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The Self-Efficacy Beliefs of Novice Elementary French as a Second Language Teachers

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Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education

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THE SELF-EFFICACY BELIEFS OF NOVICE ELEMENTARY
FRENCH AS A SECOND LANGUAGE TEACHERS

(Thesis format: Monograph)

by

Shelley Cooke

Graduate Program in Education

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Education

The School of Graduate and Postdoctoral Studies

The University of Western Ontario

London, Ontario, Canada

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Abstract

This mixed-methods study was conducted to examine the self-efficacy beliefs of novice elementary French as a Second Language (FSL) teachers in Ontario. Comparisons were made between the self-efficacy appraisals of English-dominant and French-dominant teacher participants, and core French (CF) and French immersion (FI) teacher participants. An online questionnaire and semi-structured interviews were conducted. Findings showed that French-dominant novice FSL teachers felt more effective in delivering a FSL program as compared to their English-dominant colleagues. As well, the FI teacher participants demonstrated a higher sense of efficacy than their CF colleagues. Factors identified as contributing to the participants' sense of efficacy included challenges with resources, language proficiency, the marginalization of the CF program and its teachers, the value of collaboration with experienced colleagues and qualified mentors, and difficulties with classroom management.

Key words: efficacy, novice teachers, French as a second language, core French, French immersion, English-dominant, French-dominant

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Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	viii
List of Appendices.....	ix
Chapter 1: Introduction.....	1
1.1 Context.....	1
1.2 Purpose and Rationale.....	2
1.3 Research Questions.....	4
1.4 Thesis Organization.....	5
1.5 Definitions.....	5
Chapter 2: Literature review.....	7
2.1 Novice Teachers.....	7
2.2 Self-efficacy.....	12
2.2.1 Rotter’s social learning theory.....	13
2.2.2 Bandura’s social cognitive theory.....	16
2.2.3 Efficacy and school setting.....	18
2.3 Target Language Proficiency.....	20
2.4 What Should an Effective FSL Teacher Know?.....	25
2.5 The Characteristics of an Effective (FSL) Teacher.....	27
2.5.1 General teaching methodology.....	29
2.5.2 L2 pedagogy.....	30
2.5.3 Language proficiency.....	31
2.5.4 Cultural knowledge.....	31
2.6 The Status of Core French.....	31
Chapter 3: Methodology.....	36
3.1 Mixed-methods Approach.....	36
3.2 Participant Selection.....	37

3.2.1 Criteria	37
3.2.2 Recruitment	38
3.3 Data Collection.....	41
3.3.1 Questionnaire.....	41
3.3.2 Piloting the questionnaire	44
3.3.3 Semi-structured interviews	44
3.3.4 Challenges	45
3.4 Data Analysis	46
Chapter 4: Findings	48
4.1 Quantitative Findings	48
4.1.1 General feelings of effectiveness.....	48
4.1.1.1 Novice elementary FSL teachers	48
4.1.1.2 English-dominant vs. French-dominant FSL teachers.....	49
4.1.1.3 Core French vs. French immersion teachers.....	50
4.1.2 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: General teaching methodology.....	52
4.1.2.1 Novice elementary FSL teachers	52
4.1.2.2 English-dominant vs. French-dominant FSL teachers.....	53
4.1.2.3 Core French vs. French immersion teachers.....	54
4.1.3 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: L2 pedagogy.....	55
4.1.3.1 Novice elementary FSL teachers	56
4.1.3.2 English-dominant vs. French-dominant FSL teachers.....	57
4.1.3.3 Core French vs. French immersion teachers.....	58
4.1.4 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: Language proficiency	59
4.1.4.1 Novice elementary FSL teachers	59
4.1.4.2 English-dominant vs. French-dominant FSL teachers.....	60
4.1.4.3 Core French vs. French immersion.....	61
4.1.5 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: Cultural knowledge.....	62
4.1.5.1 Novice elementary FSL teachers	63

4.1.5.2 English-dominant vs. French-dominant FSL teachers.....	63
4.1.5.3 Core French vs. French immersion teachers.....	64
4.1.6 Summary.....	65
4.2 Qualitative Findings	66
4.2.1 Interview participants	66
4.2.1.1 Fiona	66
4.2.1.2 Darryl.....	67
4.2.1.3 George.....	68
4.2.1.4 Ingrid.....	69
4.2.2 Themes.....	70
4.2.2.1 Resources	71
4.2.2.2 Language proficiency.....	73
4.2.2.3 The marginalization of core French.....	75
4.2.2.4 Collaboration with FSL colleagues.....	78
4.2.2.5 Classroom management	80
4.2.3 Summary.....	81
4.3 Discussion	82
4.3.1 Self-efficacy beliefs of novice elementary FSL teachers	82
4.3.2 English-dominant vs. French-dominant teachers	83
4.3.3 Core French vs. French immersion teachers	85
4.3.4 Factors contributing to self-efficacy beliefs	87
4.3.4.1 Challenges with resources.....	88
4.3.4.2 Language proficiency.....	88
4.3.4.3 The marginalization of core French.....	90
4.3.4.4 The value of collaboration with FSL colleagues	90
4.3.4.5 Classroom management	90
Chapter 5: Conclusion	92
5.1 Overview of Significant Findings	92
5.2 Limitations	93
5.3 Implications.....	95
5.4 Future Research.....	98

References.....	100
Appendices.....	106
Curriculum Vitae	119

List of Tables

TABLE 1 Profile summary of participants.....	40
TABLE 2 Novice elementary FSL teachers: General feelings of effectiveness.....	49
TABLE 3 English dominant vs. French dominant: General feelings of effectiveness	50
TABLE 4 Core French vs. French immersion: General feelings of effectiveness	51
TABLE 5 Novice elementary FSL teachers: General teaching methodology	52
TABLE 6 English-dominant vs. French-dominant FSL teachers: General teaching methodology	54
TABLE 7 Core French vs. French immersion FSL teachers: General teaching methodology.....	55
TABLE 8 Novice elementary FSL teachers: L2 pedagogy	56
TABLE 9 English-dominant vs. French-dominant FSL teachers: L2 pedagogy	57
TABLE 10 Core French vs. French immersion: L2 pedagogy	58
TABLE 11 Novice elementary FSL teachers: Language proficiency	60
TABLE 12 English-dominant vs. French-dominant FSL teachers: Language proficiency	61
TABLE 13 Core French vs. French immersion teachers: Language proficiency	62
TABLE 14 Novice elementary FSL teachers: Cultural knowledge.....	63
TABLE 15 English-dominant vs. French-dominant FSL teachers: Cultural knowledge	64
TABLE 16 Core French vs. French immersion teachers: Cultural knowledge	65

List of Appendices

APPENDIX A: Letter of Information (Questionnaire).....	106
APPENDIX B: Letter of Information (Interview).....	107
APPENDIX C: Academic and Demographic Questionnaire.....	108
APPENDIX D: Teacher Efficacy Questionnaire.....	111
APPENDIX E: Interview Guide.....	117

Chapter 1: Introduction

1.1 Context

In 2003, the Canadian federal government released *The Next Act: New Momentum for Canada's Linguistic Duality*, an action plan demonstrating the government's commitment to promoting the country's two official languages, English and French. An important educational goal outlined in this document was to double the number of Canadian secondary school graduates with a functional level of bilingualism in their second official language by the year 2013 (Government of Canada, 2003). The government pledged to improve core English and French programs, revitalize immersion programs and increase the number of qualified teachers by providing financial support that would enable provinces and territories to recruit second language (L2) specialists and provide teachers with professional development opportunities.

Following the completion of *The Next Act* in 2008, the federal government introduced the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future*, outlining several courses of action regarding Canada's two official languages, including "emphasizing the value of linguistic duality amongst all Canadians" (Government of Canada, 200, p. 6) and building the future of French and English in Canada by investing in youth (Government of Canada, 200). The Government reaffirmed its pledge to support programs aimed at education in the language of official-language minority communities, and in second-language (L2) education.

According to this document, surveys have revealed an increased interest in learning the second official language in Canada, particularly amongst young people, who believe that learning a L2 is important for their communities and children, who will be afforded better job opportunities in the future due to their linguistic abilities (Government of Canada, 2009). The

Roadmap also states that a majority of those surveyed are interested in learning more about the culture of those who speak the other official language.

Following *Roadmap for Canada's Linguistic Duality 2008-2013*, which ended on March 31, 2013, the Government of Canada released the *Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities* (Government of Canada, 2013), which reaffirms the previous commitment to promote the country's official languages and enhance the vitality of official-language minority communities in the areas of education, immigration and communities.

This focus on L2 education in Canada has undoubtedly led to an increase in the demand for French as a Second Language (FSL) teachers. Salvatori (2009) reports that of the 212,000 members of the Ontario College of Teachers (OCT) in good standing, 24,000 hold qualifications to teach FSL. This supply of teachers with FSL qualifications does not meet the demand, and therefore, the OCT grants a large number of temporary letters of approval each year to Ontario school boards, allowing those who do not have a specific qualification to be assigned FSL positions. However, most Canadian provinces and territories, including Ontario, continue to have a greater demand for FSL teachers than the supply can meet, and sometimes unqualified and ill-prepared FSL teachers are being placed in the classroom (Salvatori, 2009). The question arises as to how effective these teachers are, and for the purpose of this study, how effective they *feel* they are.

1.2 Purpose and Rationale

Teacher efficacy is defined as a teacher's belief in his or her ability to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran et al., 1998). Teachers' perceptions and beliefs regarding their teaching capabilities have a significant impact

on their teaching effectiveness (Knoblauch & Woolfolk Hoy, 2008), as well as on the effort, persistence, and commitment of the teacher (Bandura, 1977, 1986, 1997). The purpose of this study is to investigate the self-efficacy beliefs of novice FSL elementary teachers in Ontario, as well as the factors that contribute to these teachers' sense of efficacy. I have also chosen to compare novice teachers' self-efficacy beliefs in core French (CF) and French immersion (FI) programs. CF is generally taught as a subject for one period each day, while FI involves the study of FSL and the study of at least two other subjects (i.e., Mathematics, Science, Social Studies, Physical Education) in the L2, requiring subject-specific vocabulary and content-area knowledge. There is a different skill set required for each of these programs, particularly in terms of language proficiency, and FSL teachers may be required to teach in a program for which they are neither prepared nor qualified (Salvatori, 2009). Although it is true that all L2 teachers should have a high level of proficiency in the target language in order to “deliver an effective program and to serve as an exemplary language model for students” (Salvatori, 2009, p. 291), some FSL teachers may feel adequately prepared and effective as a CF teacher, but feel that their limited French language proficiency inhibits them from performing effectively as a FI teacher. As Faez (2011a) points out, “a teacher’s lack of confidence in their level of language proficiency may limit their ability to conduct all classroom functions through the medium of the target language” (p. 64). Furthermore, because I chose to survey teachers on their perceived effectiveness and preparedness in four areas of competency (general teaching methodology, L2 pedagogy, language proficiency, and cultural knowledge) as outlined in *Profile and pathways: Supports for developing FSL teachers’ pedagogical, linguistic, and cultural competencies* (2009) from the Canadian Association of Second Language Teachers (CASLT), I am also comparing FSL teachers who have identified English as their dominant language with those who have

identified French. I feel that it is important to assess whether there is a difference between the efficacy beliefs of these teachers given the difference in their language proficiency and cultural knowledge.

I have chosen to study novice elementary teachers because I believe these beginning years are a critical time for these teachers. According to *Transition to Teaching 2012* (OCT, 2012), 5.4 per cent of Ontario graduates in 2011 who received an Ontario Teaching Certificate in the same year did not renew their membership in the OCT in 2012. Furthermore, 12.7 per cent of new graduates who obtained their certificates in 2007 were no longer members of the OCT five years later. Compare these rates with 4.1 per cent attrition for first-year teachers and 9.5 per cent attrition for fifth-year teachers back in 2005, and it is clear to see that the attrition rates of Ontario teachers in the early years have increased. Having only recently left a teacher education program, these teachers enter the classroom and are faced with the reality of what is being expected of them and beginning to form beliefs about their effectiveness as a teacher. Furthermore, according to Bandura (1997), it is in these early years that efficacy beliefs are most at play, because after these beginning years, teachers either have strengthened their efficacy beliefs or left the profession (Tschannen-Moran & Woolfolk Hoy, 2007).

1.3 Research Questions

Through my research, I have investigated the following questions:

1. How effective do novice FSL elementary teachers feel in delivering an FSL program?
 - a) What is the difference in the self-efficacy appraisals of novice elementary English-dominant and French-dominant FSL teachers?
 - b) What is the difference in the self-efficacy appraisals of novice elementary FSL teachers in teaching core French as compared to French Immersion?

2. What factors contribute to a novice FSL elementary teacher's sense of self-efficacy?

1.4 Thesis Organization

Chapter 2 of this thesis provides a literature review of issues facing novice teachers, self-efficacy, target language proficiency, the desired knowledge and skills of a L2 teacher and the status of CF and FI in Canada. Chapter 3 outlines the methodology. Chapter 4 reports on the findings and provides a discussion of this research. Finally, Chapter 5 focuses on limitations, implications and directions for future research.

1.5 Definitions

Core French (CF) is a mandatory FSL program for all students in Grades 4-8 of English-language elementary schools. Students are typically taught CF for one period a day. Though this varies from school to school, students must have accumulated 600 hours of French instruction by the end of Grade 8 (Ministry of Education, 1998).

French immersion (FI) is an optional FSL program in which French is not only taught as a subject, but also serves as the language of instruction in other subjects. French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. Immersion programs must include the study of FSL and the study of at least two other subjects taught in French. Immersion programs must provide a minimum of 3800 hours of instruction in French by the end of Grade 8 (Ministry of Education, 2001).

French immersion: Extended French is an optional FSL program in which French is not only taught as a subject but also serves as the language of instruction in other subjects. French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every

grade level of the program. Extended French programs must include the study of FSL and the study of at least one other subject taught in French. Extended French programs must provide a minimum of 1260 hours of instruction in French by the end of Grade 8.

Novice teacher refers to a teacher who is in their first, second or third year of teaching FSL.

Long-term occasional (LTO) teacher refers to a certified occasional teacher who is in a long-term occasional assignment of 97 or more consecutive school days, hired to cover the absence another teacher.

English-dominant is a term used for those who identify English as their most comfortable language. Due to problems associated with the native/non-native speaker dichotomy, as outlined in Chapter 2, this term will be used in this thesis.

French-dominant is a term used for those who identify French as their most comfortable language. Due to problems associated with the native/non-native speaker dichotomy, as outlined in Chapter 2, this term will be used in this thesis.

Chapter 2: Literature Review

This chapter provides a literature review of issues facing novice teachers, self-efficacy, target language proficiency, the desired knowledge and skills of a L2 teacher and the status of CF and FI in Canada.

2.1 Novice Teachers

Unlike most other professions, novice teachers have as much responsibility as their more experienced colleagues (Tait, 2008; Fantilli & McDougall, 2009). However, given their inexperience, novice teachers face many challenges at the start of their careers, some of which they may have never encountered before (Ducharme & Ducharme, 1996). Once in the classroom, these teachers are often unprepared for the demands of the profession (Veenman, 1984), causing many to leave as a result, as outlined in Chapter 1.

This is by no means a recent phenomenon. Müller-Fohrbrodt, Cloetta and Dann (1978) labelled this period in a teacher's career as "reality shock"; a time when new teachers are faced with the harsh realities of the classroom after leaving their teacher education programs (Veenman, 1984). They stated reality shock could be caused by factors such as inadequate teacher training, a problematic school situation, shortage of materials and supplies, the absence of explicitly stated educational objectives and loneliness in the workplace. Furthermore, teachers must oftentimes teach subjects for which they are neither qualified nor prepared (Salvatori, 2009).

Veenman (1984), in his review of research concerning the problems of beginning teachers, identified several common areas of difficulty in 83 international studies dating back to 1960. Classroom discipline, motivating students, dealing with individual differences, assessing students' work, relations with parents, organization of classwork, insufficient materials and

supplies, dealing with problems of individual students, heavy teaching load and relations with colleagues were classified as the ten most challenging areas for these teachers.

In a study of 35 first- and second-year teachers in the United States regarding the issues they were encountering in their profession, Britt (1997) found that the teachers' responses on an open-ended questionnaire fell into four categories: time management, discipline, parental involvement, and preparation. Responses revealed that these new teachers were dissatisfied with the amount of time required to complete paperwork and administrative tasks, overwhelmed with the behaviour problems in their classrooms (including the amount of time required to deal with them), and frustrated with the lack of parental involvement and support, as well as their inability to communicate effectively with parents. These new teachers also expressed a need for more training in classroom management, and felt that their teacher education programs had not properly prepared them for what was required of them in their roles.

More recent studies point to similar issues. In their study aimed at uncovering common issues affecting beginning teachers, Meister and Jenks (2000) conducted focus group interviews with forty-two classroom teachers and identified three main concerns: managing behaviour and the individual needs of students, time management and workload, and conflict with parents and other adults, such as colleagues and principals. The researchers claimed that these three themes form part of a larger issue; teaching is filled with times of ambiguity, and teacher education programs should provide new teachers with the necessary tools to help them not only make a successful transition from preservice to inservice education, but also to cope with the uncertainty and unpredictability of the classroom. These tools include the knowledge, skills, and inclination to explore their own beliefs, values, and experiences they bring to the classroom, the ability to examine classroom management strategies in order to cope with the reality of today's serious

discipline issues and to apply their knowledge in a systematic way to improve their own practice (Meister & Jenks, 2000).

Farrell (2003) discussed the challenges faced by one beginning English language teacher in his first year of teaching and the role that support from the school and colleagues played as the teacher progressed throughout the year. He maintained that the school has a great responsibility in making a teacher feel welcomed and supported, and the participant in his study identified support from colleagues as the most important thing for him in his first year. Farrell argues that along with the support already in place through the formal induction process, additional support in the form of a critical friend or buddy is important to help the new teacher progress through this very important first year.

In 2003, as part of a *Transition to Teaching* study conducted by the Ontario College of Teachers (OCT), new teachers expressed unhappiness with their teaching assignments, often getting the most difficult assignments or those for which they do not have the necessary training or resources (McIntyre, 2003). They were frustrated with the politics of their profession, with many being hired too late or within weeks of starting, and being sometimes transferred to a new class, grade or school. They also voiced dissatisfaction with the lack of orientation programs, school board in-service training, resources and mentoring support available to them as new teachers. When asked what they needed as beginning teachers, participants identified mentoring as a priority, and expressed the need for help, advice and time from experienced teachers. They sought help with managing the classroom, evaluating students' work, planning lessons, and communicating with parents.

In the third of a series of studies aimed at understanding the successes and struggles of novice teachers, Romano (2008) identified four categories of concern for her nine participants: (1) classroom management issues regarding overall student behaviour and motivation, (2) external factors, such as how the educational system was run and the number of demands placed on them, (3) personal issues that were separate from actual teaching episodes, such as feeling more secure in their surroundings, finding more time and being organized, and (4) content and pedagogy issues related to having command of a particular content area and knowing how to plan and teach it effectively in the amount of time allotted. Participants identified twelve resources they believed would allow for a more successful teaching experience. These included other teachers, experience with students, knowledge from teacher training, student teaching, experiences or classes outside formal teacher education, district funding for teacher support, school administration, educational books, teacher resource websites, curriculum guides and materials, friends or family outside of school and resource personnel. When asked to identify resources that would assist them with struggles in their teaching practice, categories mentioned included more training in classroom management, more teaching experience, increased communication or support from parents, increased communication of school expectations and due dates, additional time to plan lessons, better teaching assignments, additional support from administration, time management skills, assistance in working with other teachers, and mentoring on teaching concepts to students.

In a study documenting the experiences of first, second and third year teachers in Ontario, Fantilli & McDougall (2009) found that new teachers were facing numerous challenges. Hiring practices, specifically in terms of late appointments and difficult assignments, as well as meeting special needs ranked amongst the highest concerns of the participants. Also challenging for these

beginning teachers were the amount of classroom resources, Individualized Education Plans, English as a Second Language (ESL), classroom management, salary and wages, balanced literacy, long-range planning, communication with parents and administration, time management and assessment practices. Additionally, new teachers expressed challenges in planning and classroom management when assigned to positions without grade-level partners. Further examination revealed that many of these challenges were attributed to ineffective and unsupportive administration, and participants often felt anxious due to the absence of an experienced mentor and having to constantly seek guidance from colleagues. Interview responses also showed that collaboration with experienced colleagues, team teaching and informal mentorships were a major influence in support of novice teacher development, as well as having a principal who promoted collaboration, and was approachable and accessible to the new teachers.

In response to what supports would have alleviated the challenges these new teachers faced, participants identified the need for teacher education programs to focus on more practical tasks that are most difficult for new teachers, the need for support and professional development opportunities geared specifically to beginning teachers, including ongoing subject-specific workshops, the need for planning opportunities with colleagues and/or classroom observations, support of in-school resource teachers, access to subject-specific resources, and the need for improved hiring practices which would allow new teachers time to familiarize themselves with the school and curriculum, and prepare for the start of the school year.

Understanding beginning teachers concerns is critical (Gold, 1996) and identifying problems facing beginning teachers at the start of their careers could offer insight into how to improve preservice and inservice teacher education programs (Veenman, 1984). Proper training,

support and guidance must become a priority for school boards, schools and administrators because without it, only the strongest and most determined teachers are successful (Colbert & Wolff, 1992).

2.2 Self-efficacy

A teacher's sense of efficacy regarding his or her teaching capabilities can have a considerable impact not only on their effectiveness in the classroom, but the educational process as a whole (Knoblauch & Woolfolk Hoy, 2008). These beliefs have been shown to influence many aspects of a teacher's career, such as the effort they put into their work and the goals they set for themselves (Tschannen-Moran et al., 1998). Teachers with a high sense of efficacy are open to new concepts and new methods to ensure the diverse needs of their students are being met (Guskey, 1988; Stein & Wang, 1988). These teachers are also inclined to demonstrate better planning and organizational skills (Allinder, 1994), show a greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984; Hall, Burley, Villeme, & Brockmeier, 1992) and are more likely to remain in the profession (Burley et al., 1991; Glickman & Tamashiro, 1982).

Bandura (1997) proposes that efficacy may be most pliable in the early years of teaching and could be crucial to the continuing development of a teacher's sense of efficacy. Focusing on the factors that ensure a strong sense of efficacy amongst novice teachers is essential because once established, the efficacy beliefs of experienced teachers are difficult to change (Woolfolk Hoy & Spero, 2005).

The study of teacher self-efficacy is approached from two different theoretical viewpoints: Rotter's (1966) social learning theory and locus of control, and Bandura's (1977) social cognitive theory. The following sections provide a background on these two perspectives

and outline several attempts by researchers to accurately measure the self-efficacy beliefs of teachers.

2.2.1 Rotter's social learning theory

The development of Rotter's social learning theory came at a time when Freud's psychoanalysis was at the forefront of clinical psychology. While Freud believed an individual's behaviour could be traced back to experiences from the past, Rotter believed that people are motivated to seek out positive stimulation, or reinforcement, in his or her surroundings, and that personality and behaviour are the result of an individual's interaction with his environment (Rotter, 1966).

Rotter's theory contains four major elements that predict behaviour: *behaviour potential*, *reinforcement value*, *expectancy*, and *psychological situation*. Firstly, behaviour potential refers to the likelihood of an individual engaging in a certain behaviour in a given situation. This theory suggests that individuals will display the behaviour with the highest potential. Secondly, reinforcement is defined as the outcome of a behaviour, and reinforcement value refers to the desirability of this outcome. Events we want to happen have a high reinforcement value, while those we do not have a low reinforcement value. Thirdly, expectancy refers to the perceived probability that a certain behaviour will result in a desired outcome. Having high expectancies means the individual is confident the behaviour will bring the desired outcome, while having low expectancies means the individual believes it is unlikely. These expectancies are formed based on past experience, as the more often a behaviour has led to reinforcement in the past, the higher the person's expectancy that the behaviour will result in the desired outcome again. Finally, an individual's psychological situation means that different people interpret the same situation in

different ways, and it is an individual's subjective interpretation of the environment and situation that determines how they will behave.

Rotter's locus of control refers to the degree to which individuals believe that they can control events affecting them. Individuals with an internal locus of control believe that the events in their lives are by and large the result of their own behaviour. Individuals with an external locus of control believe that events in their lives are most often determined by chance or other people.

With regards to teachers, some believe that the influence of outside factors, such as the home environment or student motivation, overpowers any attempts by the teacher to impact students' learning, and feel that the reinforcement of their teaching efforts is beyond their control, or *external* to them. These teachers are said to have a low level of efficacy. Others are confident in their teaching abilities, and believe that the reinforcement of their teaching efforts is within their control, or *internal* to them. These teachers are said to possess a high sense of efficacy, as they believe that they have the ability to control or influence factors such as student achievement and motivation.

Using Rotter's theory as a foundation, teacher efficacy studies were first conducted to determine the degree to which teachers believed that they could control the reinforcement of their actions (Tschannen-Moran et al., 1998). The first measure of teachers' perceptions of their own teaching abilities began in 1976 with researchers from the Research and Development (RAND) Corporation, a non-profit organization whose aim is "to improve policy and decision making through research and analysis" (www.rand.org). In an effort to determine to what extent teachers believed that the effects of their teaching were in their own hands, researchers asked

teachers to state to what degree they agreed with two statements based on Rotter's locus of control: (1) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" (Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, Pauly & Zellman, 1976, p. 23) and (2) "if I try really hard, I can get through to even the most difficult or unmotivated students" (Armor et al., 1976, p. 23). Teachers who express a strong agreement with RAND item 1 believe that environmental factors, such as the importance of education in the home, conflict or abuse in the home or community, issues concerning social and economic class, race and gender, and the physiological, emotional and cognitive needs of a particular child all have an effect on a student's motivation and performance in school (Tschannen-Moran & Woolfolk Hoy, 2001) and overwhelm any control that teachers can exert (Tschannen-Moran et al., 1998). Teachers' beliefs about the power of these external factors compared to the influence of teachers and schools have since been labelled *general teaching efficacy*, or GTE. However, teachers who agree with RAND item 2 are confident in their teaching abilities and feel they can overcome any issues that may affect a student's learning. This factor has been termed *personal teaching efficacy*, or PTE (Tschannen-Moran et al., 1998).

Yet many researchers were apprehensive about the reliability of the two-item scale and strived to develop more comprehensive methods for measuring teacher efficacy (Tschannen-Moran et al., 1998). Three such measures included the Teacher Locus of Control (TLC) from Rose and Medway (1981), a 28-item measure in which teachers were asked to determine responsibility for student successes and failures by choosing between two alternatives, Guskey's (1981) Responsibility for Student Achievement (RSA), a 30-item measure in which teachers were asked to distribute points between two alternatives, "one stating that the event was caused

by the teacher and the other stating that the event occurred because of factors outside the teacher's immediate control" (Tschannen-Moran et al., 1998, p.), and the Webb Efficacy Scale (Ashton, Olejnik, Crocker & McAuliffe, 1982), a 7-item forced-choice measure in which teachers were asked to select the statement they agreed most strongly with, much like the statements used in Guskey's RSA.

It is important to note that one question posed by Tschannen-Moran et al. (1998) was whether traditional assessments of teacher efficacy were sufficient to the task. In my opinion, the aforementioned efficacy scales would not have been appropriate to my study, as they do not capture the essence of the FSL context. For the purpose of this study, I have chosen to create a Teacher Efficacy Questionnaire appropriate to the context and subject area, as will be explained in further detail in Chapter 3.

2.2.2 Bandura's social cognitive theory

While one series of studies developed from Rotter's social learning theory, another grew out of Bandura's social cognitive theory. In *Self-efficacy: Toward a Unifying Theory of Behavioural Change*, Bandura (1977) outlines a theoretical framework in which the concept of self-efficacy is used for examining changes in behaviour and states that an individual's behaviour can be predicted by considering both his or her self-efficacy beliefs and outcome expectancies. It is here that Bandura makes a distinction. While an efficacy expectation is the belief that one can achieve success in displaying the behaviour necessary to produce the desired outcome, outcome expectancy is an individual's belief that a particular behaviour will lead to certain outcomes.

Outcome and efficacy expectations are differentiated, because

individuals can believe that a particular course of action will produce certain outcomes, but if they entertain serious doubts about whether *they* [italics added] can perform the necessary activities such information does not influence their behaviour. (Bandura, 1977, p. 193)

These beliefs regarding one's capabilities can affect the amount of effort an individual puts forth, whether, and for how long, he or she will persist when faced with obstacles, how one deals with failure, and the amount of stress suffered when confronted with challenging situations (Bandura, 1977; Tschannen-Moran et al., 1998).

According to Bandura (1977, 1986, 1997), beliefs of personal efficacy are based on four sources: *performance accomplishments, vicarious experience, verbal persuasion, and psychological states*. Performance accomplishments, or mastery experiences, are especially powerful as they are based on personal achievements; if an individual believes that a performance has been successful, efficacy beliefs are raised, and it is expected that the performance will be positive in the future. On the other hand, if an individual believes that a performance has been a failure, efficacy beliefs are lowered, and it is expected that future performances will also be unsuccessful. For novice teachers, mastery experiences are especially important. Once a novice teacher has collected a variety of mastery experiences, self-efficacy beliefs are on their way to being well-established, and once established are difficult to reverse (Bandura, 1997).

Vicarious experience involves seeing an activity modeled by someone else (Bandura, 1977). When the observer closely identifies with the model, and the model performs well, the observer's self-efficacy beliefs are heightened (Tschannen-Moran & Woolfolk Hoy, 2007).

However, the opposite is also true; if the observer fails to identify with the model, for reasons such as level of experience or gender, then the self-efficacy beliefs of the observer may not be enhanced, despite the success of the performance.

Verbal persuasion involves verbal interactions with others, such as encouragement or oral feedback. When individuals, such as administrators and colleagues, offer positive reinforcement regarding one's actions, people are led into believing that their performances have been successful (Tschannen-Moran & Woolfolk Hoy, 2007).

Psychological and emotional arousal also adds to self-efficacy beliefs (Bandura, 1977). Individuals are more likely to expect success when they are not affected by negative stimulation than if they are anxious and stressed. For example, the pleasure a teacher feels from teaching an effective lesson may increase her sense of efficacy, while increased levels of stress or anxiety associated with a fear of failure may lower self-efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2007).

2.2.3 Efficacy and school setting

Teacher efficacy is defined as a teacher's belief in his or her ability to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran et al., 1998). Two important factors in making self-efficacy appraisals are an analysis of the teaching task and its context, and assessing one's capability to perform the task successfully (Knoblauch & Woolfolk Hoy, 2008). These appraisals are made after an evaluation of the requirements of the activity, an estimation of the level of difficulty, and an analysis of what it would take to succeed. The teacher may ask herself whether she is capable of performing the teaching task within the particular context (Siwatu, 2011), and may consider factors such as the availability of resources, students'

abilities and motivation, and teacher strategies (Knoblauch & Woolfolk Hoy, 2008). In the case of a FSL teacher, she may ask herself whether she possesses the language proficiency or cultural knowledge to perform well as an effective second-language teacher.

The importance and influence of teachers' efficacy beliefs has been proven in the literature; however, this field of research would benefit from an investigation regarding the impact of the school setting on efficacy beliefs (Knoblauch & Woolfolk Hoy, 2008). Teacher efficacy has been described as both context and subject specific (Tschannen-Moran et al., 1998). The power of an individual's belief in his or her own effectiveness is apt to affect whether they will even make an effort to manage certain situations and have a great effect on the settings in which they choose to place themselves (Bandura, 1977; Tschannen-Moran et al., 1998). Most people will avoid situations they feel surpass their capabilities, but will get involved in situations which they deem themselves capable of handling. Furthermore, a teacher may feel capable in one context, when working with certain students or a particular subject-matter, and feel less competent in another context, with different students or an unfamiliar subject area (Tschannen-Moran et al., 1998).

While there are researchers who believe that teacher efficacy is context and subject specific, many instruments designed to measure the efficacy beliefs of teachers neglect to consider these factors. However, some researchers have attempted to modify teacher efficacy scales to suit a variety of contexts and subjects. Riggs and Enochs (1990) used a modified version of the Gibson and Dembo (1984) instrument to explore teachers' efficacy beliefs when teaching science. The Science Teaching Efficacy Belief Instrument (STEBI) found two factors called "personal science teaching efficacy" (PSTE) and "science teaching outcome expectancy" (STOE), both of which are consistent with the work of Gibson and Dembo (1984; Tschannen-

Moran et al., 1998). With regards to classroom management, Emmer and Hickman (1990) also adapted the Gibson and Dembo instrument in an effort to measure teachers' efficacy beliefs. The 36-item instrument was designed to measure efficacy for classroom management and discipline, external influences, and personal teaching efficacy (Tschannen-Moran et al., 1998). Finally, in an effort to measure efficacy in the field of special education, Coladarci and Breton (1997) formulated a 30-item instrument in which they modified the wording to better suit this particular context (e.g., by changing the word 'teacher' to 'resource-room teacher', and the word 'classroom' to 'resource room').

In the field of second-language (L2) education, research concerning the efficacy beliefs of FSL teachers is difficult to uncover. By contextualizing the wording, a small number of researchers have chosen to adapt the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) to fit the English as a Foreign Language (EFL) context (Chacón, 2005; Atay, 2007; Eslami & Fatahi, 2008); however, as previously stated, given that teacher efficacy is both context and subject-specific (Tschannen-Moran et al., 1998), teachers' sense of efficacy in the FSL context is an area that would certainly benefit from further study.

2.3 Target Language Proficiency

In recent years, there has been much discussion in L2 education over the use of the terms *native speaker* (NS) and *non-native speaker* (NNS). It is believed that the use of these designations fails to capture the true linguistic identity of the individuals in question (Faez, 2011b), given that we live in a globalized world where individuals are often native speakers of more than one language (Canagarajah, 1999). While there have been alternatives offered, there has not been a general consensus on the use of other terms. When reporting the findings of this study in Chapter 4, I shall use the terms 'English-dominant' to refer to an individual for whom

English is the most comfortable language, and ‘French-dominant’ to refer to an individual for whom French is the most comfortable language, based on demographic information obtained through the questionnaire.

It is a commonly accepted myth in language teaching that NNS teachers are inferior in knowledge and performance to NS teachers (Braine, 2010). However, research shows the inappropriateness of viewing the NNS and NS as two separate categories (Braine, 2010). The NS/NNS dichotomy fails to reflect the real situation and proficiency level of a given speaker and is misleading in suggesting that one group of speakers has a superior capacity to communicate efficiently and intelligibly than the other. On the one hand, the term *native speaker* has positive connotations; it indicates a birthright, fluency, cultural affinity, and sociolinguistic competence. On the other hand, the term *non-native speaker* indicates the minority, marginalization and stigmatization, with resulting discrimination in the job market and in professional advancement (Braine, 2010).

While many researchers endeavour to eliminate the NS/NNS distinction, Medgyes (1992) argues that this distinction should not be ignored, as the two are distinguishable and equally important in their own terms. While there are differences in the teaching practices of native-speaking English teachers (NESTs) and non-native speaking English teachers (non-NESTs), a teacher’s effectiveness does not depend upon his or her native or non-native status. Medgyes (1992) argues that while most of the discrepancies in their teaching behaviour are language related, this does not suggest that non-native speakers are less efficient. A NNS teacher’s confidence can be restored in knowing that he or she has certain advantages over a native speaker and using this knowledge to facilitate students’ learning (Medgyes, 1983). For example, Medgyes (1992) declares that while NESTs can act as perfect language models, only non-NESTs

can serve as successful learner models of English. He also claims that non-NESTs can teach learning strategies more effectively than NESTs, as they have adopted language learning strategies during their own learning process, unlike NESTs who have merely acquired the language. Furthermore, many non-NESTs can provide more information about the English language, such as knowledge and an understanding of how the language works, are able to predict language difficulties, and are more empathetic to the needs and problems of the students, as they have encountered the same difficulties as English language learners themselves.

In his pivotal work, *The non-native teacher* (1994), Medgyes maintains that NESTs and non-NESTs are “two different species” (p. 27), which rests on four theories: (1) NESTs and non-NESTs differ in terms of their language proficiency, (2) they differ in terms of their teaching behaviour, (3) the discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour, and (4) they can be equally good in their own terms. In an effort to confirm these theories, Medgyes conducted three surveys, which included 325 teachers from 11 countries, and found that the teaching behaviour of these two groups differed in several different areas.

With regards to the NESTs, he discovered that they spoke better English and used it more confidently, used real language, used a more flexible approach, were more innovative, were less empathetic, attended to perceived needs, had far-fetched expectations, were more casual, were less committed, were less insightful, focused on fluency, meaning, oral skills and colloquial language, taught items in context, preferred free activities, favoured group work or pair work, used a variety of materials, tolerated errors, set fewer tests, used little or no first language (L1) in the classroom, resorted to very little or no translation, assigned less homework and supplied more cultural information.

With regards to the non-NESTs, Medgyes (1994) found that they spoke less proficient English and used it less confidently, used formal language, adopted a more guided approach, were more cautious, were more empathetic, attended to real needs, had realistic expectations, were more strict, were more committed, were more insightful, focused on accuracy, form, grammar rules, printed word and formal language, taught items in isolation, preferred controlled activities, favoured frontal work, used a single textbook, corrected or punished for errors, set more tests, used more L1 in the classroom, resorted to more translation, assigned more homework and supplied less cultural information. Many of these findings have been replicated in later research concerning the differences in teaching behaviours of these two groups of teachers (Árva & Medgyes, 2000; Barratt & Kontra, 2000; Lee, 2000; Cook, 2005).

While much research has focused on others' perceptions of the NNS teacher, as well as the differences between NS and NNS teachers, self-perceptions are generally far from positive. EFL teachers often feel self-conscious of their mistakes (Reves & Medgyes, 1994). This leads to a poorer self-image, which in turn has a negative effect on language performance, and could lead to an even greater feeling of inferiority. When NNS teachers make mistakes or do not know everything about the English language, their teaching abilities and competencies are questioned (Canagarajah, 1999).

Language proficiency is often a factor contributing to the self-efficacy beliefs of those whose L1 is not English. Llurda and Huguet (2003) conducted a study to assess the self-awareness of 101 NNS primary and secondary EFL teachers in the city of Lleida (Catalan). The results indicated that primary school teachers "suffer from a greater insecurity with regard to their own language skills, and appear strongly attached to the myth of the NS as the ideal teacher" (Llurda & Huguet, 2003, p. 230). In her study of EFL teachers in Venezuela, Chacón

(2005) found that the majority of interviewees expressed concern about inadequacies in spoken English. Further results showed that the participants' English language skills were positively correlated with their sense of efficacy. In their study of non-native English-speaking Iranian EFL teachers, Eslami and Fatahi's (2008) data showed that there was a positive relationship between the participants' self-reported language proficiency and sense of self- efficacy; the higher the self-reported level of language proficiency, the higher the sense of efficacy, and the more apt they were to use communicative-based strategies in their classrooms.

However, contrary to previous findings, Bayliss and Vignola (2007) discovered that all of their participants in a study regarding anglophone FSL teacher candidates felt confident that their L2 skills were sufficient for the requirements of a FSL teacher. The teacher education program used in their study has high standards upon application for language proficiency; before their applications can be evaluated for admission, all candidates applying to the program must pass a French proficiency test, which consists of a two-hour written test covering reading comprehension, grammar knowledge, and expository writing ability, as well as an oral interview. Because the university employs such measures to ensure that candidates have excellent French language skills, I hypothesize that this may have affected the efficacy beliefs of these teacher candidates, as their acceptance into such a stringent program would likely provide confirmation of their superior linguistic abilities.

The majority of past research on the topic of target language proficiency involves English-language teaching. Studies related to the NS and NNS discussion in the FSL context are scarce (see however, Bayliss & Vignola, 2007). There is a clear need in the field of L2 education, and particularly in the Canadian context, for further studies on the self-efficacy beliefs

of FSL teachers whose L1 is not French. Given the increasing demand for FSL teachers all over Canada, this is an area that would benefit from further study.

2.4 What Should an Effective FSL Teacher Know?

In the field of L2 teaching, there is little agreement as to the knowledge and skills required of an effective language teacher (Freeman & Johnson, 1998; Johnson, 2006; Faez, 2011a) and the past three decades have seen a variety of theories and opinions related to this topic. In 1985, CASLT developed the National Core French Study (NCFS), a project whose purpose it was to re-examine the teaching of FSL within CF programs across Canada. Results showed that CF programs put more emphasis on the linguistic content of the French language than anything else (LeBlanc, 1990). Even if students developed their knowledge of the French language, their communicative competence did not improve. Based on recommendations by H.H. Stern (as cited in LeBlanc, 1990), a new model of curriculum founded on a communicative and experiential approach to language teaching and learning was recommended.

Four syllabi were proposed as part of the new curriculum (LeBlanc, 1990): a language syllabus: an inventory of language items students must learn to communicate effectively in French; a communicative/experiential syllabus: an inventory of contexts in which the L2 is a means of communication; a culture syllabus: as language and culture are inseparable, culture must be part of L2 curriculum; a general language education syllabus: an inventory of content likely to help both with the L2 learning and with the general education of the student. The study concluded that the proposed curriculum accurately reflected what is needed in L2 education to attain higher proficiency levels (LeBlanc, 1990). In the following years, Ontario Ministry of Education guidelines reflected many of the objectives stated in the NCFS report (as cited in Maxwell, 2001).

Through the years, the number of expectations regarding a L2 teachers' knowledge base has risen. Lafayette (1993) suggested three areas in which L2 teachers should be proficient: language proficiency, civilization and culture, and language analysis. Richards (1998) offered six domains for the knowledge base of language teachers: theories of teaching, teaching skills, communication skills and language proficiency, subject matter knowledge, pedagogical reasoning and decision making and contextual knowledge. In 2002, The National Council for Accreditation of Teacher Education, in collaboration with the American Council for the Teaching of Foreign Languages, provided a framework for what language teachers need to know and be able to do. The document outlines six standards for the knowledge base of an effective language teacher: (1) language, linguistics, and comparisons; (2) cultures, literatures, cross-disciplinary concepts; (3) language acquisition theories and instructional practices; (4) integration of standards into curriculum and instruction; (5) assessment of language and culture; and (6) professionalism.

While it is true that all L2 teachers should be required to have the same skills and knowledge, I feel it necessary to review and focus on the characteristics of an effective FSL teacher as outlined by Salvatori and MacFarlane (2009), as it comes from a Canadian context and is more relevant to the state of FSL education today. According to Freeman and Johnson (1998), “an understanding of schools and schooling as the social and cultural contexts for teacher learning is critical to establishing an effective knowledge base” (p. 408). Therefore, as this document was created through the collaboration of the CASLT and the Department of Canadian Heritage, I feel it to be more relevant to this setting.

2.5 The Characteristics of an Effective (FSL) Teacher

In 2009, CASLT, supported by the Department of Canadian Heritage, released a report to “provide a statement of common understanding across the Canadian provinces and territories about the knowledge and skill required as professional learning and preparation for teachers of FSL programs” (Salvatori & MacFarlane, 2009, p. 2). *Profile and Pathways: Supports for Developing FSL Teachers’ Pedagogical, Linguistic, and Cultural Competencies* outlines the knowledge, skills and experiences needed to be an effective second-language teacher in the categories of *general teaching skills or methodology, knowledge of target language pedagogy, linguistic proficiency in the target language, and cultural understanding of the target language community* (Salvatori & MacFarlane, 2009).

These four categories of FSL teacher knowledge and skill do not mean that all FSL teachers will have the opportunity to develop these competencies (Salvatori & MacFarlane, 2009). Expectations for an acceptable level of skill and knowledge vary across provinces and territories, as not all FSL teachers are prepared to teach the language to the same degree. Education in Canada is a provincial responsibility, and each of the 13 provinces and territories sets its own standards for teacher certification (Salvatori, 2009). Teacher education programs vary in length from eight months to five years. In the *concurrent* program, students complete an education program alongside an undergraduate program, which typically lasts four or five years (Bayliss & Vignola, 2007). Because of the length of the program, students have the possibility, and time, to improve their linguistic abilities and spend much more time developing the knowledge and skills necessary to perform as an effective FSL teacher. On the other hand, students enrolled in a *consecutive* program have already completed an undergraduate degree, and typically spend eight months completing a teacher education program. This does not allow for a

great amount of time to be spent on developing the teachers' competencies, especially as a portion of this time is spent 'practising' in a real classroom.

The quantity of time spent developing FSL methodology or proficiency in French is not only determined by the length of the teacher education program, but by the teacher education program itself (Salvatori & MacFarlane, 2009). For example, some teacher education programs are designed to prepare teachers for any approach (i.e., FI, CF), while others are designed particularly for one context. There are times when a teacher may have completed a teacher education program specializing in one FSL program, and then be hired to teach in another, not having had the appropriate methodological preparation (Salvatori & McFarlane, 2009). For example, those who complete a CF teacher-education program are not necessarily required to have the same degree of language proficiency or receive the same methodological preparation as those who complete the FI program. Furthermore, while in Ontario there exists a system in which language teachers are required to hold basic or additional qualifications (AQs) in order to teach FSL, most regions of Canada issue a general K-12 teacher certificate without specializations for particular subjects, such as FSL (Salvatori, 2009). These requirements for a specialized FSL qualification places this subject "in an exclusive class of subjects for which teachers require specific education and orientation...limiting the number of teachers who may be assigned to this position, which can be detrimental during critical shortages" (Salvatori, 2009, p. 289), as is the current situation in Ontario.

In 2009, CASLT distributed a survey to 50 Canadian language-teacher-education institutions concerning the development of FSL teacher competencies in their teacher education programs (Salvatori & MacFarlane, 2009). The questions focused on areas such as assessment of language proficiency of applicants, second-language pedagogy courses offered, and whether

candidates are provided with opportunities to improve their language proficiency and knowledge of francophone culture.

First, of the fifteen teacher-education institutions that responded to the survey, all claimed to assess language proficiency upon application, although the methods used to assess proficiency varied from verification of French-language courses in an undergraduate degree to oral interaction and writing samples (Salvatori & MacFarlane, 2009). Second, very few of the respondents indicated that other subject methodology courses are taught in French as part of the program. As FI programs require teachers who speak French and/or understand how to teach language through content, this leads to inadequate preparation for assignments in some FI programs (i.e., secondary school), and oftentimes candidates with inadequate language proficiency and/or education in second-language methodology may be hired or placed in these positions (Salvatori & MacFarlane, 2009). Finally, the development of cultural knowledge was not identified through the survey responses, which may suggest that cultural elements are not included in the methodology courses.

The following sections give an overview of the four areas of competency of an effective FSL teacher, as outlined in the Salvatori and MacFarlane's *Profile and Pathways* (2009). Each category outlines the knowledge and skills required for effective teaching in that category. I have used these knowledge and skills as a basis for my questionnaire.

2.5.1 General teaching methodology

This category refers to the knowledge and skills that are required for effective teaching in general. In the past, “teacher education programs generally operated under the assumption that teachers needed discrete amounts of knowledge, usually in the form of general theories and

methods that were assumed to be applicable to any teaching context” (Freeman & Johnson, 1998). However, today it is expected that all teachers, including FSL teachers, must possess the knowledge and ability to adapt and differentiate their instruction to meet the needs of the context and the individual learner, efficiently manage their classrooms, use a variety of teaching strategies to promote students’ critical and creative thinking, use the results of a variety of assessment practices to monitor and report on student’s learning and inform future instruction, provide feedback to students, and reflect on the quality of their teaching in order to increase its effectiveness and enrich student learning.

2.5.2 L2 pedagogy

This category refers to the knowledge and skills associated with the teaching of FSL itself. Effective FSL teachers must demonstrate the knowledge and ability to plan activities that engage students in language learning and demonstrate knowledge of second language acquisition (SLA) theories, use up-to-date L2 teaching methodologies, design strategies reflecting currently accepted methodology (including use of technology) to help meet their instructional goals, select, modify, generate and use appropriate resources to help meet the instructional and linguistic needs of their students, introduce language learning activities which support meaningful communication in the target language, use current methodologies, techniques and activities appropriate for the program and level to be taught (CF, FI), and promote student capabilities and interests as individual language learners within a supportive and challenging learning environment.

2.5.3 Language proficiency

This category refers to the knowledge and skills associated with fluency in the target language. Effective FSL teachers must demonstrate the knowledge and ability to confidently use the target language in the classroom most or all of the time, provide a linguistic model for students, know how the language works, draw on their knowledge to set attainable and worthwhile learning goals for their students, and reach out to the target language community to enhance instructional programs.

2.5.4 Cultural knowledge

This category refers to the understanding and appreciation of the target language culture and the benefits of linguistic duality within Canada. An effective FSL teacher must demonstrate the knowledge and ability to understand the target culture and language and how to link them with one another, promote the value of learning the target language, and welcome diverse learners and value the benefits of intercultural awareness and understanding within the language program.

This literature proposes that “the knowledge base of the language teacher includes theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making and contextual knowledge” (Salvatori & MacFarlane, 2009, p. 6). As the profile was developed, the skills and knowledge were consolidated into the categories outlined above.

2.6 The Status of Core French

As outlined in Chapter 1, an important educational goal for the government of Canada was to increase to double the number of Canadian secondary school graduates with a functional

level of bilingualism in their second official language by the year 2013 (Government of Canada, 2003). The government pledged to improve core English and French programs, revitalize immersion programs and increase the number of qualified teachers. However, this may prove difficult when the study of French in schools is often marginalized (Lapkin, Mady & Arnott, 2009), particularly with regards to CF.

Lapkin and Barkaoui (2008) reported that of 387 Ontario CF teachers surveyed in 2006, more than one fifth intended to leave the French classroom three years after completing the questionnaire. Many FSL teachers often leave CF to teach in regular classrooms, or “move up to” (as cited in Lapkin, Mady & Arnott, 2005, p. 4) immersion classes, where they encounter more reasonable workloads. The inclination to leave the French classroom was more prominent among teachers of grades 7 to 9, where one third of the respondents were unsatisfied in their roles and intended to leave CF teaching (Lapkin & Barkaoui, 2008).

In a study examining the marginalization of CF teachers, Richards (2002) interviewed 21 elementary CF teachers in Ontario, and found that the majority of these teachers regarded themselves as marginalized, which Richards attributed to the teaching of French. Richards maintained that CF was not taken seriously, as many of these teachers did not have dedicated FSL classrooms, which forced them to rely on carts to transport their materials from room to room. Furthermore, without classrooms of their own, these teachers could not control such things as seating plans, classroom rules and a place for materials, just to name a few. Another issue was in relation to the short amount of time allotted for CF instruction in the school day, which situated the teacher as an outsider; the result of such little interaction decreased the quality of the student-teacher relationship. CF teachers were also faced with negative attitudes towards the subject from colleagues, administrators, parents and students. Participants revealed that not only

did principals, colleagues and parents view French as less important than other subject areas, but that their students also considered French to be unimportant. This often contributed to negative behaviour and a blatant disregard for not only the subject itself, but also the teacher. CF teachers reported that they often lacked parental and administrative support with regards to this misbehaviour. Among other issues outlined in this study as affecting CF teachers was exclusion from the planning process, cross-curricular opportunities, school events and meetings, as well as a loss of French time for other subjects.

In a survey commissioned by the Ontario Modern Language Teachers Association (OMLTA), similar themes emerged. Mollica, Philips, and Smith (2005) distributed questionnaires to elementary CF teachers in 69 Ontario school boards. Responses from almost 1500 teacher participants revealed that CF teachers felt the CF program was underfunded. Furthermore, they felt that they were viewed as preparation time for other teachers in the school and felt isolated and unimportant in their schools. Often, they taught in multiple classrooms, were excluded from staff meetings, given double supervision responsibilities when they were assigned to different schools, and felt unsupported by parents, colleagues and administrators. With regards to classroom space, Mollica et al. (2005) reported that just over one third of the CF teacher participants had their own classroom, one fifth of the respondents taught in seven or more classrooms, and one quarter of the respondents reported that their schools contained empty available classrooms at the time. Mollica et al. (2005) maintained that “the fact of a dedicated core French classroom [is] a direct reflection of the importance placed on the program and its teachers by local school boards and administrators” (p.14). Not having a CF classroom clearly sends signals to teachers, parents and students as to the status of the CF program.

In a national survey of the challenges facing FSL teachers (Lapkin, MacFarlane & Vandergrift, 2006), 1305 FSL teachers from across Canada completed a questionnaire about their opinions and perceptions regarding teaching resources, other resources (e.g., classrooms, consultants, French-speaking support staff), support from key stakeholders, teaching conditions and professional development opportunities. The findings revealed that overall, the majority of participants deemed commercial resources to be "poor" or "adequate"; however, CF teachers were more satisfied with these materials than FI teachers. Library resources, computer software and community resources were also considered "poor" by most participants. In relation to other resources, more than 40% of the teachers claimed that they did not have a classroom or FSL consultant to assist them in their teaching. Other concerns for the FSL teachers included funding, a lack of French-speaking supply teachers, consultants for students with special needs and French-speaking non-teaching staff. The majority of respondents considered the community to be the least supportive of their work, with CF teachers reporting less support from parents and students, but believed their administration was very supportive. The majority of FSL teachers reported that teaching conditions (e.g., class size, special needs students, and administrative duties) were slightly or somewhat manageable, and "class diversity" was the challenge most often mentioned by teachers. The majority of teachers claimed to participate in professional development (PD) opportunities through discussions with colleagues, reading professional literature and attending one workshop each year. In order to make PD more accessible to them, teachers requested increased funding, relevant topics, PD during school hours and more French-speaking supply teachers.

The research conducted in this study examined the self-efficacy beliefs of novice elementary FSL teachers, and factors which were contributing to the beliefs of the participants.

The following chapter provides a detailed overview of the methodology used in the study.

Chapter 3: Methodology

The purpose of this study was to examine the self-efficacy beliefs of novice elementary FSL teachers, which included a comparison of English-dominant and French-dominant teachers, as well as CF and FI teachers. Another goal was to uncover any factors that contributed to these beliefs. This chapter provides an overview of the research design, participant criteria and recruitment, data collection, and data analysis procedures.

3.1 Mixed-methods Approach

The research design consisted of a mixed-methods approach, a design which uses both quantitative and qualitative data in a single research project. The purpose of this approach is “to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone” (Gay, Mills, & Airasian, 2009, p. 462). Using both a questionnaire and semi-structured interviews allows the researcher to gain more insight into the responses obtained through the questionnaire by asking key questions and potentially uncovering any factors that may have been contributing to the self-efficacy beliefs of the participants.

Individually, quantitative and qualitative research methods have their strengths and weaknesses. While quantitative methods allow the researcher to conduct a systematic and focused study, with quick results, using these methods alone would not “do justice to the subjective variety of an individual life” (Dörnyei, 2007, p. 35). On the other hand, while it is true that qualitative measures aim to broaden our understanding of the “human experience”, the typical small sample sizes often found in these methods does not always allow for a great degree of generalizability (Dörnyei, 2007). By using a mixed-methods approach, it was possible to not

only combine the strengths of both quantitative and qualitative approaches, but to also reach a broader audience and appeal to both quantitative and qualitative researchers. In this study, a mixed-methods research design allowed for a broader understanding of the issues by obtaining data about both the FSL context as a whole, as well as the individual experiences of the participants. Thus, I was able to corroborate the findings by obtaining evidence through multiple methods, and thereby increasing the external validity of the results (Dörnyei, 2007).

3.2 Participant Selection

3.2.1 Criteria

In order to partake in the study, participants had to meet a number of criteria. My own personal experience is as a grade 4 CF teacher, and this research is greatly inspired by not only my own experiences and self-efficacy beliefs, but also by colleagues with whom I have worked and encountered throughout my career. As this study explored the self-efficacy beliefs of elementary FSL teachers, eligible participants were those who taught either CF or FI to grade 1-8 students. Participants were also required to be part-time or full-time contract teachers, or long-term occasional (LTO) teachers. Day-to-day occasional teachers were excluded from the study, as the expectations of these teachers differ greatly from those who are in the classroom on a daily basis, and there were questions within the study which would not be of relevance to a day-to-day occasional teacher. For example, being asked how effective they felt in using assessments to report on student progress and shape instruction would prove difficult to answer, given that this is not an activity required of a day-to-day occasional teacher. Participants were also expected to be FSL-qualified. According to the Ontario College of Teachers website (www.oct.ca), teachers who wish to teach FSL must hold the specific qualification on their Certificate of Qualification and Registration or obtain a Temporary Letter of Approval from the Ministry of Education. If a

teacher does not possess the necessary qualifications, it is possible to obtain them by taking AQ courses through a Faculty of Education (i.e., FSL Part 1, FSL Part 2, and FSL Specialist¹). Finally, as the purpose of the study was to explore the self-efficacy beliefs of novice FSL teachers, participants had to be in their first three years of teaching.

3.2.2 Recruitment

As an introduction to the study, a letter was composed, inviting prospective participants to partake in the study (see Appendix A). The letter explained the purpose of the study, participant criteria, and information concerning the questionnaire, such as length of time required and consent. Confidentiality and anonymity was guaranteed to all participants in order to protect their privacy, to build trust and rapport with the study participants, and to ensure the accuracy and the integrity of the research (Baez, 2002). It should be noted that participants were asked at the end of the questionnaire whether they would be willing to participate in a follow-up interview, which would infringe upon the issue of anonymity with respect to the researcher only for those who agreed to participate. The letter concluded with contact information and a link to the online survey, which participants were asked to complete by April 30, 2012.

To recruit participants, a variety of methods was used. As an employee of two Ontario Boards of Education, I was in a position to contact all FSL teachers within the two boards to request participation in the study. Once approval was received from the school boards' ethics committees, a copy of the letter of information was emailed to all FSL teachers employed at one Board of Education, and forwarded to principals by a Research and Assessment Associate at the second Board of Education. In addition, to ensure I reached a broader audience, the letter was

¹ This is a 3-part series of courses designed to broaden and increase knowledge and skills related to teaching FSL. In most instances, FSL Part 1 is a pre-requisite to being hired as a FSL teacher.

posted on the FSL sections of both board websites, an area which provides opportunities for networking, and sharing resources and ideas for FSL instruction. I emailed personal contacts, and acquired the assistance of a superintendent in a northern Ontario school board, who forwarded the letter of information to the FSL consultant within his Board Of Education. The consultant then distributed my survey to several novice FSL teachers. Messages were also sent to personal contacts via Facebook, an online social networking service, with a request that they forward the letter to their colleagues and personal contacts.

While it was important to have as many participants as possible in an effort to increase the generalizability of the results, the goal was to have at least 30 novice elementary FSL teachers complete the questionnaire. In all, 30 participants responded. Two participants were excluded at a later date, after learning that one was not a novice teacher and had been teaching FI for 30 years, and the other had discontinued the questionnaire when asked to choose her current year of teaching, suggesting that perhaps she also was not a novice teacher. Of the 28 remaining participants, 27 completed both sections of questionnaire, and one participant responded only to the Academic and Demographic section of questionnaire.

Based on the information obtained through the Academic and Demographic section, the following profile emerged: 21 participants (75%) were female and 7 (25%) were male. 8 participants (30%) indicated that they were in their first year of teaching, 7 (25%) were in their second year of teaching, 12 (43%) were in their third year of teaching, and one participant failed to respond to this question. 21 participants (75%) identified English as their dominant language (with one identifying German equally as comfortable as English), 5 (18%) identified French as their dominant language and 2 (7%) indicated that they were equally comfortable with both French and English. 14 participants (50%) were CF teachers, 13 (46%) taught FI and 1 (4%)

indicated that he taught both CF and FI. 20 participants (71%) completed a teacher education program in Ontario, 5 (18%) indicated they had completed their teacher education outside of Canada (Australia or the United States), and 3 (11%) in Quebec. Table 1 provides a profile summary of the questionnaire participants.

TABLE 1 Profile summary of participants

Gender	Year of teaching	Dominant language	FSL program	Location of teacher education program
Female (<i>n</i> = 21) 75%	First year (<i>n</i> = 8) 29%	English (<i>n</i> = 21) 75%	Core French (<i>n</i> = 14) 50%	Ontario (<i>n</i> = 20) 71%
Male (<i>n</i> = 7) 25%	Second year (<i>n</i> = 7) 25%	French (<i>n</i> = 5) 18%	French Immersion (<i>n</i> = 13) 46%	Outside of Canada (<i>n</i> = 5) 18%
	Third year (<i>n</i> = 12) 43%	English and French (<i>n</i> = 2) 7%	Core French and French Immersion (<i>n</i> = 1) 4%	Quebec (<i>n</i> = 3) 11%
	No response (<i>n</i> = 1) 4%			

In choosing participants for the follow-up interviews, the intention was to select three FSL teachers in each of the following groups: (1) English-dominant; (2) French-dominant; (3) CF teachers; and (4) FI teachers. This would allow for a respectable comparison in self-efficacy beliefs, and secure a broader understanding of the factors that may be contributing to those beliefs. While twelve interviews were sought in total, it was recognized that there may have been an overlap which could potentially result in fewer interviews, but at the same time, obtain the required data. After conducting the questionnaire and reviewing the data, twelve participants expressed an interest in conducting a follow-up interview. A follow-up email was sent to the volunteers, along with a second letter of information outlining the purpose of the study, time

required to complete the interview, information regarding ethics, anonymity and confidentiality, and the necessary contact information required to set up an interview (see Appendix B). Six participants responded to the follow-up emails and a second request was emailed to the remaining six volunteers, with no response. In the end, two volunteers were unavailable due to time constraints, and four interviews were conducted. Of the four interview participants, two were female and two were male. Participants were mixed in their teaching assignments. Two participants were CF teachers, one participant taught FI, and one participant taught FI: Extended French. While all four participants identified English as their dominant language, one stated that his mother was French, and he had attended a French school from kindergarten to grade 8, and the other that French was his L1 and that he had “picked up English at the age of 5”. These participants have been placed in the English-dominant group. A more detailed description of the participants will follow in Chapter 4.

3.3 Data Collection

As previously stated, this study took a mixed-methods approach, and data collection was carried out in two stages: an online questionnaire and semi-structured interviews. The following sections provide an overview of each stage, including the instruments used and the data collection process.

3.3.1 Questionnaire

The questionnaire was developed using SurveyMonkey, an online survey tool, and contained two parts: (1) Academic and Demographic section and (2) Teacher Efficacy Questionnaire. The Academic and Demographic section (see Appendix C) began with two items regarding the overall general feelings of effectiveness as a novice elementary FSL teacher. Using

a 1 (*not at all effective*) to 10 (*highly effective*) rating scale, participants were asked to indicate how effective they felt as FSL teachers upon completion of their respective teacher education programs, as well as their feelings of effectiveness at the time of the study. Each item provided the participants the opportunity to specify any factors they believed contributed to their feelings. The intention here was to determine whether there was an increase or decrease in their self-efficacy beliefs from the time they completed their teacher education program to the time of the study, and to pinpoint any factors that had contributed to these feelings, in order to identify any common themes amongst the participants' responses. This information could then be used to compare English-dominant and French-dominant novice FSL teachers, as well as novice CF and FI teachers.

This section was followed by thirteen items regarding the academic and demographic background of the participant and consisted of structured items, allowing the respondent to choose from provided options. This portion of the questionnaire was designed to elicit significant information about the participant such as age, gender, academic background and FSL qualifications, current year of teaching, current teaching assignment (i.e., grade levels, FSL program), the participant's dominant language, as well as the city in which he or she lived (this information was collected for the purpose of the follow-up interviews and was not used as an identifying feature). As this research is an examination of the differences in the self-efficacy beliefs of English-dominant and French-dominant FSL teachers, and CF and FI teachers, it was imperative to the study to gather information regarding the participants' dominant language, as well as their current FSL teaching assignments. Additional academic and demographic data was collected to assist in identifying other contributing factors with regard to the self-efficacy beliefs of the participants.

The second part of the questionnaire consisted of the Teacher Efficacy Questionnaire (see Appendix D). In creating this document, I considered Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Sense of Efficacy Scale (TSES), which was designed to give the researchers a better understanding of difficulties teachers may encounter in their classroom and school activities. The document reflects efficacy as it pertains to student engagement, instructional practices, classroom management and overall general teaching methodology. However, given that it was not designed specifically for use in L2 education research, the TSES does not include questions related to this field of study. While others have chosen to modify this survey for use in their own efficacy research, as reviewed in Chapter 2, it was important for this study to create a questionnaire based on a variety of teaching-related expectations in the categories of general teaching methodology, L2 pedagogy, language proficiency and cultural knowledge, as outlined in the *CASLT profile of the pedagogical, linguistic, and cultural competencies of effective FSL teachers*, found in Salvatori and MacFarlane's (2009) *Profile and pathways: Supports for developing FSL teachers' pedagogical, linguistic, and cultural competencies*. I felt it important to identify with the Canadian FSL context and ensure that the study followed the expectations that have been established through collaboration amongst Canadian researchers, CASLT and the Canadian federal government.

Using a 1 (*not at all effective*) to 10 (*highly effective*) rating scale, I asked the participants to rate their feelings of effectiveness in a variety of areas related to each of the four categories listed above: general teaching methodology (8 items), L2 pedagogy (8 items), language proficiency (5 items) and cultural knowledge (3 items). I instructed the participants at the start of the questionnaire to ensure their responses were in relation to their FSL teaching only, and I also told them that their responses would remain confidential. At the end of the questionnaire, a

section was included for additional comments and participants were told to provide an email address if they would be willing to participate in a follow-up interview or if they wished to receive a copy of the study results.

3.3.2 Piloting the questionnaire

Before distribution to potential participants, it was my intention to pilot the questionnaire with novice FSL teachers from among my personal contacts, including any novice FSL colleagues with whom I worked at my two school boards. By piloting the questionnaire in advance, I aimed to uncover any errors or ambiguous questions that could cause difficulties for my participants, and invite comments and suggestions as to how to improve the content of the questionnaire. I sent emails to personal contacts and colleagues, and one practising novice FSL teacher with whom I had worked at a local FI school agreed to pilot the questionnaire. According to her feedback, no changes were necessary.

3.3.3 Semi-structured interviews

One advantage of conducting interviews following a questionnaire is to allow the researcher to delve deeper into participants' responses previously obtained through quantitative data collection. The interviews conducted in this study aimed to uncover and explore any factors which may have been contributing to the self-efficacy beliefs of the novice elementary FSL teacher participants. When preparing the interview guide, I formulated a set of sample questions in a variety of areas related to the participants' teacher education program, current teaching assignment and location, and perceived strengths and weaknesses. I later narrowed the interview questions down to include both open-ended and closed questions, focusing on those which would provide the richest data and were most relevant to my research (see Appendix E). While the

majority of the questions were the same for each interview participant, clarification was needed in some areas of the quantitative data due to ambiguity in the Academic and Demographic responses. Therefore, some unstructured dialogue took place at the start of each interview. It was also important to note that throughout the interview process, I sometimes needed to deviate from the guide to pursue a topic that arose during the interview, and therefore stray from the structure of the interview guide.

I pre-arranged interviews and scheduled them at a mutually convenient time. Each interview consisted of a one-time session via Skype, an online video communication service, with an individual FSL teacher. I obtained verbal consent at the start of each interview, each of which lasted between 22 minutes and 59 minutes in length. Interviews were digitally recorded and fully transcribed. I sent the transcribed interview to each participant via email for verification to ensure accuracy, and revisions were made, if necessary, at the request of the participant.

3.3.4 Challenges

The biggest challenge that arose during the study was in finding participants, particularly novice French-dominant FSL teachers. According to *Transition to Teaching* (2012), a 2012 survey of first-year teachers in Ontario found that the unemployment rate increased for the fourth year in a row, with more than one in three of the teacher education graduates of 2011 unemployed during the 2011-2012 school year. If one considers how many of those teachers hired were French-dominant teachers in Ontario, and excludes those were employed in French first-language schools, independent schools, or outside of Ontario, it is not hard to see the difficulty in finding participants.

A second challenge occurred when transcribing the interviews. One participant spoke very quickly and the interview was inaudible at times. Fortunately, this did not affect the data collection, as I was still able to gather key information.

Another challenge was in my own inexperience as a researcher and in conducting interviews. When reviewing the transcriptions, I realized that several responses from my participants could have used more explanation or probing. Even though I knew that it may be necessary to stray from the interview guide, I neglected to do so due to my uncertainty as a novice researcher.

3.4 Data Analysis

The first stage of data analysis included descriptive statistics (frequency, means and standard deviations), calculated for the questionnaire data to compare the self-efficacy beliefs of English-dominant and French-dominant novice FSL teachers, as well as the beliefs of those who teach in CF programs as compared to FI programs. In analysing the Academic and Demographic section of the questionnaire, each participant's relevant demographic information was coded, and transferred into two Microsoft Excel documents for comparison, along with the perceived levels of effectiveness upon completion of a teacher education program and at the time of the study. In the first document, participants were organized in such a way as to calculate and compare the general overall feelings of effectiveness for the English-dominant and French-dominant novice FSL teachers, while the second document organized participants according to their FSL program. Once completed, the data was calculated to find the means and standard deviations for all participants, English-dominant and French-dominant teachers, and CF and FI teachers. All data was reviewed and checked for accuracy. Open-ended responses regarding the factors contributing to the general feelings of effectiveness were reviewed and common themes were

identified. The factors were then organized into a table and clustered according to similar themes. These themes are discussed in more detail in Chapter 4.

The next stage of data analysis involved the Teacher Efficacy Questionnaire. Participants' perceived level of effectiveness for each question contained in the online questionnaire was transferred to Microsoft Excel documents for comparison in each of the four following categories: general teaching methodology, L2 pedagogy, language proficiency and cultural knowledge. Participant data was also sorted according to dominant language and FSL program. The data was calculated to find the frequency, means and standard deviations, and again, all data was reviewed and checked for accuracy.

The final stage of data analysis was in relation to the semi-structured follow-up interviews. Each interview was fully transcribed, reviewed, and common themes were identified. Again, these themes will be discussed in full detail in Chapter 4.

Chapter 4: Findings

The aim of this study was to examine the self-efficacy beliefs of novice elementary FSL teachers. This chapter will begin with quantitative findings of the novice FSL teachers' overall general feelings of effectiveness at two stages of their careers: upon completion of a teacher education program and at the time of the questionnaire. Descriptive statistics will be used to report additional findings obtained through the online questionnaire in each of the following four categories: general teaching methodology, L2 pedagogy, language proficiency and cultural knowledge. Qualitative findings of the open-ended responses obtained through the Demographic and Academic section of the questionnaire, as well as the four follow-up interviews, will conclude this chapter.

4.1 Quantitative Findings

4.1.1 General feelings of effectiveness

This section will report on the findings of the overall general feelings of effectiveness of the novice elementary FSL teacher participants upon completion of a teacher education program and at the time of the study. This will be followed by a comparison of the English-dominant and French-dominant FSL teachers, and will conclude with a comparison of the CF and FI teachers.

4.1.1.1 Novice elementary FSL teachers

Analysis of the responses regarding their effectiveness upon completion of a teacher education program indicates that on a scale from 1 (*not at all effective*) to 10 (*highly effective*), the overall average for all participants ($n = 28$) was 5, with a standard deviation of 2.2. At the time of the study, participants' overall average increased to 7.5, with a standard deviation of 1.5.

This shows an overall average increase in participants' perceived sense of effectiveness of 2.5, from 5 upon completion of a teacher education program, to 7.5 at the time of the study. Table 2 shows a summary of this data.

TABLE 2 Novice elementary FSL teachers: General feelings of effectiveness

Participants	Average GFE upon completion of teacher education program	Standard deviation	Average GFE at time of study	Standard deviation	Average increase
Novice elementary FSL teachers (<i>n</i> = 28)	5	2.2	7.5	1.5	+2.5

4.1.1.2 English-dominant vs. French-dominant FSL teachers

When comparing the self-efficacy beliefs in relation to language, the average for the English-dominant FSL teachers (*n* = 21) was 5.2, with a standard deviation of 1.6, and 3.4 for the French-dominant FSL teachers (*n* = 5), with a standard deviation of 3.2. For the bilingual participants (*n* = 2), the average feeling of effectiveness was 7.5, with a standard deviation of 2.1. This clearly indicates that the English-dominant novice FSL teachers had a higher sense of effectiveness than the French-dominant FSL teachers upon completion of their respective teacher education programs. Upon analysis of the responses regarding the general feelings of effectiveness at the time of the study, the English-dominant participants indicated an average of 7.3, with a standard deviation of 1.4, while the French-dominant participants indicated that the average feeling of effectiveness at the time of the study was 7.8, with a standard deviation of 2.2. For the bilinguals, the average feeling of effectiveness was 8. This indicates an average increase for the English-dominant teachers of 2.1, from 5.2 to 7.3, and the French-dominant teachers an average increase of 4.4, from 3.4 to 7.8. The bilingual participants showed an average increase of

0.5. The data show a slightly higher sense of efficacy for the French-dominant participants at the time of the study. However, the most noticeable difference was in the increased sense of efficacy for the French-dominant participants from the time they completed their teacher education programs to the time of the study. Table 3 below summarizes these findings.

TABLE 3 English dominant vs. French dominant: General feelings of effectiveness

Participants	Average GFE upon completion of teacher education program	Standard deviation	Average GFE at time of study	Standard deviation	Average increase
All (<i>n</i> = 28)	5	2.2	7.5	1.5	+2.5
English-dominant (<i>n</i> = 21)	5.2	1.6	7.3	1.4	+2.1
French-dominant (<i>n</i> = 5)	3.4	3.2	7.8	2.2	+4.4
Bilingual (<i>n</i> = 2)	7.5	2.1	8	-	+0.5

4.1.1.3 Core French vs. French immersion teachers

Upon completion of their respective teacher education programs, data indicate that general feeling of effectiveness for CF teachers (*n* = 14) was an average of 5.3, with a standard deviation of 1.9, while FI teachers (*n* = 13) showed an average of 5, with a standard deviation of 2.3. One participant, who taught both CF and FI, appraised his self-efficacy as a 2 upon completion of his teacher education program. The data indicate that upon completion of the teacher education program, CF and FI teachers were similar in their perceived levels of self-efficacy, with a slightly higher sense of efficacy for the CF teachers. It is noteworthy that neither CF nor FI teachers perceived themselves to be particularly effective, with both groups averaging

in the middle of the scale. When asked to appraise their sense of self-efficacy at the time of the study, data for CF teachers ($n = 14$) show that the average feeling of effectiveness was 6.9, with a standard deviation of 1.4, and the FI teachers ($n = 13$) averaging 8.1, with a standard deviation of 1.4. The one participant who taught both CF and FI scored himself an 8 for his overall general feeling of effectiveness at the time of the study. The data show an average increase for CF of 1.6, from 5.3 to 6.9, while FI teachers showed an average increase of 3.1, from 5 to 8.1. The one participant who taught both CF and FI showed an increase of 6 in his sense of effectiveness at the time of the study. As the data show, FI teachers demonstrated a larger increase in their general feelings of effectiveness, almost double that of the CF teachers, and showed an overall higher sense of effectiveness at the time of study, averaging 2.2 above the CF teachers. Table 4 shows a summary of this data.

TABLE 4 Core French vs. French immersion: General feelings of effectiveness

FSL program	Average GFE upon completion of teacher education program	Standard deviation	Average GFE at time of study	Standard deviation	Average increase
All ($n = 28$)	5	2.2	7.5	1.5	+2.5
Core French ($n = 14$)	5.3	1.9	6.9	1.4	+1.6
French Immersion ($n = 13$)	5	2.3	8.1	1.4	+3.1
Core French and French Immersion ($n = 1$)	2	-	8	-	+6

4.1.2 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: General teaching methodology.

As outlined in *Profile and Pathways: Support for developing FSL teachers' pedagogical, linguistic and cultural competencies* (2009), general teaching methodology refers to the knowledge and skills that are required for effective teaching in general. This includes areas such as adapting and differentiating lessons for individual learners, classroom management, using a variety of teaching strategies to promote students' critical and creative thinking, using a variety of assessment procedures to monitor students' progress and inform future instruction, providing effective feedback to students and reflecting on one's own teaching in order to strengthen its effectiveness.

4.1.2.1 Novice elementary FSL teachers

With regards to general teaching methodology, the data show that the overall average for novice elementary FSL teachers ($n = 27$) was 7.2, with a standard deviation of 0.4. Averages for the eight items fall between 6.6 and 7.6, with the highest sense of efficacy being found in reflecting on one's own teaching in order to improve its effectiveness and the lowest sense of efficacy in promoting students' critical and creative thinking. Table 5 summarizes this data. It is important to note that one participant failed to respond to the Teacher Efficacy Questionnaire, and the participant total has been modified to reflect this.

TABLE 5 Novice elementary FSL teachers: General teaching methodology

Question	Average for novice elementary FSL teachers ($n = 27$)	SD
<i>How effective do you feel in:</i>		
1. Using a variety of teaching methods?	7.5	1.6

2. Differentiating your instruction to meet the needs of your students?	6.9	1.5
3. Managing your classroom?	7.4	2
4. Promoting students' critical and creative thinking?	6.6	1.9
5. Developing assessment tools to monitor students' learning?	7.3	1.6
6. Using the results of your assessments to monitor and report on students' progress and shape instruction?	7.3	1.6
7. Providing effective feedback to your students to assist them in reflecting on their own progress?	6.8	1.7
8. Reflecting on your teaching in order to increase its effectiveness and enhance student learning?	7.6	1.8
Overall average	7.2	0.4

4.1.2.2 English-dominant vs. French-dominant FSL teachers

The Teacher Efficacy Questionnaire began by asking participants to appraise their level of effectiveness regarding general teaching methodology. The data, summarized below in Table 6, indicate that overall, French-dominant teachers had a higher sense of efficacy than the English-dominant teachers, averaging 7.9, with a standard deviation of 0.8, as compared to an average of 7 for the English-dominant, with a standard deviation of 0.4. The overall average perceived level of efficacy for the bilingual teachers was 7.9, with a standard deviation of 0.6. The French-dominant teachers showed a higher sense of efficacy in all areas; however, the two most noticeable differences in efficacy beliefs are observed in the classroom management skills, with the French-dominant teachers averaging 9.2, with a standard deviation of 0.8, over the English-dominant teachers' average of 6.8, with a standard deviation of 2, and in developing assessment tools to monitor students' learning, with the English-dominant averaging 7, with a standard deviation of 1.6, and the French-dominant averaging 8.6, with a standard deviation of 0.9.

TABLE 6 English-dominant vs. French-dominant FSL teachers: General teaching methodology

Question	Average for English (n = 20)	SD	Average for French (n = 5)	SD	Average for bilinguals (n = 2)	SD
<i>How effective do you feel in:</i>						
1. Using a variety of teaching methods?	7.3	1.8	8.4	0.5	7.5	0.7
2. Differentiating your instruction to meet the needs of your students?	6.8	1.6	7.2	1.3	7.5	0.7
3. Managing your classroom?	6.8	2	9.2	0.8	9	0
4. Promoting students' critical and creative thinking?	6.3	1.9	7.2	1.9	8	0
5. Developing assessment tools to monitor students' learning?	7	1.6	8.6	0.9	7.5	0.7
6. Using the results of your assessments to monitor and report on students' progress and shape instruction?	7.2	1.8	7.8	0.8	7.5	0.7
7. Providing effective feedback to your students to assist them in reflecting on their own progress?	6.7	2	6.8	0.4	8	0
8. Reflecting on your teaching in order to increase its effectiveness and enhance student learning?	7.5	2	7.6	1.3	8.5	0.7
Overall average	7	0.4	7.9	0.8	7.9	0.6

4.1.2.3 Core French vs. French immersion teachers

When comparing the self-efficacy beliefs of CF and FI teachers in the category of general teaching methodology, analysis of the data clearly shows a higher sense of efficacy for the FI teachers, who showed an overall average of 7.9, with a standard deviation of 0.6. CF teachers' sense of efficacy averaged 6.3, with a standard deviation of 0.4. A particular area of high efficacy for FI teachers was in classroom management, averaging 8.9, with a standard deviation of 1. This was an average of 3.9 over the CF teachers' sense of efficacy with regards to classroom management. Using a variety of teaching methods and reflecting on their teaching were also perceived areas of high efficacy for FI teachers, averaging well above their CF

colleagues. In addition to classroom management, areas of low efficacy for CF teachers include promoting students' critical and creative thinking, and providing effective feedback to students.

The data is summarized below in Table 7.

TABLE 7 Core French vs. French immersion FSL teachers: General teaching methodology

Question	Average for Core French (n = 13)	SD	Average for French Immersion (n = 13)	SD	Core French and French Immersion (n = 1)
<i>How effective do you feel in:</i>					
1. Using a variety of teaching methods?	6.5	1.7	8.4	0.7	9
2. Differentiating your instruction to meet the needs of your students?	6.2	1.7	7.4	0.9	9
3. Managing your classroom?	6	1.7	8.9	1	6
4. Promoting students' critical and creative thinking?	5.7	2	7.5	1.3	6
5. Developing assessment tools to monitor students' learning?	6.5	1.8	7.9	1	9
6. Using the results of your assessments to monitor and report on students' progress and shape instruction?	6.6	1.9	7.8	1	9
7. Providing effective feedback to your students to assist them in reflecting on their own progress?	6	2.2	7.3	0.8	8
8. Reflecting on your teaching in order to increase its effectiveness and enhance student learning?	6.9	2.3	8.3	1.1	8
Overall average	6.3	0.4	7.9	0.6	8

4.1.3 Pedagogical, linguistic, and cultural competencies of effective FSL teachers: L2 pedagogy

The *Profile and Pathways* (2009) document defines L2 pedagogy as the knowledge and skills that are associated with teaching FSL (i.e., CF, FI). This includes the knowledge and ability to plan lessons that engage students in learning and reflect theories of L2 acquisition, use

varied second-language teaching methodologies and design strategies reflecting currently accepted methodology, select, adapt, generate and use appropriate resources to help meet the needs of the students and create opportunities for meaningful communication in French.

4.1.3.1 Novice elementary FSL teachers

When examining the data related to L2 pedagogy, the overall average for all novice elementary FSL teachers was 7.2, with a standard deviation of 0.4. Averages for all eight items were similar, with the highest sense of efficacy being found in creating a supportive and challenging learning environment, averaging 7.8, with a standard deviation of 1.3. The lowest sense of efficacy was observed in planning lessons that reflect theories of SLA, averaging 6.7, with a standard deviation of 1.9. Table 8 shows a summary of this data.

TABLE 8 Novice elementary FSL teachers: L2 pedagogy

Question	Average for novice elementary FSL teachers (n = 27)	SD
<i>How effective do you feel in:</i>		
1. Planning lessons that engage students in language learning?	7.4 (n = 27)	1.5
2. Planning lessons that reflect theories of second language acquisition?	6.7 (n = 26)	1.9
3. Keeping up-to-date with and applying current approaches to second-language teaching?	6.8 (n = 27)	2.1
4. Designing instructional strategies reflecting currently accepted methodologies (including use of technology) appropriate to your instructional goals?	7.3 (n = 27)	1.9
5. Selecting and adapting appropriate resources to help meet the instructional and linguistic needs of your students?	7 (n = 27)	1.9
6. Generating and using appropriate resources to help meet the instructional and linguistic needs of your students?	7 (n = 27)	2
7. Providing activities which support meaningful communication in French?	7.2 (n = 26)	2.1
8. Creating a supportive and challenging learning environment?	7.8 (n = 27)	1.3
Overall average	7.2	0.4

4.1.3.2 English-dominant vs. French-dominant FSL teachers

On average, perceived levels of efficacy for the English-dominant teachers in the category of L2 pedagogy ranged from 6.2 to 7.6, with an overall average of 6.8 and standard deviation of 0.4. For the French-dominant teachers, the averages for the eight items fell between 7.6 and 8.4, with an overall average of 8.1 and standard deviation of 0.3. For the bilingual teachers, the averages ranged from 7.5 to 9, with an overall average of similar to that of the French-dominant, at 8.1, with a standard deviation of 0.6. The data clearly show that the French-dominant and bilingual teachers had a higher sense of efficacy with regards to L2 pedagogy.

Table 9 provides a summary of this data.

TABLE 9 English-dominant vs. French-dominant FSL teachers: L2 pedagogy

Question	Average for English	SD	Average for French	SD	Average for bilinguals	SD
<i>How effective do you feel in:</i>						
1. Planning lessons that engage students in language learning?	7.1 (n = 20)	1.5	8.4 (n = 5)	0.9	8.5 (n = 2)	0.7
2. Planning lessons that reflect theories of second language acquisition?	6.2 (n = 19)	1.9	8.2 (n = 5)	0.8	7.5 (n = 2)	2.1
3. Keeping up-to-date with and applying current approaches to second-language teaching?	6.5 (n = 20)	2.2	7.6 (n = 5)	1.7	8 (n = 2)	1.4
4. Designing instructional strategies reflecting currently accepted methodologies (including use of technology) appropriate to your instructional goals?	7 (n = 20)	2	8.2 (n = 5)	1.1	8 (n = 2)	1.4
5. Selecting and adapting appropriate resources to help meet the instructional and linguistic needs of your students?	6.7 (n = 20)	2.1	7.8 (n = 5)	1.5	7.5 (n = 2)	0.7
6. Generating and using appropriate resources to help meet the instructional and linguistic needs of your students?	6.7 (n = 20)	2.2	7.8 (n = 5)	0.8	7.5 (n = 2)	0.7
7. Providing activities which support meaningful communication in French?	6.8 (n = 20)	2.2	8.3 (n = 4)	1.5	9 (n = 2)	0

8. Creating a supportive and challenging learning environment?	7.6 (n = 20)	1.4	8.2 (n = 5)	1.3	8.5 (n = 2)	0.7
Overall average	6.8 (n = 20)	0.4	8.1 (n = 5)	0.3	8.1 (n = 2)	0.6

4.1.3.3 Core French vs. French immersion teachers

In reviewing the data regarding L2 pedagogy, FI teachers showed a higher sense of efficacy, averaging 7.9 overall, with a standard deviation of 0.3, while CF teachers averaged 6.3, with a standard deviation of 0.5. This shows that FI teachers averaged 1.6 higher than CF teachers. FI teachers perceived themselves as being quite effective, particularly in areas such as creating a supportive and challenging learning environment, planning lessons that engage students in language learning and providing activities which support meaningful communication in French. While CF teachers also perceived themselves as effective in relation to creating a supportive and challenging learning environment, they scored themselves particularly low in generating and using appropriate resources, keeping up-to-date with current approaches to second-language learning and planning lessons that reflect theories of SLA. See Table 10 for a summary of this data.

TABLE 10 Core French vs. French immersion: L2 pedagogy

Question	Average for Core French	SD	Average for French Immersion	SD	Core French and French Immersion (n = 1)
<i>How effective do you feel in:</i>					
1. Planning lessons that engage students in language learning?	6.7 (n = 13)	1.6	8.2 (n = 13)	1	8
2. Planning lessons that reflect theories of second language acquisition?	5.9 (n = 13)	2.2	7.4 (n = 12)	1.2	7
3. Keeping up-to-date with and applying current approaches to second-language teaching?	5.8 (n = 13)	2.3	7.7 (n = 13)	1.4	8

4. Designing instructional strategies reflecting currently accepted methodologies (including use of technology) appropriate to your instructional goals?	6.5 (n = 13)	2.4	8 (n = 13)	0.9	8
5. Selecting and adapting appropriate resources to help meet the instructional and linguistic needs of your students?	6.1 (n = 13)	2.3	7.8 (n = 13)	1.1	8
6. Generating and using appropriate resources to help meet the instructional and linguistic needs of your students?	5.8 (n = 13)	2.3	8 (n = 13)	0.8	8
7. Providing activities which support meaningful communication in French?	6.2 (n = 13)	2.4	8.1 (n = 12)	1.2	9
8. Creating a supportive and challenging learning environment?	7.2 (n = 13)	1.5	8.3 (n = 13)	0.9	9
Overall average	6.3	0.5	7.9	0.3	8.1

4.1.4 Pedagogical, linguistic, and cultural competencies of effective FSL teachers:

Language proficiency

As outlined in *Profiles and Pathways* (2009), language proficiency refers to the knowledge and ability to confidently use French in the classroom most or all of the time. To be an effective FSL teacher, it is imperative to know how the language works, to provide a linguistic model for students and to set worthwhile learning goals for their students. Teachers should also demonstrate the ability to reach out to the French community to enhance their FSL programs.

4.1.4.1 Novice elementary FSL teachers

Language proficiency findings indicate that the overall average for the novice elementary FSL teachers was 7.5, with a standard deviation of 1.5. Knowing how the French language works

was a particular area of high efficacy, averaging 8.8, with a standard deviation of 1.4. The lowest sense of efficacy was evident in the final item, reaching out to the French community to enhance instruction, averaging 5, with a standard deviation of 2.9. A summary of this data is shown in Table 11.

TABLE 11 Novice elementary FSL teachers: Language proficiency

Question	Average for novice elementary FSL teachers (n = 27)	SD
<i>How effective do you feel in:</i>		
1. Using French in the classroom most or all of the time?	7.4 (n = 27)	2.5
2. Providing a linguistic model for students?	8.2 (n = 27)	1.6
3. Knowing how the French language works (i.e., grammar, pronunciation, etc.)?	8.8 (n = 27)	1.4
4. Setting attainable and worthwhile learning goals for your students?	8.3 (n = 27)	1.2
5. Reaching out to the French community to enhance your instruction?	5 (n = 26)	2.9
Overall average	7.5	1.5

4.1.4.2 English-dominant vs. French-dominant FSL teachers

The data obtained for language proficiency is hardly surprising when comparing those who chose English as their dominant language as compared to those who chose French or both English and French. As outlined in Table 12, the overall average for the English speakers was 7.1, with a standard deviation of 1.7, showing the highest levels of efficacy in knowing how the French language works and in goal setting for their students. Furthermore, even though the English speakers averaged mid-range for using French in the classroom most or all of the time, at 6.6 and a standard deviation of 2.3, they believed they were nevertheless providing a good linguistic model for their students, averaging 7.8, with a standard deviation of 1.6. The overall

average for the French speakers was 9.1, with a standard deviation of 1.4 and 9 for those who chose English and French as their dominant languages, with a standard deviation of 0.9. The lowest levels of efficacy for all three groups occurred when asked about reaching out to the French community to enhance instruction, averaging 4.3 for the English speakers, with a standard deviation of 2.7, 6.8 for the French speakers, with a standard deviation of 3.1, and 7.5 for those who chose both English and French, with a standard deviation of 2.1.

TABLE 12 English-dominant vs. French-dominant FSL teachers: Language proficiency

Question	Average for English	SD	Average for French	SD	Average for bilinguals	SD
<i>How effective do you feel in:</i>						
1. Using French in the classroom most or all of the time?	6.6 (n = 20)	2.3	10 (n = 5)	0	9.5 (n = 2)	0.7
2. Providing a linguistic model for students?	7.8 (n = 20)	1.6	9.8 (n = 5)	0.4	9 (n = 2)	1.4
3. Knowing how the French language works (i.e., grammar, pronunciation, etc.)?	8.4 (n = 20)	1.5	10 (n = 5)	0	10 (n = 2)	0
4. Setting attainable and worthwhile learning goals for your students?	8.2 (n = 20)	1.3	8.8 (n = 5)	0.8	9 (n = 2)	0
5. Reaching out to the French community to enhance your instruction?	4.3 (n = 19)	2.7	6.8 (n = 5)	3.1	7.5 (n = 2)	2.1
Overall average	7.1	1.7	9.1	1.4	9	0.9

4.1.4.3 Core French vs. French immersion

In reviewing the data regarding language proficiency, FI teachers demonstrated an overall average of 8.5, with a standard deviation of 0.9, while CF teachers showed an overall average of 6.7, with a standard deviation of 2. This indicates that FI teachers have a higher sense of efficacy in relation to language proficiency, averaging 1.8 above CF teachers. One area of high efficacy for CF teachers was in knowing how the French language works, averaging 8.3, with a standard

deviation of 1.8. However, this was still lower than their FI colleagues, who averaged 9.2 in this area, with a standard deviation of 0.9. Another area of particular interest is in relation to the amount of time spent using French in the classroom. CF teachers averaged 6.3, with a standard deviation of 2.5, considerably lower than FI teachers, who averaged 8.9, with a standard deviation of 1. Reaching out to the French community was an area of low efficacy for both CF and FI teachers, averaging 3.5, with a standard deviation of 2.6, and 6.9, with a standard deviation of 2.1, respectively. See Table 13 for a summary of this data.

TABLE 13 Core French vs. French immersion teachers: Language proficiency

Question	Average for Core French (n = 13)	SD	Average for French Immersion (n = 13)	SD	Core French and French Immersion (n = 1)
<i>How effective do you feel in:</i>					
1. Using French in the classroom most or all of the time?	6.3 (n = 13)	2.5	8.9 (n = 13)	1	2
2. Providing a linguistic model for students?	7.7 (n = 13)	1.9	8.9 (n = 13)	1	6
3. Knowing how the French language works (i.e., grammar, pronunciation, etc.)?	8.3 (n = 13)	1.8	9.2 (n = 13)	0.9	10
4. Setting attainable and worthwhile learning goals for your students?	7.9 (n = 13)	1.4	8.8 (n = 13)	0.7	9
5. Reaching out to the French community to enhance your instruction?	3.5 (n = 13)	2.6	6.9 (n = 12)	2.1	2
Overall average	6.7	2	8.5	0.9	5.8

4.1.5 Pedagogical, linguistic, and cultural competencies of effective FSL teachers:

Cultural knowledge

Profiles and Pathways (2009) describes cultural knowledge as understanding the French culture and language, and how to link them with one another. Effective teachers should also demonstrate the ability to promote the value of learning French and the benefits of linguistic

duality within Canada. It is also important to welcome diverse learners into the classroom and appreciate the benefits of intercultural awareness within the FSL program.

4.1.5.1 Novice elementary FSL teachers

Data regarding cultural knowledge indicate that the overall average for all novice elementary FSL teachers in this study was 7.9, with a standard deviation of 0.5. The highest sense of efficacy was seen in promoting the value of learning French, averaging 8.4, with a standard deviation of 1.6. The lowest sense of efficacy, although still on the high end of the scale, was in understanding the French culture and language, and how to link them with one another, averaging 7.5, with a standard deviation of 2.3. These findings are summarized in Table 14.

TABLE 14 Novice elementary FSL teachers: Cultural knowledge

Question	Average for novice elementary FSL teachers (n = 27)	SD
<i>How effective do you feel in:</i>		
1. Understanding the French culture and language and how to link them with one another?	7.5	2.3
2. Promoting the value of learning French?	8.4	1.6
3. Welcoming diverse learners and valuing the benefits of intercultural awareness and understanding within the language program?	7.8	1.6
Overall average	7.9	0.5

4.1.5.2 English-dominant vs. French-dominant FSL teachers

As with language proficiency, it is not unexpected that the French-dominant teachers demonstrated a higher sense of efficacy in the category of cultural knowledge, with an overall

average of 9.3 and a standard deviation of 0.6. The highest level of efficacy appeared in understanding the French culture and language and how to link them with one another, while the lowest sense of efficacy was shown in welcoming diverse learners and valuing intercultural awareness, though still high at 8.6, with a standard deviation of 1.7. On the other hand, the overall average for the English-dominant teachers was 7.5, with a standard deviation of 0.7, showing the highest level of efficacy in promoting the value of learning the French language and the lowest level of efficacy in how to link French culture and language with one another, averaging 6.8, with a standard deviation of 2.3. Table 15 provides a summary of the data.

TABLE 15 English-dominant vs. French-dominant FSL teachers: Cultural knowledge

Question	Average for English (n = 20)	SD	Average for French (n = 5)	SD	Average for bilinguals (n = 2)	SD
<i>How effective do you feel in:</i>						
1. Understanding the French culture and language and how to link them with one another?	6.8	2.3	9.8	0.4	9	0
2. Promoting the value of learning French?	8.1	1.7	9.4	0.9	9	1.4
3. Welcoming diverse learners and valuing the benefits of intercultural awareness and understanding within the language program?	7.5	1.6	8.6	1.7	9	1.4
Overall average	7.5	0.7	9.3	0.6	9	0

4.1.5.3 Core French vs. French immersion teachers

With regards to cultural knowledge, FI teachers once again demonstrated a higher sense of efficacy over CF teachers. FI teachers averaged 8.6, with a standard deviation of 0.4, while CF teachers averaged 7.1, with a standard deviation of 0.9. While both groups perceived themselves as particularly effective in promoting the value of learning French (FI teachers averaged 8.9,

with a standard deviation of 1, while CF teachers averaged 8, with a standard deviation of 1.9), the biggest difference in self-efficacy beliefs appears in the understanding the French culture and language and how to link them with one another. FI teachers perceived themselves as highly effective in this area, averaging 8.7, with a standard deviation of 1.5, while CF teachers averaged 6.2, with a standard deviation of 2.5. Table 16 summarizes this data.

TABLE 16 Core French vs. French immersion teachers: Cultural knowledge

Question	Average for Core French (n = 13)	SD	Average for French Immersion (n = 13)	SD	Core French and French Immersion (n = 1)
<i>How effective do you feel in:</i>					
1. Understanding the French culture and language and how to link them with one another?	6.2	2.5	8.7	1.5	8
2. Promoting the value of learning French?	8	1.9	8.9	1	6
3. Welcoming diverse learners and valuing the benefits of intercultural awareness and understanding within the language program?	7.2	1.7	8.2	1.3	10
Overall average	7.1	0.9	8.6	0.4	8

4.1.6 Summary

Quantitative data analysis shows that overall, novice elementary FSL teachers' sense of efficacy increased from the completion of a teacher education program to the time of the study. Further examination reveals that French-dominant novice elementary FSL teachers have a higher sense of efficacy in all four categories as compared to their English-dominant novice elementary FSL colleagues. In relation to the FSL program, novice elementary FI teachers demonstrated a higher sense of efficacy than the novice elementary CF teachers in all four categories. The

following section provides an overview of the findings obtained through the open-ended responses of the quantitative stage of the study, as well as the semi-structured interviews.

4.2 Qualitative Findings

This section will report on the qualitative findings of this study. Four semi-structured interviews were conducted and a description of each participant will begin this section. Using data from the open-ended responses in the Academic and Demographic section of the questionnaire, as well as the interviews, major themes were identified as contributing to the self-efficacy beliefs of the participants. These will be discussed in detail.

4.2.1 Interview participants

4.2.1.1 Fiona

Fiona was a part-time grade 7 FI teacher in a large school board in Southwestern Ontario in her first year of teaching. She fell into the 41-50 age category, and teaching was not her first career (prior to becoming a FSL teacher, Fiona worked as a flight attendant and a salesperson). Fiona's L1 was English and she learned to speak French through school and post-secondary studies. Fiona completed her teacher education program in Australia in 2010, and indicated that she did not have the opportunity to teach in a French classroom during her practicum. She stated that "out of about a couple hundred of us, there were only 2 or 3 people that were there with the intention of teaching French or French immersion when they returned. So, we weren't able to get anything that helped us in French, at that time". Fiona completed the AQ FSL Part 1 following the completion of her teacher education program.

When appraising her overall general feelings of effectiveness upon completion of her teacher education program, Fiona selected a 6, on a scale from 1 (*not at all effective*) to 10

(*highly effective*), stating that she was not pleased with quality of instruction she was receiving from the instructor leading the AQ FSL Part 1 course. However, this also may have stemmed from the fact that she did not have the opportunity to practice teach in a French classroom. At the time of the study, Fiona's sense of efficacy had increased to an 8, and she attributed this change to a strong team environment at her current school, which was comprised of six FSL teachers. In the category of general teaching methodology, Fiona averaged 8.1, with a standard deviation of 0.8. In L2 pedagogy, she averaged 7.6, with a standard deviation of 1.8. In language proficiency, Fiona averaged 8, with a standard deviation of 0.7, and in cultural knowledge, she averaged 9.7, with a standard deviation of 0.6. Fiona clearly had a high sense of efficacy in all categories, despite only being in her first year of teaching. She identified English as her dominant language, but her self-efficacy appraisals were well above the average for the English-dominant teachers in most categories. This suggests that perhaps other factors were contributing to her high sense of efficacy.

4.2.1.2 Darryl

Darryl taught CF to grades 4, 6 and 7 in a large school board in Southwestern Ontario. He was in his third year of teaching, indicating that he had taught FI during the first two years. Darryl fell into the 31-40 age category. He completed his teacher education program in Australia in 2007, and indicated that he did not teach in a French classroom during his practicum. Following the completion of his teacher education program, Darryl completed the AQ courses FSL Part 1, FSL Part 2 and FSL Specialist. Prior to attending the teacher education program and becoming an FSL teacher, Darryl taught ESL in Korea for eight years, so he had experience in the classroom. Therefore, while he was a novice FSL teacher, he was not new to the teaching

profession. Darryl identified English as his dominant language; however, his mother was French and he attended a French school from kindergarten to grade 8.

When appraising his overall general feelings of effectiveness upon completion of his teacher education program, Darryl chose a 5. He indicated that he was not trained as an FSL teacher, and therefore lacked the FSL content necessary to be an effective teacher. At the time of the study, Darryl's sense of efficacy had increased to a 7, but felt that more resources and guidelines from the school board would be beneficial, and indicated that he was the only FSL teacher at his school. In the category of general teaching methodology, Darryl averaged 7.3, with a standard deviation of 1.3. In L2 pedagogy, he averaged 8.4, with a standard deviation of 1.3. In language proficiency, Darryl averaged 8.6, with a standard deviation of 1.7, and in cultural knowledge, he averaged 9.7, with a standard deviation of 0.6. Although Darryl identified English as his dominant language and was a CF teacher, his self-efficacy appraisals were well above the average for the English-dominant and CF teachers in most categories. This suggests that his heightened sense of efficacy can be attributed to other factors.

4.2.1.3 George

George taught CF to grades 4 and 5 in a large school board in Southwestern Ontario, and was the only FSL teacher at his school. He was in his first year of teaching, and although he was on a full-time contract, he shared his time between FSL and preparation time². George fell into the 31-40 age category. He completed his teacher education program at a university in north western Ontario in 2011. Despite his request, George was not placed in a French classroom during his teacher education program. Following the completion of his teacher education

² All teachers are entitled to 200 minutes of preparation time per 5-day cycle. During this preparation time, their classes are covered by other subject-area teachers (i.e., physical education, music, computers, etc.).

program, he completed the AQ course FSL Part 1. Although George's L1 was French, he stated that he "picked up" English at age 5 and identified it as his dominant language.

When appraising his overall general feelings of effectiveness upon completion of his teacher education program, George chose a 1. He stated that during his teacher education program, there was no mention of FSL and there was no effort on the part of his placement officer to find him a FSL placement, despite his request (this could be due to his program choice, but it was unclear during the interview). At the time of the study, George's sense of efficacy had increased to a 7. He clearly viewed this number negatively, as he attributed it to lack of mentoring and that he was the only FSL teacher at his school, with "nothing to compare myself to". In the category of general teaching methodology, George averaged 7.3, with a standard deviation of 1.5. In L2 pedagogy, he averaged 7, with a standard deviation of 1.4. In language proficiency, George averaged 7, with a standard deviation of 3.5, and in cultural knowledge, he averaged 4.7, with a standard deviation of 3.2. Despite the fact that George's L1 was French, his sense of efficacy in language proficiency and cultural knowledge fell well below the average for French-dominant FSL teachers in these categories, suggesting that other factors were contributing to his self-efficacy beliefs.

4.2.1.4 Ingrid

Ingrid was a full-time grade 1 FI teacher in a large board in Southwestern Ontario. She was in her third year of teaching, having previously taught CF and grade 2 FI. Ingrid fell into the 21-30 age category. She completed her teacher education program in Australia in 2006. Although Ingrid did not have the opportunity to teach in a French classroom during her practicum, she stayed in Australia upon completion of her program and taught at a bilingual

school. Following her teacher education program, she completed the AQ courses FSL Part 1, FSL Part 2 and FSL Specialist. Ingrid's L1 was English, but attended FI herself and was confident with her French language skills.

When appraising her overall general feeling of effectiveness upon completion of her teacher education program, Ingrid selected a 7. She believed this was due to the time that had passed between taking French as a student and teaching. At the time of the study, Ingrid's sense of efficacy had increased to a 9, which she contributed to experience and an increase in "subject specific vocabulary". In the category of general teaching methodology, Ingrid averaged an 8, with a standard deviation of 0.9. In L2 pedagogy, she averaged an 8.3, with a standard deviation of 0.9. In language proficiency, Ingrid averaged 7.8, with a standard deviation of 1.6, and in cultural knowledge, she averaged 6.3, with a standard deviation of 0.6. Ingrid's averages in most categories were similar to the averages calculated for FI teachers; however, despite identifying herself as English-dominant, her averages were closer to those for the French-dominant participants.

4.2.2 Themes

Five major themes emerged during the open-ended questionnaire responses and semi-structured interviews that were potentially the factors impacting the self-efficacy beliefs of participants, regardless of their dominant language or FSL program. They are as follows: (1) challenges with resources; (2) language proficiency; (3) marginalization of the core French program and teachers; (4) the value of collaboration with FSL colleagues; and (5) difficulties in classroom management.

4.2.2.1 Resources

A major theme emerging from the open-ended questions and interviews was the difficulty in obtaining appropriate resources needed to deliver an effective FSL program. Six participants cited a lack of resources as a contributing factor to their general feelings of efficacy upon completion of a teacher education program. One first-year FI teacher claimed she “was not provided with enough teaching resources to get started in French”, while a third-year FI teacher believed that “available resources [were] intended ONLY to first language learners”. Other participants commented that the teacher education program should have “focused on great resources” and that there was a “lack of confidence in the amount of resources available to teachers”. When explaining factors that were contributing to their sense of efficacy at the time of the study, one participant felt that “having some board guidelines and resources would be beneficial”; another stated that there were “not very many resources to share with [her] students”.

Data from the Teacher Efficacy Questionnaire showed that the participants averaged a 7 (SD= 1.9) in selecting and adapting appropriate resources to help meet the instructional and linguistic needs of their students, and 7 (SD = 2) in generating and using appropriate resources. This is not a particularly low number; however, it emerged as an important factor throughout the interviews. As a novice teacher, finding up-to-date resources appropriate to the level of the students, as well as knowing which resources were useful, proved problematic. Darryl commented:

My biggest issue with teaching FSL is that there are so many resources out there, and as a newer teacher, it's very difficult to know which ones are worthwhile or not. There's tons of companies who will take your money, but whether or not...those programs or books are actually useful in the classroom is a different story. So, it'd be very nice to

have some kind of...board-wide organization that...approves things or...kind of helps you choose which resources and where to put your money.

Fiona also felt that “sourcing material [was] challenging and availability of material [was] far less than in English”. When asked if she felt she had the necessary resources to deliver an effective FSL program, Fiona responded with a firm “no”. She claimed the textbooks in her school were far above the students’ capabilities and like previously mentioned by a third-year FI teacher, believed they were geared towards native French speakers. She also wondered if her inexperience or not being a native French speaker contributed to her difficulty with assessing the usefulness of resources.

Ingrid claimed that the number one challenge she faced as a novice FSL teacher was finding appropriate resources for her students, and spoke in great length about this problem. She stated that while there were plenty of French books at her school, they were out-of-date and not age-appropriate.

I actually teach right now at the same school I went to when I was in primary school. There’s a lot of the exact same books. They’re still in the school and I was there in the mid-80s and it’s, you know, 2012. Obviously they have new books. I’m not saying they haven’t got any new ones, but they still have lots of really old ones...It’s very hard to find books that are at the children’s reading level...and almost match their interests. ‘Cause they’ll be really interested in hockey and we find hockey books, but they’re more for teenagers....All the easy books are very babyish, they say.

Data from the Academic and Demographic section of the questionnaire revealed that the increase in self-efficacy beliefs of two participants could be attributed to making and compiling their own resources, which Ingrid also discussed during her interview.

English teachers are like, oh, did you make that? And we’re like yes, we make everything. We have no book to photocopy out of. So we always end up making our own things...and that just takes time. But if you teach the same grade for a couple of years, it’s worth putting the effort in.

While George claimed he had many resources available to assist him in delivering an effective FSL program, he “didn’t find any of that stuff particularly good.” He found himself switching regularly between resources in an effort to discover those he liked and “what things have potential” for his teaching style and the students’ learning styles. This was undoubtedly due to his inexperience, and unfortunately being the only CF teacher at his school, he did not have the support of colleagues to assist him with this matter.

Overall, access to appropriate resources is a concern for new teachers in this study. Issues include a lack of knowledge as to the usefulness of available resources and a shortage of appropriate resources, both within the school and commercially.

4.2.2.2 Language proficiency

A second major theme to emerge was in regards to the role language proficiency played in the participants’ self-efficacy beliefs. The overall average on the Teacher Efficacy Questionnaire for all novice FSL participants in this category was 7.5 (SD = 1.5). This number suggests that on average, participants felt somewhat confident in their French language knowledge and skills. Comments from two participants in the open-ended responses of the questionnaire indicated that their language proficiency played a positive role in their efficacy beliefs upon completion of their respective teacher education programs; one stated he was French Canadian, and the other received a “bilingual diploma from a French first language high school”. In contrast, other participants attributed their self-efficacy beliefs to anxiety regarding their French language skills at that time. The first, a third-year FI teacher, believed that “time in between taking French (as a student) and teaching” contributed to her sense of efficacy, while a second-year CF teacher attributed her “4” to being nervous about entering the classroom as she

had “not spoken French in over two years” (her sense of efficacy had increased to an 8 at the time of the study, as she was in her second year of teaching and “had a chance to brush up on her skills”). One participant was not even admitted into the French teacher education program because she “was not successful in the proficiency test required to take the course” (she completed FSL Part 1 following the completion of her teacher education program). This no doubt had an impact on her feelings of efficacy. In reflecting on the factors which contributed to their overall general feelings of effectiveness at the time of the study, one participant attributed her increased sense of efficacy to expanding her subject-specific vocabulary, while another believed “gaining confidence in [the] ability to use the language interchangeably” contributed to her self-efficacy beliefs.

English was Fiona’s L1; however, she was quite confident in her French language skills, averaging 8 in the language proficiency section of the Teacher Efficacy Questionnaire. Fiona referred to her knack for learning languages as “a gift”. She spent time studying and working in French-speaking environments, and when asked whether she believed her French language proficiency played a role in her heightened sense of efficacy, Fiona stated:

Absolutely, yeah. I’m complimented regularly on my fluency and my ability to speak the language and understand the language... and the kids pick up on that right away. So, I’m comfortable with the language myself and I’m able to share that with... that confidence with... that the children can do the same with a little bit of effort.

Although identifying English as his dominant language, Darryl had confidence in his French language skills, averaging 8.6 in the language proficiency section of the Teacher Efficacy Questionnaire. He also believed his language proficiency played a role in his effectiveness as a FSL teacher.

Oh, definitely, yes, yes, yes. And like comparative to some other teachers who I’ve come across... oh, I’m much more effective because of my language skills. There’s a difference between people who kind of... who, you know, learn it through family. You know, I was

brought up kind of speaking French, and some people just kind of learned it through books and it's a different knowledge.

Like Darryl, despite identifying English as his dominant language, George also indicated his French language proficiency had a great impact on his feelings of effectiveness as a FSL teacher. He attended a French elementary school in Northern Ontario and his entire family spoke French. According to George, "it [was] easy". Ingrid appeared quite confident with her French language skills as well, but recognized that the level of French required for teaching 6 year-olds was quite different from what is required when speaking in social situations.

If I was talking to someone in Paris, I wouldn't feel as comfortable as my 6 year-olds in my grade 1 class. Different French...I mean I could always have better French...I do wish I had better...social French as opposed to school French. That's one thing that I feel like...even with all the French I had growing up, I learned so much school French, like really grammatically correct French, but it wasn't necessarily French people actually use in the real world.

Most participants did not identify language proficiency as having a negative impact on their self-efficacy beliefs. Furthermore, despite the fact that all four interview participants identified as English-dominant, they were fairly confident with their French language proficiency.

4.2.2.3 The marginalization of core French

Another important theme to emerge from the study is the lack of support for and negative feelings towards the CF program. Comments from interview participants revealed that some principals, teachers, parents and even students do not respect or support the program. Fiona shared her ideas on the different FSL programs.

[The] Extended French program right now...it's like a catch-up, or enrichment...Like Immersion, the Extended French program is significant, it's relevant and it's a big part of the school. I've...discussed aspects of core French with other teachers, and it's like you know, they can't wait to get past it, to get away from it because it's a prerequisite at some point, French, and then is no longer a prerequisite and [the students] drop it, because they

aren't happy with how they, with what they're learning... in core French. That's my sense of it. I could be all wrong.

Fiona's remarks suggest that there is a divide between the FI and CF programs, in which FI is looked upon more favourably than CF. Fiona twice in her interview made reference to the fact that the FI: Extended French program was originally for "gifted" students and referred to it now as an enrichment program. However, nowhere in the Ontario Curriculum does it refer to the program as such.

In stating the factors contributing to his general feelings of effectiveness at the time of the study, Darryl, a CF teacher, claimed he felt like an "afterthought in our system", explaining that "the board mandates and focuses are always on English literacy and numeracy" and as a CF teacher, "you don't get as much attention as anything else". On the other hand, Darryl felt quite supported by his principal. He indicated, however, that she spoke French and had worked at a FI school (it was unclear whether this was as a principal or teacher). He thought "she [had] a different perspective than many other principals who don't [speak French]", as was the case at Ingrid's school. Ingrid maintained that her school had five different principals in three years and in the instances when there were English-speaking principals, "French kind of goes to the wayside a little bit". She believed it was crucial that FI schools have a French-speaking person on their administration.

George was a prime example of a CF teacher who felt marginalized in his profession, and believed that switching to FI would improve his feelings of effectiveness because he "would deal with those kids all day, every day". As a CF teacher, he did not feel respected by the students. He stated that he had to remind them that French "[was] a real subject like any other subject", but was told that "it's not really that important because [he doesn't] have [his] own classroom". He

felt CF was not treated with the same equity as other subjects, and maintained “it’s kind of like a benchwarmer subject”. He spoke about a former FSL teacher and others at his school who he felt were not respectful of his time or program.

I don’t feel she supports me at all and I’m kind of disappointed ‘cause she should know where I’m coming from, having taught French. For instance, I’ll go to the classroom and the kids are in the middle of painting when it’s my time, and it’s the end of the day...they got the papers out, paint everywhere...It took 20 minutes to clean up...I’ll come in and she hasn’t done her own administrative things with the class. I walk in and they’re like, oh well, they just have to do agendas...some of the staff [say] it’s just French, it’s just French, they’re not going to get it anyway. I feel like it’s an uphill battle, with the kids and sometimes the staff.

Equally discouraging for George was that he did not feel respected as a CF teacher by his principal, who told George he was “just a planning time teacher” or by parents who claim “it’s just French” when he has contacted them regarding a behaviour issue.

This lack of support for the CF program is also evident in how classroom space is shared out. George had his own classroom until the end of September, when the school board reorganized³ and his classroom was needed for another use. He since moved from classroom to classroom with a cart. When asked how teaching from a cart impacted his feelings of effectiveness, he claimed:

Huge...the biggest factor. When I had my own classroom...I felt I accomplished more in that time than I have in a comparable time on the cart...because when it’s my classroom, the kids seemed to take it more seriously...They cross that magic line, and they’re mine. My classroom, my rules and that’s it. You know, I’m not going on their turf...in their comfort zone, and their seating plan, and you know, they feel more at home. It’s my classroom, it’s on my terms, and my way or the highway, and they seem to kind of say, okay.

³ Provincial legislation limits the number of students allowed in each class. Each September, class sizes are reviewed and classes are reorganized to comply with this legislation. This could mean the elimination, addition or reorganizing of some classes.

Darryl felt very fortunate to have his own classroom as a CF teacher, and strongly believed this played a positive role in his feelings of efficacy.

Immensely...I would go back to being a French Immersion teacher if I couldn't have my own classroom. It would be ridiculous to push a cart. I don't know how people do that. I have my classroom set up. Like, there's posters, there's information everywhere that students are, you know, surrounded by, which helps them every single day and if I didn't have that, it would be much, much more difficult.

Although she was a FI teacher, Fiona shared her classroom with another teacher due to her part-time status and could appreciate the difficulty in not having your own space. She found it inconvenient, stating:

...you have to keep moving...if [the other teacher] has children in her class, I need to be somewhere else...How am I going to access my material and I don't have a cart...I just want everything in one place and I want to know where it is when I reach for it and I want to lay it down and pick it up the next day...you have to be far more critical about where you're putting things and remember, you know.

It is clear to see that, with regards to this study, there is a lack of support for the CF program.

4.2.2.4 Collaboration with FSL colleagues

The fourth theme to emerge from the open-ended responses and interviews was the value of collaborating with FSL colleagues (including mentors) in increasing the self-efficacy beliefs of the novice FSL teachers in this study. The open-ended responses of the Academic and Demographic section of the questionnaire revealed that eight participants viewed collaborating and networking with colleagues as a factor contributing to their increased sense of efficacy at the time of the study, while two participants felt that a lack of mentoring and networking at their respective schools contributed to their self-efficacy beliefs at this time. George was one of them. George was the only FSL teacher at his school and maintained there was no opportunity for collaboration. This greatly affected his sense of efficacy.

For me, I feel like I'm a bit on my own...being the only French teacher in my school. I don't have anybody to share...pass down resources to me or pass down ideas to, you know, implement or teach something...I think that's the biggest challenge.

Darryl was also the only full-time FSL teacher at his school, although there were other classroom teachers who taught FSL to their own students. He stated there was not much opportunity for collaboration, other than spontaneous lunch time discussions. Though he did not indicate during the interview that this played a role in his feelings of effectiveness, when asked about factors contributing to his general feelings of effectiveness at the time of the study, he attributed his "7" to not only wishing for more board resources and guidelines, as mentioned above, but also to "being the only full-time FSL teacher at [his] school".

On the other hand, when asked about collaboration and the support of colleagues at her school, Ingrid, a FI teacher, was pleased with the amount of support she receives.

They're very supportive and everyone shares what they have. It's not, you know, this is mine kind-of-thing. So that's really good. We meet, sort of on our own time, I guess, like at lunch time or after school sometimes...we kind of touch base on a daily basis. So I would say that...the support is really good in that way at the school.

Interestingly, Fiona, also a FI teacher, also claimed that a strong team environment with six other FSL teachers was a contributing factor to her sense of efficacy at the time of the study. The statements from both Ingrid and Fiona suggest that there is a great amount of support amongst FI teachers. However, this is difficult to assess with such a small number of participants, and could warrant further research.

Collaborating with a mentor was also identified as a factor contributing to the participants' sense of efficacy. One participant, a first-year CF teacher, attributed her jump from a 6 upon completion of a teacher education program to an 8 at the time of the study to completing "2 LTO contracts in core French and [having] had two excellent core French mentor

teachers to guide [her] through the teaching process”. At the time of the interview, Fiona had an experienced French native-speaking mentor teacher in the next classroom. She stated:

“...in the case of having to do any kind of verification for grammatical purposes or correction, that I need a second opinion on, I just go to my mentor teacher in the next room. So she’s very accessible and I’ve been blessed to have that...Not only experienced FSL teacher, her parents are Haitian. So, it’s a first language situation...I’d say on a scale of 1 to 10, she’s taken me from what probably would have been a 5 had I been with a...less supportive teacher, to an 8 or 9 out of 10. She has the ability to do that...she has that gift of inspiring...”

It is evident that collaboration and mentoring played a huge role in the development of the self-efficacy beliefs of the participants in this study. With the support of experienced colleagues or a qualified mentor, many participants expressed an increase in efficacy beliefs. However, some participants believed that it was this lack of support that contributed to their low sense of efficacy.

4.2.2.5 Classroom management

The final theme to emerge from the study was the difficulty with classroom management. When asked about the factors contributing to their feelings of effectiveness upon completion of a teacher education program, three participants cited dealing with behaviour as an area of concern. One participant, a second-year grade 6 CF teacher, expressed his “general uncertainty about how the students would behave”. A third-year grade 2 FI teacher stated that once she was in the classroom, she realized there was a “lack of preparation with regards to [student] behaviour”. A first-year CF teacher claimed that there were “not enough classroom management strategies for a CF classroom in a tough neighbourhood” and when asked about factors contributing to her sense of efficacy at the time of the study, reiterated classroom management as an issue, stating that some students are “ISSP and/or behavioural, which makes it difficult” and that she was

“struggling with how to make French ‘fun’ so all the students can feel engaged”. A final participant, a second-year part-time CF teacher, who did not previously mention classroom management as a concern, stated that the “FSL classroom is more about classroom management than subject delivery”, and cited “students’ lack of subject knowledge and lack of motivation and being unprepared to deal with this” as a concern.

With regards to the interview participants, classroom management was not identified as a major challenge.

4.2.3 Summary

The purpose of this study was to examine the self-efficacy beliefs of novice elementary FSL teachers and the factors which were contributing to these beliefs. Overall, novice elementary FSL teachers’ felt somewhat ineffective in delivering an FSL program, and demonstrated an increase in their self-efficacy beliefs from the completion of a teacher education program to the time of the study.

With regards to difference in efficacy beliefs of the English-dominant and French-dominant participants, while both groups demonstrated an increase in their overall general feelings of effectiveness from the time they completed their teacher education programs to the time of the study, the increase in efficacy beliefs of the French-dominant teachers was most noteworthy, and surpassed those of their English-dominant colleagues. The French-dominant participants also had a higher sense of efficacy in all four categories of general teaching methodology, L2 pedagogy, language proficiency and cultural knowledge.

In relation to CF and FI teachers, while both groups showed an increase in their overall general feelings of effectiveness from the time they completed their teacher education programs

to the time of the study, it is significant that the increase in efficacy beliefs of the FI teachers was almost double that of the increase in the CF teachers' efficacy beliefs. Novice elementary FI teachers also demonstrated a higher sense of efficacy than the CF teachers all four categories.

Five important themes were identified through the questionnaire and interviews: (1) challenges with resources; (2) language proficiency; (3) the marginalization of the core French program and teachers; (4) the value of collaboration with colleagues, and (5) difficulties in classroom management.

The following section provides a discussion of these findings.

4.3 Discussion

4.3.1 Self-efficacy beliefs of novice elementary FSL teachers

On the topic of how effective novice FSL elementary teachers feel in delivering an FSL program, participants overall felt somewhat ineffective upon completion of their teacher education programs. Many participants cited that they had inadequate FSL training during their programs, that their FSL program lacked practical strategies for the classroom, or that they had no FSL training at all. , some participants cited that they had had little or no FSL classroom practice teaching. Inadequate teacher training has been well documented as an area of concern for beginning teachers (Britt, 1997; McIntyre, 2003; Fantilli & McDougall, 2009) and has been identified by Müller-Fohrbrodt (1978) as a possible contributor to the reality shock that many novice teachers face upon entering the classroom. One explanation for the participants in this study could be that 22 of the 28 teacher participants did not complete their FSL qualifications until *after* the completion of the teacher education program.

Salvatori (2009) states that FSL teachers are often placed in assignments for which they are neither qualified nor prepared, and this could certainly explain their low sense of efficacy in teaching FSL upon completion of their teacher education programs. It would be interesting to determine whether the participants were assigned to FSL positions before they completed their FSL qualifications (e.g. with a temporary letter of approval), or completed their FSL qualifications following their program to give themselves an advantage in the job market, as is sometimes the case given the shortage of teaching jobs available in Ontario.

However, despite initially feeling relatively ineffective, with experience most participants expressed an increase in their overall general feelings of effectiveness from the time they completed their teacher education program to the time of the study. As Bandura (1997) points out, it is during these early years that efficacy beliefs are most pliable. The fact that the majority of participants expressed an increase in efficacy beliefs can possibly be attributed to the fact that they have begun collecting a variety of mastery experiences and believe that their performances in the classroom have been successful. This would make sense, considering many participants cited 'experience' in the classroom as a positive factor contributing to their sense of efficacy at the time of the study.

4.3.2 English-dominant vs. French-dominant teachers

When comparing English-dominant teachers with their French-dominant colleagues in their overall general feelings of effectiveness, it is noteworthy that the English-dominant FSL teachers had a higher sense of efficacy upon completion of their respective teacher education programs (however, as previously stated, all participants appeared to be quite low in their efficacy beliefs at this time). It appears that despite having superior linguistic abilities to their

English-dominant colleagues, this did not have an effect on the efficacy beliefs of the majority of the French-dominant participants at this time. Many participants cited the same concerns as their English-dominant colleagues, such as lack of resources, inadequate classroom practice, lack of collegiality and classroom management issues (one participant, however, cited that she was never given the tools to know how to teach the L2).

One possible explanation for the difference in efficacy beliefs of these two groups of teachers is in their expectations of student achievement. Medgyes (1994) found that NS teachers had unrealistic expectations in the classroom, which could account for the low efficacy beliefs of these French-dominant teachers upon completion of their teacher education program when they first entered the classroom. If students were not meeting these expectations, these teachers may see this as a reflection of their teaching abilities. As Bandura pointed out (1977, 1986, 1997), if an individual believes that a performance has been successful, efficacy beliefs are raised. On the other hand, if an individual believes that a performance has been a failure, efficacy beliefs are lowered. As one participant claimed, he found that he had to “lower his standards” as he soon discovered there was a discrepancy between what he thought he could accomplish and the achievement levels of his students.

With experience, however, the French-dominant teachers showed a greater increase in their efficacy beliefs at the time of the study, more than double that of the English-dominant teachers. Eslami and Fatahi (2008) showed a positive relationship between their participants’ self-reported language proficiency and sense of self-efficacy; the higher the self-reported level of language proficiency, the higher the sense of efficacy, and the more likely they were to use communicative-based approach to L2 teaching in their classrooms. Likewise, Chacón’s (2005) study of English as a Foreign Language (EFL) teachers in Venezuela demonstrated that the

participants' English language skills were positively correlated with their sense of efficacy.

Llurda and Huguet (2003) also found that the EFL primary school teachers in their study were very insecure with their English language skills.

Upon further examination of efficacy beliefs in the area of language proficiency, not surprisingly, the French-dominant teachers averaged at the top of the scale in using French in the classroom most or all of the time. However, in contrast to previous findings (Medgyes, 1994; Árvá & Medgyes, 2000) in which non-native speaking language teachers have been shown to be superior in their knowledge of how the language works, the French-dominant teachers also averaged at the top of the scale in this area. With regards to the English-dominant teachers, despite averaging relatively high for knowing how the language works and providing a linguistic model for students, they averaged slightly above mid-scale for using French in the classroom all or most of the time. This lack of L2 use in the classroom makes one wonder why this would be the case, and if there are other factors preventing them from doing so. L1 use in the classroom has been found to be a common occurrence amongst non-native speaking language teachers (Medgyes, 1994; Árvá & Medgyes, 2000) and could be a contributing factor to the feelings of efficacy of the novice English-dominant FSL teachers in this study.

4.3.3 Core French vs. French immersion teachers

When comparing novice elementary CF teachers with their FI colleagues, it was noted that neither group felt particularly effective in their roles upon completion of their teacher education programs, with both groups averaging mid-scale. As was discussed earlier in this section, this could possibly be attributed to a lack of training in the subject area upon completion of their teacher education programs. It is also important to take into account that the majority of

CF teachers were in their first or second year of teaching, while the majority of FI teachers were in their third year, which was the time when efficacy beliefs exhibited the largest increase.

However, at the time of the study, the overall general feelings of effectiveness of the FI teachers had almost doubled that of the CF teachers. Further to that, FI teachers averaged higher than the CF teachers in all four categories of the Teacher Efficacy Questionnaire. This is hardly surprising given past research on the status of CF teachers (Richards, 2002). These teachers are sometimes the only FSL teacher in the school. In this case, they have little opportunity for collaboration with more experienced colleagues and no chance of having a qualified mentor at the school, resources that are critical for the development of novice teachers (McIntyre, 2003; Farrell, 2003; Romano, 2008; Fantilli & McDougall, 2009). This is not necessarily the case for FI teachers, who would clearly have more opportunities for collaboration and a higher likelihood of having a mentor, given that there would be several other FI teachers at the school.

Another possible explanation for the efficacy beliefs of the CF teachers in this study is not having their own classrooms, giving the impression to colleagues, parents and students that CF is not as important a subject as others and that the program is not supported. Richards (2002) maintained that many of her CF participants did not have a classroom dedicated to FSL. The majority of these participants regarded themselves as marginalized, and believed that CF was not taken seriously and viewed as less important than other subjects by principals, colleagues, parents and students. Mollica et al. (2005) found that just over one third of the almost 1500 CF teacher participants in their study had their own classrooms. Many of these participants believed they were viewed as preparation time teachers in their schools, and felt isolated, unimportant, and unsupported by parents, colleagues and administrators. Similarly, 40 per cent of the 1305 FSL teachers in the study by Lapkin et al. (2006) reported that they did not have a classroom or

FSL consultant to support them in their teaching (there is no indication, however, as to how many of these teachers were CF teachers).

Richards (2002) discovered that an issue facing CF teachers was in relation to the short amount of time allotted for CF instruction in the school day. One important factor in making self-efficacy appraisals are an analysis of the teaching task and its context, and an assessment of one's capability to perform the task successfully (Knoblauch & Woolfolk Hoy, 2008). These appraisals are made after an evaluation of the requirements of the activity, estimation of the level of difficulty, and what it would take to succeed. Given the short amount of time that CF teachers have with their students, taking into account transition times, transporting materials, and entry and exit routines, it is not surprising that many CF teachers may feel unsuccessful in delivering an effective FSL program. Another interesting point was that six of the 13 CF teachers in this study taught grades 7 and 8; Lapkin and Barkaoui (2008) maintained that the inclination to leave FSL teaching was more noticeable among teachers of grades 7 to 9, where one third of the respondents were unsatisfied in their roles and intended to leave CF teaching.

4.3.4 Factors contributing to self-efficacy beliefs

As outlined in earlier in this chapter, five major themes were identified as contributing factors to the self-efficacy beliefs of the novice elementary FSL teachers in this study: challenges with resources, language proficiency, marginalization of the CF program and teachers, the value of collaboration with FSL colleagues, and difficulties in classroom management. All of these factors have been well documented as playing a role in the efficacy beliefs of novice and FSL teachers.

4.3.4.1 Challenges with resources

A lack of resources is an issue that has often been identified as a concern for beginning teachers (Veenman, 1984; McIntyre, 2003; Fantilli & McDougall, 2009), and in the FSL context, has been cited as a source of frustration for FSL teachers (Mollica et al., 2005; Lapkin et al., 2006). Several participants in this study referred to a lack of or inadequate resources as a contributing factor to their sense of efficacy upon completion of their teacher education programs. Two important factors in making self-efficacy appraisals are an analysis of the teaching task and its context, and an assessment of one's capability to perform the task successfully (Knoblauch & Woolfolk Hoy, 2008). Without the proper resources, a teacher may believe that he or she will not be able to deliver an effective lesson or program, or provide their students with effective learning opportunities, which can lead to a decreased sense of efficacy. These beliefs regarding one's capabilities can have an impact on the amount of effort an individual puts forth, if, and for how long, he or she will persevere when confronted with challenges, how one copes with failure, and the amount of stress endured when faced with difficult situations (Bandura, 1977; Tschannen-Moran et al., 1998). Lapkin and Barkaoui (2008) reported that more than one fifth of the 387 Ontario CF teachers surveyed in their study intended to leave the French classroom three years after completing the questionnaire, indicating that the conditions were proving quite challenging.

4.3.4.2 Language proficiency

An important theme identified in this study was with regards to the language proficiency of the participants. Overall, the novice elementary FSL teachers perceived themselves as quite effective and confident with their French language skills, even when comparing the English-dominant participants with the French-dominant participants (as outlined earlier in the

discussion). As was previously discussed, Eslami and Fatahi (2008) found that the higher the self-reported level of language proficiency, the higher the sense of efficacy, Chacón (2005) showed that the participants' English language skills were positively linked with their sense of efficacy, and Llurda and Huguet (2003) reported that the EFL primary school teachers in their study were not confident with their English language skills.

As mentioned beforehand, two important factors in making self-efficacy appraisals are an analysis of the teaching task and its context, and assessing one's capability to perform the task successfully (Knoblauch & Woolfolk Hoy, 2008). The teacher may ask herself whether she is capable of performing the teaching task within the particular context (Siwatu, 2011), and may consider factors such as the availability of resources, students' abilities and motivation, and teacher strategies (Knoblauch & Woolfolk Hoy, 2008). In the case of a FSL teacher, she may ask herself whether she possesses the language proficiency to perform well as an effective L2 teacher. Bayliss and Vignola (2007) discovered that all of their participants in a study regarding anglophone FSL teacher candidates felt confident that their L2 skills were sufficient for the requirements of a FSL teacher. Similarly, there was no mention of French language proficiency being a negative factor contributing to participants' sense of efficacy at the time of the study, either through the questionnaire or interview, which indicates participants quite satisfied with their level of French language proficiency. Collectively, for the novice elementary FSL teachers in this study, there appear to be a positive correlation between the overall general feelings of effectiveness at the time of the study and the self-efficacy appraisals of the participants with regards to language proficiency.

4.3.4.3 The marginalization of core French

The status of the CF program and teachers was identified as an important factor contributing to the efficacy beliefs of the CF teachers in this study. These teachers were sometimes the only FSL teacher in the school and had little opportunity for collaboration with more experienced colleagues. They mentioned feeling isolated, unimportant, and unsupported by administrators, parents, colleagues and students. Richards (2002) found that many of her CF participants viewed themselves as marginalized and believed that CF was deemed less important than other subjects, a point that was mentioned by two CF teachers during the qualitative stage of this study.

4.3.4.4 The value of collaboration with FSL colleagues

The majority of novice FSL teachers in this study showed an increase in efficacy beliefs from the time they completed their teacher education programs to the time of the study. The positive impact of a qualified mentor, collaboration with experienced colleagues and the support of administrators were all cited as contributing factors to this increased sense of efficacy. Farrell (2003) found the single most important factor for the first-year participant in his study was the support from colleagues, and has been recognized as an important resource for novice teachers in numerous other studies (Müller-Fohrbrodt, 1978; Veenman, 1984; McIntyre, 2003; Romano, 2008; Fantilli & McDougall, 2009).

4.3.4.5 Classroom management

It is noteworthy that although it was not the highest area of efficacy in the area of general teaching methodology, managing the classroom averaged relatively high amongst the novice FSL teachers in this study. This is surprising given that it was mentioned several times in open-

ended responses as being an area of difficulty, as is often the case in studies related to issues facing novice teachers (Veenman, 1984; Britt, 1997; Meister & Jenks, 2000; McIntyre, 2003; Romano, 2008; Fantilli & McDougall, 2009).

Chapter 5: Conclusion

This chapter will begin with an overview of the significant findings of this study. This will be followed by the limitations and implications of the study, and conclude with recommendations for future research.

5.1 Overview of Significant Findings

The purpose of this study was to examine the self-efficacy beliefs of novice elementary FSL teachers and the factors which were contributing to these beliefs. Overall, novice elementary FSL teachers' felt relatively effective in their FSL roles and showed an increase in their sense of efficacy from the completion of a teacher education program to the time of the study. With regards to the four categories of *Pedagogical, linguistic, and cultural competencies of an effective FSL teacher* (Salvatori & MacFarlane, 2009), participants showed the highest sense of efficacy in cultural knowledge, while the lowest sense of efficacy was revealed in both general teaching methodology and L2 pedagogy.

With regards to the English-dominant and French-dominant participants, both groups demonstrated an increase in their overall general feelings of effectiveness from the time they completed their teacher education programs to the time of the study. Most noteworthy is the increase in efficacy beliefs of the French-dominant teachers, who more than doubled their sense of efficacy during this time. English-dominant teachers showed the highest sense of efficacy in cultural knowledge and the lowest sense of efficacy in L2 pedagogy. French-dominant teachers displayed the highest sense of efficacy in cultural knowledge and the lowest sense of efficacy in general teaching methodology. It is also important to note that the French-dominant participants

had a higher sense of efficacy in not only all four categories as compared to their English-dominant FSL colleagues, but also all questions in each of the four categories.

In relation to CF and FI teachers, both groups showed an increase in their overall general feelings of effectiveness from the time they completed their teacher education programs to the time of the study. It is significant that the increase in efficacy beliefs of the FI teachers was almost double that of the increase of the CF teachers' efficacy beliefs. Both groups of teachers demonstrated the highest sense of efficacy in cultural knowledge and the lowest sense of efficacy in both general teaching methodology and L2 pedagogy. Novice elementary FI teachers demonstrated a higher sense of efficacy than the CF teachers in not only all four categories, but also all questions in each of the four categories.

Five important themes were identified through the questionnaire and interviews: (1) challenges with resources; (2) language proficiency; (3) the marginalization of the CF program and teachers; (4) the value of collaboration with colleagues, and (5) difficulties in classroom management.

5.2 Limitations

The purpose of this study was to examine the self-efficacy beliefs of novice elementary FSL teachers and the factors which were contributing to these beliefs. The research design, data collection process, participant selection and data analysis procedures were all carefully considered, and it must be noted that there were several limitations that should be considered when analysing the results of this study.

One of the limitations identified at the start of the study was the possibility of not securing an adequate number of participants, and therefore being left with a small sample size.

Originally, the goal of having at least 30 teachers complete the online questionnaire was realized; however, as two participants did not meet the criteria, they were excluded from the study, leaving the number of participants at 28.

With regards to the qualitative portion of the study, only four participants were available to conduct interviews, despite attempts to recruit others. One possible explanation for the low number of interview participants was that this stage of the study took place at the end of the school year during assessment and reporting time. From personal experience, I know this is a busy time for teachers, who are ensuring they have completed assessments of their students and finalized report cards to meet the administrative deadlines.

Another limitation was with regards to the number of French-dominant participants. As mentioned in Chapter 3, finding French-dominant teachers in Ontario to complete the online questionnaire who also happened to be within their first three years of teaching proved difficult. Further to this, although two interview participants maintained that they had grown up speaking French, they identified English as their dominant language, making all four interview participants English-dominant.

A further limitation regarding the participants was that three of the four interview participants completed their teacher education programs in Australia, which is not typical of the FSL population in this study. It is by mere chance that out the five participants who were trained outside of Canada, three of those teachers volunteered for the interview stage of the study.

This study was also limited to three school boards in the context of Ontario, and the majority of participants who responded to the questionnaire were from one school board in particular. This could be due to the fact that although I received approval from the school board

ethics committees and was able to electronically distribute my letter of information and online questionnaire link to potential participants within two of the school boards, I was also dependent upon the Research and Assessment Associate at the school board to distribute this information to principals, who would in turn distribute it to any novice FSL teachers at their location. Due to the lack of participants from this particular school board, it is unclear whether this was done.

Another limitation was in the fact that I asked participants at the time of the study to appraise their efficacy beliefs upon completion of their teacher education program. This is not often accurate, given the amount of time that has passed, particularly for those who were in their third year of teaching. Further to that, while some participants appraised their sense of efficacy immediately upon completion of their program, before entering the classroom, others appraised their beliefs once they had entered the classroom.

A final was with regards to my questionnaire. As I created this questionnaire independently, using the *Pedagogical, linguistic, and cultural competencies of an effective FSL teacher* (Salvatori & MacFarlane, 2009), it has not been validated and

Despite these limitations, this study does provide useful insight into many of the issues facing novice elementary FSL teachers in Ontario. The following section provides the implications of these findings for teacher education programs, school boards, administrators and teachers.

5.3 Implications

The findings of this study show that French-dominant novice elementary FSL teachers have a higher sense of efficacy than their English-dominant counterparts. In addition, novice elementary FI teachers have indicated a higher sense of efficacy than their CF colleagues. This

study has also identified important factors contributing to the self-efficacy beliefs of the participants, as well as some critical issues facing novice elementary FSL teachers today. These findings have several implications for teacher education programs, school boards, administrators, and teachers themselves.

Throughout the data collection process of this study, numerous teacher participants referred to inadequate (or non-existent) FSL training during their teacher education programs. One viewpoint was that there was too much theory and not enough practical ideas for the FSL classroom. Given that the lowest area of efficacy for English-dominant and CF teachers in the category of L2 pedagogy was in relation to planning lessons that reflect theories of L2 acquisition, this is an interesting point, and suggests two things: (1) teacher education programs need to reconsider the content of their FSL programs and include subject matter that provides FSL teachers with the necessary theoretical background of L2 acquisition, or (2) FSL teacher candidates must appreciate the importance of the theoretical background of L2 acquisition introduced to them during their teacher education programs, and apply it to their FSL program once in the classroom.

In addition to a lack of adequate FSL training, another important issue identified in this study was in relation to the lack of practice teaching in an FSL classroom. Based on the open-ended responses obtained through the online questionnaire, this was an area connected to the low self-efficacy appraisals of many participants upon completion of their teacher education programs. Whether this was the result of participants' program choice upon application to the faculty of education or the inability on the part of the faculty to provide adequate placements is unclear. However, regardless of the cause, it does suggest that teachers wishing to teach FSL need more opportunities for practice teaching in an FSL setting, as experience in the classroom

was one of the most important factors connected to the increased sense of efficacy from the completion of a teacher education program to the time of the study.

A further implication involves the language proficiency of the novice elementary FSL teacher participants. While the English-dominant teachers did not identify their French language proficiency as a major factor in their sense efficacy beliefs during the open-ended responses of the Academic and Demographic section of the questionnaire, they did appraise themselves as less effective than their French-dominant counterparts in the Teacher Efficacy Questionnaire, particularly in the areas of language proficiency and cultural knowledge. This indicates that English-dominant FSL teachers would potentially benefit from further language courses to improve their proficiency extended .

The findings of this research also suggest that school boards have an important role to play. Many participants cited resources and PD opportunities as a contributing factor to the increase in their efficacy beliefs, and it is up to the school boards to provide FSL teachers with the tools they need to deliver an effective FSL program.

Administrators must also be aware of the amount of support given to new teachers and the way that the CF program is viewed in their schools. By showing support for the program (i.e., distribution of resources, assignment of classrooms), this will undoubtedly send a message to all stakeholders that the CF program, and its teachers, are valuable members of the school community.

The following section provides several recommendations for future research based on the findings of this study.

5.4 Future Research

This study has examined the self-efficacy beliefs of novice elementary FSL teachers, and compared the self-efficacy beliefs of novice elementary English-dominant and French-dominant FSL teachers, as well as CF and FI teachers. Several factors were identified as contributing to those beliefs. Based on the results of this study, I believe that there are critical issues that would merit further investigation.

In light of the critical issue of the marginalization of CF teachers, this area would benefit from research into ways to better support these teachers in their roles. With regards to self-efficacy, research that explores the factors that “increase” self-efficacy would be beneficial. As previously mentioned, given that my questionnaire was created using the *Pedagogical, linguistic and cultural competencies of an effective FSL teacher* (Salvatori & MacFarlane, 2009), further research that validates these competencies would be valuable. As this study was limited to the Ontario context, further research in other provinces and territories of Canada, who offer different teacher education programs could provide further insight into the issues facing novice elementary FSL teachers. Further to that, conducting a study with participants from across Canada could provide a broader view of the issues identified in this study. There is a clear need in the field of L2 education, and particularly in the Canadian context, for further studies on the self-efficacy beliefs of FSL teachers whose L1 is not French. Given the increasing demand for FSL teachers all over Canada, this is an area that would benefit from further study. A further area of research could be comparing teachers who completed an FSL program as part of their teacher education to those who completed it following the completion of the program (i.e., FSL Part 1, FSL Part 2, FSL Specialist). Many of the participants in this study cited that they earned their qualifications following the completion of their teacher education programs, which may have

contributed to their sense of efficacy. Finally, given that teacher efficacy is both context and subject-specific (Tschannen-Moran et al., 1998), teachers' sense of efficacy in the FSL context is an area that would certainly benefit from further study.

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APPENDIX A: LETTER OF INFORMATION (QUESTIONNAIRE)

My name is Shelley Cooke and I am a Master of Education student at the Faculty of Education at The University of Western Ontario. I am currently conducting research into the self-efficacy beliefs of novice elementary French as a Second Language (FSL) teachers and would like to invite you to participate in this study.

The aims of this study are to compare the self-perceived effectiveness of novice elementary FSL teachers in teaching core French (CF) and French immersion (FI) programs, as well as the difference between FSL teachers who speak French as a first language and those who speak French as a second, or other language. I also aim to uncover factors that may be contributing to these beliefs. Please note that this study involves **ONLY full- or part-time contract or long-term occasional (LTO) elementary FSL teachers, who are in their first, second or third year of teaching** (please do not include time spent supply teaching).

If you agree to participate in this study you will be asked to complete an online questionnaire, which will take approximately 15-20 minutes. Completion and submission of the questionnaire will indicate your consent to participate in this study. At the end of the questionnaire you will be asked if you would like to participate in a follow-up interview at a later date, either in person on the telephone, or via Skype, which will take approximately 30-45 minutes. If you are interested in that part of the study, please provide your contact information in the space provided on the questionnaire survey.

The information collected through the questionnaire and interview will be used for research purposes only, and neither your name nor information which could identify you will be used in any publication or presentation of the study results. All information collected for the study will be kept confidential, and all data will be destroyed after five years of completing the study. There are no known risks to participating in this study. If requested, I will provide you with a copy of the results of my study.

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time. If you decide to participate in this study, I would appreciate your completion of the survey by April 30, 2012. Here is the link to the survey: <https://www.surveymonkey.com/s/PWCF23W>

If you have any questions about the conduct of this study or your rights as a research participant, you may contact the Office of Research Ethics, The University of Western Ontario at XXX-XXX-XXXX or XXXXXX. If you have any questions about this study, please contact me at XXXXX, or my supervisor, Dr. Farahnaz Faez, at XXX-XXX-XXXX (ext. XXXXX) or XXXXX. This letter is yours to keep for future reference.

APPENDIX B: LETTER OF INFORMATION (INTERVIEW)

As you know, I am currently conducting research into the self-efficacy beliefs of novice elementary French as a Second Language teachers. I would like to take this opportunity to thank you for completing my online questionnaire and invite you to conduct a follow-up interview. The interview will take approximately 30-45 minutes.

The aim of this interview is to gain a better understanding of the factors that may be contributing to your feelings of efficacy as a novice FSL teacher. You will be asked to answer questions regarding the information you provided on your questionnaire in the areas of general teaching methodology, second language pedagogy, language proficiency and cultural knowledge, as well as general questions regarding your experiences as a novice FSL teacher.

The information collected through this interview will be used for research purposes only, and neither your name nor information which could identify you will be used in any publication or presentation of the study results. All information collected through this interview will be kept confidential and will be destroyed within five years of completing the study. There are no known risks to participating in this interview.

Participation in this interview is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the interview at any time. If you decide to participate, please contact me at XXXXX, and indicate whether you would prefer to conduct the interview in person, on the telephone or via Skype. We will then organize a mutually convenient time and/or location to do so.

If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, The University of Western Ontario at XXX-XXX-XXXX or XXXXX. If you have any questions about this study, please contact me at the above email address, or my supervisor, Dr. Farahnaz Faez, at XXX-XXX-XXXX (ext. XXXXX) or XXXXX. This letter is yours to keep for future reference.

APPENDIX C: ACADEMIC AND DEMOGRAPHIC QUESTIONNAIRE

Section 1: General effectiveness

1. (a) On a scale from 1 to 10, with 1 being not at all effective and 10 being highly effective, how effective did you feel as an FSL teacher upon completion of your teacher education program?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

- (b) What factors do you believe contributed to these feelings?

2. (a) On a scale from 1 to 10, with 1 being not at all effective and 10 being highly effective, how effective do you feel NOW as an FSL teacher?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

- (b) What factors do you believe contribute to these feelings?

Section 2: Academic and demographic information

3. In which year of teaching are you currently? Please do not include time spent as a supply teacher, if any.

First year Second year Third year

4. Are you a full-time contract teacher (1.0), part-time contract teacher (< 1.0) or a long-term occasional teacher (LTO)?

Full-time Part-time Long-term occasional

5. What is your gender?

Male Female

6. What is your age?

- 21-30 31-40 41-50 51-60 60 +

7. What is the highest level of education you have completed?

- Bachelor's degree Master's degree Doctorate Other

Other (please specify) _____

8. Where did you complete your teacher education program? (List)

Newfoundland and Labrador

Nova Scotia

Prince Edward Island

New Brunswick

Quebec

Ontario

Manitoba

Saskatchewan

Alberta

British Columbia

Northwest Territories

Yukon Territory

Nunavut

Outside Canada (please specify) _____

9. In which program were you enrolled?

- Consecutive education program Concurrent education program Other
(please specify)

10. In which year did you complete your teacher education program? (List)

11. Which FSL qualifications do you hold? (check all that apply)

- FSL Part 1 FSL Part 2 FSL Specialist
- Primary/Junior (FSL program)
- Junior/Intermediate (French as a teaching subject)
- Intermediate/Senior (French as a teaching subject)
- Other (please specify) _____

12. When did you complete your FSL qualifications?

- During the teacher education program After the teacher education program
- Both

13. Which FSL program are you currently teaching? Check all that apply.

- Core French French Immersion (Early Entry) French Immersion:
Extended French
- Intensive French Other (please specify)

14. To which grades do you currently teach FSL? Check all that apply.

- K 1 2 3 4 5 6 7 8

15. What is your most comfortable/dominant language? If you feel equally comfortable using two or more languages, please choose other and specify.

- English French Other: please specify _____

16. In which city do you **live**? _____

17. In which city do you **work**? _____

APPENDIX D: TEACHER EFFICACY QUESTIONNAIRE

Part 1: General Teaching Methodology: On a scale from 1 to 10, with 1 being not at all effective and 10 being the most effective, please indicate how effective you feel in relation to your general teaching methodology. Please ensure your responses are in relation to your FSL teaching only. Your answers are confidential.

How effective do you feel in:

1. Using a variety of teaching methods?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

2. Differentiating your instruction to meet the needs of your students?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

3. Managing your classroom(s)?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

4. Promoting students' critical and creative thinking?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

5. Developing assessment tools to monitor students' learning?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

6. Using the result of your assessment to monitor and report on students' progress and shape instruction?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

7. Providing effective feedback to your students to assist them in reflecting on their own progress?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

8. Reflecting on your teaching in order to increase its effectiveness and enhance student learning?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

Part 2: Second Language Education: On a scale from 1 to 10, with 1 being not at all effective and 10 being the most effective, please indicate how effective you feel in relation to your second language teaching. Please ensure your responses are in relation to your FSL teaching only. Your answers are confidential.

How effective do you feel in:

1. Planning lessons that engage students in language learning?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

2. Planning lessons that reflect theories of second language acquisition?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

3. Keeping up-to-date with and applying current approaches to second-language teaching?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

4. Designing instructional strategies reflecting currently accepted methodology (including use of technology) appropriate to your instructional goals?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

5. Selecting and adapting appropriate resources to help meet the instructional and linguistic needs of your students?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

6. Generating and using appropriate resources to help meet the instructional and linguistic needs of your students?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

7. Providing activities which support meaningful communication in French?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

8. Creating a supportive and challenging learning environment?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

Part 3: Language Proficiency: On a scale from 1 to 10, with 1 being not at all effective and 10 being the most effective, please indicate how effective you feel in relation to your language proficiency. Please ensure your responses are in relation to your FSL teaching only. Your answers are confidential.

How effective do you feel in:

1. Using French in the classroom most or all of the time?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

2. Providing a linguistic model for students?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

3. Knowing how the French language works (i.e., grammar, pronunciation, etc.)?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

4. Setting attainable and worthwhile learning goals for your students?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

5. Reaching out to the French community to enhance your instruction?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

Part 4: Cultural Knowledge: On a scale from 1 to 10, with 1 being not at all effective and 10 being the most effective, please indicate how effective you feel in relation to your cultural knowledge. Please ensure your responses are in relation to your FSL teaching only. Your answers are confidential.

How effective do you feel in:

1. Understanding the French culture and language and how to link them with one another?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

2. Promoting the value of learning French?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

3. Welcoming diverse learners and valuing the benefits of intercultural awareness and understanding within the language program?

1 2 3 4 5 6 7 8 9 10

Prefer not to respond

If you have any further comments, Please include them below. (text box)

Thank you for taking the time to complete this survey.

1. Would you be willing to conduct a follow-up interview with the researcher? yes
 no

2. If yes, please provide an email address below, and you may be contacted by the researcher.

3. Would you like to receive a copy of the results of this questionnaire? yes
 no

4. If yes, please provide an email address below.
-

APPENDIX E: INTERVIEW GUIDE

Section 1: Teacher Education Program

1. Do you feel that your teacher education program properly prepared you for teaching [Core French] [French Immersion]?
2. Were there any particular areas you felt the program excelled in?
3. Were there any particular areas you felt the program could have improved on?

Section 2: Current Teaching Assignment

1. Do you have other responsibilities in addition to your FSL role (e.g., class teacher, ESL)
2. If yes, do you feel your additional responsibilities have an impact on your feelings of efficacy/ effectiveness as an FSL teacher?
3. Do you feel switching to another program (i.e., French Immersion, Core French) would change your feelings of efficacy?
4. Do you feel changing grade levels would change your feelings of efficacy?
5. Do you have ESL students in your FSL classroom? How effective do you feel in meeting the needs of these students?
6. Do you have ISSP students in your FSL classroom? How effective do you feel in meeting the needs of these students?
7. Do you experience challenging behaviour in your FSL classroom(s)? How effective do you feel in dealing with this behaviour?
8. Which FSL program do you use in your classroom (i.e., AIM, Visage, etc.)?
9. Have you had success using this program?
10. What are some challenges you face using this program?
11. Do you feel you have access to the resources needed to teach an effective FSL program? If no, do you feel a lack of resources affects your effectiveness as an FSL teacher?
12. Do you use technology in your FSL classroom? If yes, in what capacity? What kinds of technology do you use? How do you feel this impacts your efficacy? If no, why not?
13. What percentage of time do you spend speaking French in your classroom?
14. Do you feel your French language proficiency plays a role in your feelings of efficacy?
15. Do you incorporate cultural activities into your FSL program? If so, tell me about them. How effective do you feel in incorporating cultural activities in the classroom?

Current Teaching Location

1. How many students attend your school? Do you think the size of the school impacts your feelings of efficacy?
2. [Core French] Are there other FSL teachers at your location? If so, how much opportunity is there for collaboration? [French immersion] How much opportunity is there for collaboration with the other FSL teachers at your school?

3. How much opportunity is there for collaboration with other FSL teachers outside of your school?
4. [Core French only] Do you have your own classroom? How do you feel this contributes to your effectiveness as an FSL teacher?
5. Do you feel supported by your administration? Colleagues? Parents?
6. How much contact do you have with the French consultant at your board?

Miscellaneous

1. As a novice teacher, have you been mentored by an experienced FSL teacher? If so, how do you feel this impacted your feelings of efficacy/effectiveness as an FSL teacher? If not, why not?
2. What are some challenges you face as a novice FSL teacher?
3. What do you perceive as your strongest area in teaching FSL? Your weakest area?
4. What is one thing you wished you could do better, and you feel would improve students' learning if you improved in this area?
5. Have you had the opportunity to study in a French environment? How do you feel this contributes to your effectiveness as a FSL teacher?
6. On a scale of 1 to 10, what is your level of proficiency in English reading? Writing? Speaking? Listening?
7. On a scale of 1 to 10, what is your level of proficiency in French reading? Writing? Speaking? Listening?

Curriculum Vitae

Name: Shelley Cooke

Post-secondary Education and Degrees: Queen's University
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2005 Additional Qualification: Primary Division

University of Western Ontario,
London, ON
1997-1998 B. Ed.

University of Western Ontario,
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Related Work Experience: Teacher
Peel District School Board
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Occasional Teacher
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2010-present

Marker
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2011-2012

Teacher
St. George the Martyr Church of England Primary School
2003-2004

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