, which will include a final paper, as well as informal presentations to my classmates. I may also present my research findings via conference presentations and/or through publication. You will be assigned a pseudonym to maintain your anonymity and I will not use your name or any other content that might identify you in my written work, oral presentations, or publications. This information will remain confidential. Any information that identifies your school or students will also be excluded. The interview data will be stored only password-protected computer and the only person who will have access to the research data will be my course instructor. You are free to change your mind about participation at any time, and to withdraw even after you have consented to participate. You may also choose to decline to answer any specific question during the interview. I will destroy the audio recording after the paper has been presented and/or published, which may take up to a maximum of five years after the data has been collected. There are no known risks to participation, and I will share a copy of the transcript with you shortly after the interview to ensure accuracy.
Please sign this consent form, if you agree to be interviewed. The second copy is for your records. I am very grateful for your participation.

Sincerely,  Rachel Wright.

Rachel E. Wright
Consent Form
I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw from this research study at any time without penalty.

I have read the letter provided to me by Rachel Wright and agree to participate in an interview for the purposes described. I agree to have this interview audio-recorded.

Signature: ___________________________________________________

Name (printed): _______________________________________________

Date: ______________________________________________________

Appendix B: Interview Protocol/Questions

Introductory script: Thank you for agreeing to participate in this research study, and for making the time to be interviewed today. The research aims to learn about the status of bilingualism in French as a Second Language classroom for the purpose of using the experiences, statuses, opinions, and outcomes of bilingualism to inform future teaching practice. For the purpose of this interview, ‘bilingualism’ refers to French and English. This interview will last approximately 60 minutes, and I will ask you a series of questions focused on teacher perspectives and beliefs, teacher practices, supports and challenges, and goals and next steps. I want to remind you that you may refrain from answering any questions, and you have the right to withdraw your participation from the study at any time without penalty. As I explained in the consent letter, this interview will be audio-recorded.

Please sign the consent form.

Do you have any questions before we begin?

— start recording and data collection—

May you please state your first and last name for the record?

Section A — Background Information

1. Can you tell me about your French as a Second Language (FSL) qualifications?
   a. Professional development courses
   b. Workshops
   c. Additional Qualifications (AQs)

2. At what grade levels are you currently teaching FSL?
   a. At what grade levels have you previously taught FSL?
   b. Have you taught in FSL programs other than core French?
3. How long have you been teaching French?
   a. When did you start?

4. How did you start teaching French?
   a. Why did you decide to teach French?

5. In which languages are you fluent or have you studied?
   a. If they studied other languages: how did you study [insert language here]?
      i) School (e.g., high school, university)
      ii) Technology (e.g., tapes, phone applications)
      iii) People (e.g., home, parents, friends, partners/spouses)

6. What does bilingualism mean to you?
   a. How do you define bilingualism/being bilingual?
   b. Would you consider yourself to be bilingual? Why or why not?

7. What does bilingualism ‘look like’ in a student, in your experience?
   a. In reading?
   b. In writing?
   c. In listening?
   d. In speaking inside and outside the classroom?
   e. Through a desire to be bilingual (e.g., the student asks for resources outside the classroom)?

Section B — Teacher Perspectives/Beliefs

1. How has bilingualism in the classroom evolved over the course of your teaching career?
   a. What changes have you seen?
b. Have these changes been effective? Why or why not?

2. How do your students perceive or define bilingualism?
   a. What kind of attitudes/opinions do they have towards bilingualism?
   b. What is the effect of bilingualism on learning? Motivation? Engagement? Success?
   c. What are the effects of this perception on you as a teacher?
   d. What feedback from previous students have you received about your teaching practices?

3. How do you think other members of the school community (e.g., other teachers, administration, parents) perceive bilingualism? (Prompts: feedback, enrolment in French programs)
   a. What are the effects of this perception has on you as a teacher?

Section D — Supports and Challenges

1. What advantages or disadvantages do you see to bilingualism as a goal of FSL education?
2. What barriers or challenges are there to encouraging bilingualism in the classroom?
   a. Prompts: student interest, attrition, retention
   b. How do they influence your teaching practice?
   c. How do you/could you respond to these challenges in your teaching practice?
   d. What challenges do you foresee for bilingualism in your teaching career?

Section E — Next Steps

1. What advice do you have for beginning teachers who would like to encourage bilingualism in their classrooms?
a. What would you say to yourself as a beginning teacher in a French classroom?

— stop recording and data collection—

Closing script: Thank you for your participation in my research project. I particularly appreciate the wealth of knowledge that you were able to give me.

As soon as possible, I will send you the interview transcript so that you can make any edits that are necessary. Again, I remind you that you can withdraw your participation at any time without penalty. Do you have any questions for me?

Thank you again and I hope that you have a wonderful day/afternoon/evening.